

Religious Education

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 and Year 2	<p>What does it mean to belong to a Faith Community? Recognise symbols of belonging. Give an account of Christian baptism. Retell stories linked to belonging from the Christianity and Islam.</p>	<p>How and why do we celebrate special and sacred times? Identify ways Christians celebrate Christmas. Learn about how and why Muslims celebrate Eid-ul-Fitr. Also learn about Diwali linking to Geography topic.</p>	<p>Who is a Christian and what do they believe? Talk about Christian beliefs about God and Jesus. Retell and explore stories which show what Christians might think about God. Sequence the life of Jesus. Visit a local place of worship and listen to Christian adults and children talking about their beliefs.</p>		<p>What makes some places sacred? Learn and use vocabulary related to sacred places. Explore the meanings of signs, symbols, artefacts and actions and how they help in worship in Churches, Synagogues and Mosques. Visit local places of worship.</p>	
Year 3 and Year 4	<p>What does it mean to be a Christian in Britain today? Describe what Christians do to show their faith. Discuss links between the actions of Christians in helping others and ways in which people of different faiths and beliefs, including pupils themselves, help others.</p>		<p>What do different people believe about God? With a focus on Christianity explore and name ways in which religions name and describe attributes of God.</p>	<p>Why are festivals important to religious communities? Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p>	<p>Why do people pray? Learn that Hindus, Muslims and Christians pray in many different ways. Consider atheist and secular views.</p>	<p>Why is the Bible so important for Christians today? Make connections between stories in the Bible and Christian belief. Discuss how Christians use the Bible.</p>
Year 5 and Year 6	<p>Why do some people believe God exists? Express thoughtful ideas about the impact of believing or not believing in God. Present different views including their own.</p>	<p>If God is everywhere, why go to a place of worship? Make connections between how believers feel about places of worship in different traditions.</p>	<p>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) Interpret Jesus' parables and say what they might teach Christians today. Express own understanding.</p>		<p>What does it mean to be a Muslim in Britain today? Make connections between the key functions of the Mosque and the beliefs of Muslims. Describe and reflect on the significance of the Holy Qur'an to Muslims</p>	

Cycle B

Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 and 2	<p>Who is a Muslim and what do they believe? Sharing stories that help show how Muslims think of God (Allah) and how following God shows them ways to behave. Talk to Muslims about their beliefs. Learn about Ramadan and significant objects.</p>		<p>How should we care for others and the world, and why does it matter? Retell Jewish and Christian stories about caring for others and the world. Identify ways Christians and Jewish people respond to these.</p>	<p>How and why do we celebrate special and sacred times? Identify ways Christians celebrate Easter. Learn about the Jewish festival of Pesach.</p>	<p>How can we learn from sacred books? Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Retell stories from the Christian Bible, Jewish Torah and Muslim Holy Qur'an.</p>	
Year 3 and 4	<p>What does it mean to be a Hindu in Britain today? Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs. Discuss links between the actions of Hindus and people of other faiths and beliefs.</p>		<p>What can we learn from religions about deciding what is right and wrong? Explore teachings which act as guides for living within Judasim, Christianity and a non-religious belief system.</p>	<p>Why is Jesus inspiring to some people? Identify the most important parts of Easter for Christians and say why they are important. Give definitions of key Christian vocabulary e.g. gospel.</p>	<p>Why are festivals important to religious communities? Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. Focus on Eid.</p>	<p>Why do some people think that life is like a journey and what significant experiences mark this? Describe what happens in Christian, Jewish and Hindu ceremonies of commitment.</p>
Year 5 and 6	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity? Connect ways in which art and actions can reveal</p>	<p>What difference does it make to believe in Ahimsa, Grace and Ummah? Make links between the three concepts.</p>	<p>What matters most to Christians and Humanists? Describe and compare Christian and Humanist values and 'codes for living.' Notice and think about the fact values can clash, and that doing the right thing can be difficult.</p>		<p>What do religions say to us when life gets hard? Outline Christian, Hindu and non – religious beliefs about life after death. Explain similarities and differences. Consider similarities and differences in</p>	

	what people believe about God.	Weigh up the value and impact of these key ideas for themselves.	Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in light of their learning.	ceremonies that mark the end of life on Earth and how these express different beliefs.
--	--------------------------------	--	--	--