

This document outlines the main learning across the year groups. This shows the build on knowledge and how they link to each other. This document allows the teachers to see where their year group / the term fits in the grand scale knowledge and learning.

We have selected the **Early Learning Goals** that link most closely to the **Physical Education** national curriculum.

Level Expected at the End of EYFS	
<p>Personal, Social and Emotional Development (Self-Confidence and Self-Awareness) Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Personal, Social and Emotional Development (Making Relationships) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<p>Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Understanding the World (People and Communities) Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
	<p>Understanding the World (The World) Children know about similarities and differences in relation to places and objects.</p>

Government Guidance

<p>Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.</p> <p>'The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. ' Section 2 79 (1) School Standards and Framework Act.</p> <p>Breadth and depth can be achieved in RE, if the following are taken into account</p>	
<ul style="list-style-type: none"> RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. Building on the statutory requirements, it is recommended that there should be a wide- ranging study of religion and belief across the key stages as a whole. Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression. 	<ul style="list-style-type: none"> Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values. The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions Children know about similarities and differences in relation to places and objects.

	KS1	LKS2	UKS2
Beliefs and teachings (from various religions)	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ol style="list-style-type: none"> describe the main beliefs of a religion; describe the main festivals of a religion. 	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ol style="list-style-type: none"> describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books. 	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <ol style="list-style-type: none"> recognise and explain how some teachings and beliefs are shared between religions; explain how religious beliefs can shape the lives of individuals and contribute to society.
Rituals, ceremonies and lifestyles (from various religions)	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ol style="list-style-type: none"> recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; observe when practices and rituals are featured in more than one religion or lifestyle. 	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <ol style="list-style-type: none"> identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used; explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. 	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <ol style="list-style-type: none"> explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyles associated with belonging to a non-religious community; compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; show an understanding of the role of a spiritual leader.
How beliefs are expressed	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ol style="list-style-type: none"> name religious symbols and the meaning of them; learn the name of important religious stories; retell religious stories and suggest meanings in the story. 	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ol style="list-style-type: none"> begin to identify religious symbolism in different forms of art and communication; looking at holy texts and stories, explain meaning in a story; express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. 	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ol style="list-style-type: none"> explore religious symbolism in literature and the arts; explain some of the different ways individuals show their beliefs; share their opinion or express their own belief with respect and tolerance for others.
Time to reflect and personal growth	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can:</p> <ol style="list-style-type: none"> identify things that are important in their lives; ask questions about the puzzling aspects of life; understand that there are similarities and differences between people. 	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children can:</p> <ol style="list-style-type: none"> understand that personal experiences and feelings can influence their attitudes and actions; offer suggestions about why religious and non-religious leaders and followers have acted the way they have; ask questions that have no agreed answers, and offer suggestions as answers to those questions; understand that there are similarities and differences between people and respect those differences. 	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Children can:</p> <ol style="list-style-type: none"> recognise and express feelings about their identities and beliefs; explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; explain why their answers may be different from someone else's and respond sensitively.

Values (in your own life and others lives)	<p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at how values affect a community and individuals; b explain how actions can affect other people; c understand that they have their own choices to make and begin to understand the concept of morals. 	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p> <ul style="list-style-type: none"> a make informed choices and understand the consequences of choices; b describe how shared values in a community can affect behaviour and outcomes; c discuss and give opinions on morals and values, including their own. 	<p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explain why individuals and communities may have similar and differing values; b show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; c express their own values while respecting the values of others.
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Term	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn1	Harvest Natratri	Friendship	Nature and God	Hinduism	Christianity	Forgiveness	Humanism
Autumn 2	Diwali Hannukah Christmas	Gifts and Giving	Light and Dark	The Nativity Story	People of Faith	The True Meaning of Christmas	The Christmas Story
Spring 1	Chinese New Year Shrove Tuesday	Religion and Rituals	Rules and Routines	Islam	The Bible	Worship	Justice and Freedom
Spring 2	Easter	Easter and Surprises	Beginnings and Endings	Good Friday	Food and Fasting (Lent & Ramadan)	Peace	Crucifixion
Summer 1	Eid al Fitr	Places of Worship (<i>Synagogue, Mandir, Church</i>)	Ceremonies	Judaism	Buddhism	Commitment	Creation Stories
Summer 2	Weddings	Caring for Others	Places of Worship (<i>Mosque, Gurdwara, Temple</i>)	Sikhism	Pilgrimages (Haji)	Jesus the Healer	Eternity

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children Can: a describe the main beliefs of a religion; b describe the main festivals of a religion. Caring for Others Gifts and Giving Friendship Easter and Surprises Religion and Rituals</p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children Can: a describe the main beliefs of a religion; b describe the main festivals of a religion. Nature and God Light and Dark Beginnings and Endings Places of Worship</p>	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children Can: a describe the key teachings and beliefs of a religion; b begin to compare the main festivals of world religions; c refer to religious figures and holy books. Hinduism The Nativity Story Islam Good Friday Sikhism Judaism</p>	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children Can: a describe the key teachings and beliefs of a religion; b begin to compare the main festivals of world religions; c refer to religious figures and holy books. Buddhism The Bible</p>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children Can: a recognise and explain how some teachings and beliefs are shared between religions; b explain how religious beliefs can shape the lives of individuals and contribute to society. The True Meaning of Christmas Peace Forgiveness Jesus the Healer</p>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children Can: a recognise and explain how some teachings and beliefs are shared between religions; b explain how religious beliefs can shape the lives of individuals and contribute to society. Creation Stories The Christmas Story Justice and Eternity</p>

Rituals, ceremonies and lifestyles (from various religions)

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children Can: a recognise, name and describe religious artefacts, places and practices; b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; c observe when practices and rituals are featured in more than one religion or lifestyle. Caring for Others Easter and Surprises Religion and Rituals Places of Worship</p>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children Can: a recognise, name and describe religious artefacts, places and practices; b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; c observe when practices and rituals are featured in more than one religion or lifestyle. Light and Dark Rules and Routine Beginnings and Endings Ceremonies Places of Worship</p>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children Can: a identify religious artefacts and how they are involved in daily practices and rituals; b describe religious buildings and how they are used; c explain religious ceremonies and rituals and their importance for people's lives and sense of belonging Hinduism Islam Good Friday Sikhism Judaism</p>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children Can: a identify religious artefacts and how they are involved in daily practices and rituals; b describe religious buildings and how they are used; c explain religious ceremonies and rituals and their importance for people's lives and sense of belonging Buddhism Christianity Food and Fasting Pilgrimages The Bible</p>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children Can: a explain practices and lifestyles associated with belonging to a faith; b explain practices and lifestyles associated with belonging to a non-religious community; c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; d show an understanding of the role of a spiritual leader. Worship The True Meaning of Christmas Jesus the Healer Commitment</p>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children Can: a explain practices and lifestyles associated with belonging to a faith; b explain practices and lifestyles associated with belonging to a non-religious community; c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; d show an understanding of the role of a spiritual leader. Humanism The Christmas Story</p>

How beliefs are expressed

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children Can:</p> <p>a name religious symbols and the meaning of them; b learn the name of important religious stories; c retell religious stories and suggest meanings in the story.</p> <p>Caring for Others Gifts and Giving Easter and Surprises Places of Worship</p>	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children Can:</p> <p>a name religious symbols and the meaning of them; b learn the name of important religious stories; c retell religious stories and suggest meanings in the story.</p> <p>Nature and God Light and Dark Places of Worship</p>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children Can:</p> <p>a begin to identify religious symbolism in different forms of art and communication; b looking at holy texts and stories, explaining meaning in a story; c express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p> <p>Hinduism Islam Good Friday Sikhism Judaism</p>	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children Can:</p> <p>a name religious symbols and the meaning of them; b learn the name of important religious stories; c retell religious stories and suggest meanings in the story.</p> <p>Buddhism Christianity Pilgrimages The Bible</p>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children Can:</p> <p>a explore religious symbolism in literature and the arts; b explain some of the different ways individuals show their beliefs; c share their opinion or express their own belief with respect and tolerance for others.</p> <p>Worship The True Meaning of Christmas Peace Jesus the Healer</p>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children Can:</p> <p>a explore religious symbolism in literature and the arts; b explain some of the different ways individuals show their beliefs; c share their opinion or express their own belief with respect and tolerance for others.</p> <p>Humanism Creation Stories</p>

Time to reflect and personal growth

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children Can:</p> <p>a identify things that are important in their lives; b ask questions about the puzzling aspects of life; c understand that there are similarities and differences between people.</p> <p>Friendship</p>	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children Can:</p> <p>a identify things that are important in their lives; b ask questions about the puzzling aspects of life; c understand that there are similarities and differences between people.</p> <p>Places of Worship</p>	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children Can:</p> <p>a understand that personal experiences and feelings can influence their attitudes and actions; b offer suggestions about why religious and non-religious leaders and followers have acted the way they have; c ask questions that have no agreed answers, and offer suggestions as answers to those questions; d understand that there are similarities and differences between people and respect those differences.</p> <p>Good Friday</p>	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children Can:</p> <p>a understand that personal experiences and feelings can influence their attitudes and actions; b offer suggestions about why religious and non-religious leaders and followers have acted the way they have; c ask questions that have no agreed answers, and offer suggestions as answers to those questions; d understand that there are similarities and differences between people and respect those differences.</p> <p>People of Faith Food and Fasting</p>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Children Can:</p> <p>a recognise and express feelings about their identities and beliefs; b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; c explain why their answers may be different from someone else's and respond sensitively</p> <p>Peace Forgiveness Jesus the Healer Commitment</p>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Children Can:</p> <p>a recognise and express feelings about their identities and beliefs; b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; c explain why their answers may be different from someone else's and respond sensitively</p> <p>Humanism The Christmas Story Justice and Freedom Crucifixion Eternity</p>

Values (in your own life and other's lives)						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>To support the learning of RE, see below for Twinkl Life units that cover the specific aspects of this strand.</p> <p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children Can:</p> <p>a look at how values affect a community and individuals; b explain how actions can affect other people; c understand that they have their own choices to make and begin to understand the concept of morals. Friendship</p>	<p>To support the learning of RE, see below for Twinkl Life units that cover the specific aspects of this strand.</p> <p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children Can:</p> <p>a look at how values affect a community and individuals; b explain how actions can affect other people; c understand that they have their own choices to make and begin to understand the concept of morals. Beginnings and Endings</p>	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children Can:</p> <p>a make informed choices and understand the consequences of choices; b describe how shared values in a community can affect behaviour and outcomes; c discuss and give opinions on morals and values, including their own. Hinduism Islam Sikhism Judaism</p>	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children Can:</p> <p>a make informed choices and understand the consequences of choices; b describe how shared values in a community can affect behaviour and outcomes; c discuss and give opinions on morals and values, including their own. People of Faith Food and Fasting</p>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Children Can:</p> <p>a recognise and express feelings about their identities and beliefs; b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; c explain why their answers may be different from someone else's and respond sensitively Worship The True Meaning of Christmas Peace Forgiveness Jesus the Healer</p>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Children Can:</p> <p>a recognise and express feelings about their identities and beliefs; b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; c explain why their answers may be different from someone else's and respond sensitively Humanism Creation Stories Crucifixion</p>

Year 1					
Caring for Others	Gifts and Giving	Religion and Rituals	Places of Worship	Friendship	Easter and Surprises
<p>I can explain how people can look after each other.</p> <p>I can tell you two ways to look after someone.</p> <p>I can tell you why it is important to look after things.</p> <p>I can explain what the festival of Raksha Bandhan represents.</p> <p>I can tell you which religion celebrates Raksha Bandhan.</p> <p>I can tell you what the Rakhi (bracelet) symbolises.</p> <p>I can tell you two things which happen during Raksha Bandhan.</p> <p>I can explain the message in the story The Good Samaritan.</p> <p>I can say what a 'Samaritan' is.</p> <p>I can tell you one thing that Jesus was trying to teach Christians.</p> <p>I can tell you how the story could help me in my own life.</p> <p>I can explain what a langar meal is.</p> <p>I can tell you what the word langar means.</p> <p>I can tell you two things which are special about a langar meal.</p> <p>I can design my own langar meal.</p> <p>I can explain the message in the story Be My Guest.</p> <p>I can tell you what making a sacrifice means.</p> <p>I can tell you why it's important to think of others, before yourself</p> <p>I can say how the story can help me in my own life.</p> <p>I can understand different points of view.</p> <p>I can tell you why the monkey king made a sacrifice.</p> <p>I can tell you how his sacrifice made other people feel.</p> <p>I can tell you what the consequences of his sacrifice were.</p>	<p>I can explain what Christmas is.</p> <p>I can explain when and why Christmas is celebrated.</p> <p>I can sequence the Christmas Story.</p> <p>I can explain how Christmas might be celebrated.</p> <p>I can tell you two ways Christmas might be celebrated.</p> <p>I can explain why celebrating Christmas is important to many Christians.</p> <p>I can explain why gifts can be given at Christmas.</p> <p>I can name the first three gifts given to Baby Jesus.</p> <p>I can understand that most Christians believe Jesus was a gift from God.</p> <p>I can explain what Ramadan is.</p> <p>I can tell you what happens during Ramadan.</p> <p>I can tell you why many Muslims fast during Ramadan.</p> <p>I can explain what Eid al-Fitr is.</p> <p>I can tell you when Eid al-Fitr might be celebrated.</p> <p>I can tell you why Eid al-Fitr might be celebrated.</p> <p>I can explain how Eid al-Fitr might be celebrated.</p> <p>I can tell you two ways Muslims might celebrate Eid al-Fitr.</p> <p>I can explain why celebrating Eid al-Fitr is important to many Muslims.</p> <p>I can explain what Zakat is.</p> <p>I can tell you what is given as Zakat.</p> <p>I can explain who Zakat is given to and why.</p>	<p>I can understand what a ritual is.</p> <p>I can discuss the features of a ritual.</p> <p>I can sort activities, identifying whether they are rituals or not.</p> <p>I can discuss why rituals are used in religions.</p> <p>I can explain what Salat is and why it is important to Muslims.</p> <p>I know what Salat is.</p> <p>I can talk about why Salat is important.</p> <p>I can use what I know about Salat to design a prayer mat.</p> <p>I can identify some of the poses in Salat.</p> <p>I can explore the ritual of puja.</p> <p>I can describe what happens when Hindus perform puja.</p> <p>I can discuss how I might welcome a visitor.</p> <p>I can talk about how the senses are used in the ritual of puja.</p> <p>I can explore what happens during Holy Communion.</p> <p>I can tell a friend about an object that holds a memory or special meaning for me.</p> <p>I can talk about why bread and wine are used in Holy Communion.</p> <p>I can explain why Holy Communion is important for Christians.</p> <p>I can use key vocabulary about Holy Communion.</p> <p>I can compare rituals from different religions.</p> <p>I can recall key facts about religious rituals studied.</p> <p>I can discuss some key features of different rituals.</p> <p>I can compare religious rituals and say what is similar or different about them.</p> <p>I can discuss why rituals might be different between religions.</p> <p>I can discuss and apply some features of religious rituals.</p> <p>I can name some features of religious rituals.</p> <p>I can suggest ideas for a new ritual and listen to others' ideas.</p> <p>I can present my ideas to an audience.</p>	<p>I know what a place of worship is.</p> <p>I can talk about a place that is special to me.</p> <p>I know what worship is.</p> <p>I can name and talk about some examples of places of worship.</p> <p>I can discuss how a place of worship is a special place to religious believers.</p> <p>I can discuss key parts of a Jewish synagogue.</p> <p>I can explain what a place of worship is.</p> <p>I can name and talk about some important parts of a Jewish synagogue.</p> <p>I can talk about some important things that Jewish people believe.</p> <p>I can identify and name important parts and objects from a synagogue.</p> <p>I can discuss key parts of a Hindu mandir.</p> <p>I can talk about some important things that Hindus believe.</p> <p>I can name and talk about some important parts of a Hindu mandir.</p> <p>I can talk about examples of Hindu art.</p> <p>I can create my own artwork inspired by Hindu art.</p> <p>I can discuss key parts of a Christian church.</p> <p>I can talk about some important things that Christians believe.</p> <p>I can name and talk about some important parts of a Christian church.</p> <p>I can place objects within a church plan accurately and know why the shape of a church is important.</p> <p>I can begin to think about what happens in a church.</p> <p>I can discuss why places of worship are important in religions.</p> <p>I can recall what a place of worship is.</p> <p>I can name and talk about some of the events that happen at places of worship.</p> <p>I can talk about some of the ways a place of worship might make a religious believer feel.</p> <p>I can think about why a place of worship might be important to different people.</p> <p>I can use and apply the key parts of a place of worship to a new design.</p> <p>I can recall the key parts of a Jewish synagogue, Hindu mandir and Christian church.</p> <p>I can discuss how a place of worship is used in the community and by different people.</p> <p>I can design a building and justify my design choices.</p> <p>I can present my design to an audience and use key words when describing it.</p>	<p>I can describe what I do with my friends.</p> <p>I can name two friends.</p> <p>I can say what my friends and I do together.</p> <p>I can explain how to be a good friend.</p> <p>I can tell you two things which make a good friend.</p> <p>I can tell you two things I will try and do to be a good friend.</p> <p>I can explain how a disagreement can be resolved.</p> <p>I can tell you how the lion and the tiger sorted out their disagreement and made up.</p> <p>I can suggest other ways to sort out arguments.</p> <p>I can explain which qualities make a good friend.</p> <p>I can tell you what the crow did to help his friend.</p> <p>I can describe how the crow's actions helped the deer.</p> <p>I can think about the consequences of different actions.</p> <p>I can tell you what Jonathan did to help David.</p> <p>I can describe how Jonathan's actions helped David.</p> <p>I can talk about how people's actions can have consequences for others.</p> <p>I can explain who Jesus' disciples were.</p> <p>I can name some of Jesus' disciples.</p> <p>I can tell you how Jesus chose his disciples.</p> <p>I can think about how the disciples felt about being chosen as Jesus' friend.</p>	<p>I can explain why Palm Sunday is important to Christians.</p> <p>I can tell you what happened on the first Palm Sunday.</p> <p>I can tell you what the palm leaves mean.</p> <p>I can explain what happened on Maundy Thursday.</p> <p>I can tell you what Jesus told his disciples they must do.</p> <p>I can tell you what the bread and wine represents.</p> <p>I can tell you who betrayed Jesus.</p> <p>I can explain why the cross is an important symbol to Christians.</p> <p>I can tell you what the cross represents to Christians.</p> <p>I can tell you where the cross might be found.</p> <p>I can explain what a surprise is.</p> <p>I can tell you two surprises I have had.</p> <p>I can tell you how you might feel when you have a surprise.</p> <p>I can explain how the disciples felt on Easter Sunday.</p> <p>I can tell you how the disciples felt when Jesus died.</p> <p>I can tell you how the disciples felt when Jesus was resurrected.</p> <p>I can explain how Christians celebrate Easter.</p> <p>I can tell you two ways Christians celebrate Easter.</p> <p>I can explain why celebrating Easter is important to Christians.</p>

Year 2					
Nature & God	Light & God	Ceremonies	Beginnings & Endings	Places of Worship	Rules & Routines
<p>I can recall the Christian Creation Story. I can tell you three things which God created. I can tell you what God did on the seventh day. I can explain why the Creation Story is important to Christians. I can tell you two reasons why the Creation Story is important to Christians. I can explain what is special about Sundays. I can explain why harvest is important to Christians. I can tell you what is celebrated at harvest time. I can tell you how harvest is celebrated by Christians. I can explain why Sukkot is important to Jews. I can tell you what is remembered by Jews during Sukkot. I can tell you how Sukkot is celebrated by Jews. I can explain the message in the story Prince Siddhartha and the Swan. I can tell you what Prince Siddhartha did for the swan. I can tell you why it's important to look after animals. I can tell you how the story can help me in my own life. I can explain the message in the story The Boy who Threw Stones at Trees. I can tell you what Prophet Muhammad told the boy. I can tell you why it's important to look after trees. I can tell you how the story can help me in my own life.</p>	<p>I can explain what Advent is. I can tell you two facts about Advent. I can tell you why Advent is important to Christians. I can explain why light can be important at Christmas. I can name two kinds of lights you might see at Christmas. I can tell you what light at Christmas represents for Christians. I can explain why the story of Rama and Sita can be important to Hindus. I can sequence the story of Rama and Sita. I can tell you the message in the story. I can explain why light can be important at Diwali. I can name two kinds of lights you might see at Diwali. I can tell you what light represents for Hindus. I can explain why the story of Hanukkah can be important to Jews. I can recall important events from the story. I can tell you the message in the story. I can explain why light can be important at Hanukkah. I can tell you two facts about the Hanukkah menorah. I can tell you what light at Hanukkah represents for Jews.</p>	<p>I can describe what a ceremony is. I can tell you why ceremonies are important. I can name some religious and non-religious ceremonies. I can describe a ceremony I have been to. I can explore what happens at an Aqiqah. I can tell you about what happens when a Muslim baby is born. I can describe what happens at an Aqiqah ceremony. I can talk about my own experiences of welcoming a new baby to the world. I can comment on the importance of giving within the Aqiqah ceremony. I can explore what happens at a Bar Mitzvah and Bat Mitzvah ceremony. I can explain what becoming a Bar or Bat Mitzvah recognises. I can use my knowledge about Bar and Bat Mitzvahs to help me to play a board game. I can discuss at what age children should be responsible for their own actions. I can explain what happens at a Dastar Bandi. I can answer questions about a Dastar Bandi ceremony. I can work with others to sum up what we know about Dastar Bandi. I can reflect upon how someone might feel after their Dastar Bandi ceremony. I can explain what happens at a Hindu wedding. I can talk about my own experiences of attending weddings. I can identify similarities and differences between different kinds of weddings. I can show my understanding of Hindu weddings by drawing and labelling a wedding scene. I can use what I have learnt to help me plan a ceremony. I can reflect on the things I have learnt about ceremonies. I can use my knowledge to help me work with others to plan a ceremony. I can act out what might happen at the ceremony I have planned.</p>	<p>I can discuss how and why beginnings and endings can be marked in different ways. I can identify key vocabulary associated with beginnings and endings. I can discuss how and why beginnings and endings might be marked or celebrated. I can share my own experience of a beginning or ending using words and pictures. I can begin to recognise examples of religious beginnings and endings. I can explore how Sikhs celebrate New Year. I know what a Sikh is and some of the things they believe. I can identify and discuss the main ways Sikhs celebrate Vaisakhi. I can discuss the five Panj Pyare with others. I can explain key facts about one of the Panj Pyare. I can discuss how names are used and given in Sikhism. I can explain key facts about Sikhism. I can share my own experiences of welcoming and naming a new baby. I can explain what happens at a Naam Karan ceremony. I can explore name meanings. I can discuss how Christians mark the beginning of their journey of faith. I can talk about the main events in the Bible story of Jesus' baptism. I can explain what happens at a baptism. I can use the term 'journey of faith' correctly in the context of Christianity and baptism. I can explore the links between new life and the Christian story of Easter. I can explain what happens in the Christian story of Easter. I can describe what 'resurrection' and 'new life' mean in the context of the Christian story of Easter. I can use colours, shapes and images to represent 'new life' in a piece of art. I can apply what I have learnt about religious beliefs to my own beginning or ending ceremony. I can share what I have learnt about religious ceremonies to mark beginnings and endings. I can reflect on why people celebrate beginnings and/or endings. I can explain how some endings are also beginnings. I can use features of a beginning or ending celebration to plan my own ceremony.</p>	<p>I can consider what makes a place special to people. I can say what makes a place special. I can talk about a place that is special to me. I can select some appropriate words to describe what a place of worship is like to produce a word cloud. I can explore what it is like to visit a mosque. I can identify key features of a mosque. I can describe what a visitor to a mosque might see. I can work with others to produce a guidebook about mosques. I can explore what it is like to visit a gurdwara. I can describe what a visitor to a gurdwara might see. I can explain aspects of a gurdwara by writing a thank you letter. I can discuss the shape of Buddhist temples. I can discuss the similarities and differences between some Buddhist temples. I can identify how the elements are represented in the shape of a Buddhist temple. I can draw and label my own Buddhist temple design. I know how the five elements are represented in my design. I can compare different places of worship. I can discuss what I know about places of worship with others. I can organise the facts I know about different places of worship on a grid. I can discuss similarities and differences between places of worship. I can apply what I know about places of worship to my own design. I can explain what I know about some places of worship. I can include some features of the places of worship I have learnt about in my design. I can produce and explain images to help others understand my vision of the special place.</p>	<p>I can explain why it is important to have rules. I can remember two of our schools rules. I can explain what happens if we do or don't follow the school rules. I can recall some of our school routines. I can explain how having routines helps us. I can tell you about one of our school routines. I can order the Ten Commandments. I can explain what the Ten Commandments are. I can explain why the Ten Commandments are important to Christian and Jews. I can name three of the Ten Commandments. I can explain why Shabbat is important to Jews. I can tell you what Shabbat is. I can tell you how Shabbat is celebrated. I can describe the Five Pillars of Islam. I can name two of the Five Pillars of Islam are. I can tell you why the Five Pillars of Islam are important to Muslims. I can tell you who the Five Pillars of Islam are important to. I can explain what the Five K's are. I can name two of Five K's. I can tell you who the Five K's are important to. I can tell you why the Five K's are important to Sikhs. I can make decisions based on humanist values. I can explain what humanists believe. I can tell you how humanists make decisions.</p>

Year 3					
Hinduism	The Nativity Story	Judaism	Islam	Sikhism	Good Friday
<p>I can explain who founded Hinduism and where.</p> <p>I can locate where Hinduism was founded. I can explain how Hinduism was founded.</p> <p>I can explain the main beliefs in Hinduism.</p> <p>I can name the main Hindu deities. I can explain the main beliefs that Hindus share.</p> <p>I can explain which places are special to Hindus.</p> <p>I can identify where Hindus worship. I can explain the similarities and differences between worshipping at a mandir and at home.</p> <p>I can name and describe some special Hindu festivals.</p> <p>I can name and describe the main Hindu festivals. I can retell one of the stories celebrated during a special Hindu festival.</p> <p>I can explain that Hindus have multiple holy books.</p> <p>I can understand that Hindus have more than one Holy Book. I can demonstrate understanding of the different holy books.</p> <p>I can name and explain the meanings of Hindu symbols.</p> <p>I can correctly match Hindu symbols with their names. I can explain what the main Hindu symbols mean or represents.</p>	<p>I can explain where Nazareth is and who Mary and Joseph were.</p> <p>I can find Nazareth on a map. I can make a model of Mary, Joseph and an angel. I can retell the story of an angel appearing to Mary.</p> <p>I can explain the journey Mary and Joseph went on to Bethlehem.</p> <p>I can explain why Mary and Joseph had to go to Bethlehem. I can explain how Mary and Joseph travelled to Bethlehem. I can describe the journey Mary and Joseph went on.</p> <p>I can explain where Jesus was born and why he was born there.</p> <p>I can retell the story to explain why Jesus was born in a stable. I can create a nativity scene to show who was there when Jesus was born.</p> <p>I can explain how the shepherds heard about Jesus' birth and the message they told Mary and Joseph.</p> <p>I can create an animation to show the angels appearing to the shepherds. I can show the shepherds visiting Mary, Joseph and Jesus through an animation.</p> <p>I can retell the story of the wise men.</p> <p>I can complete a fact sheet to write about the wise men. I can explain the meaning of each gift. To explain why King Herod wanted to find Jesus and how Jesus managed to stay safe. I can discuss if King Herod was good or not and give reasons for my opinion. I can create a poster to explain why King Herod wanted to find Jesus. I can explain how Jesus found safety.</p>	<p>I can explain who founded Judaism and where.</p> <p>I can explain how Abraham founded Judaism. I can locate where Judaism was founded.</p> <p>I can explain the main beliefs in Judaism.</p> <p>I can explain that Jews believe there is only one God who loves us all. I can illustrate the Ten Commandments to show the rules Jews believe we should live by.</p> <p>I can explain which places are special to Jews.</p> <p>I can identify objects found in a synagogue and know it is where Jews worship. I can explain the importance of Jerusalem to Jews.</p> <p>I can name the special Jewish festivals.</p> <p>I can explain what Passover celebrates and play a game played at Passover. I can show how a Jewish family prepares for Shabbat through drama.</p> <p>I can explain what the Jewish Holy Book is and how it is used.</p> <p>I can explain how the TaNaCH is similar to a library. I can explain what the Torah is. I can demonstrate how a Yad is used.</p> <p>I can name and explain the meanings of Jewish symbols.</p> <p>I can correctly match Jewish symbols with their definitions. I can design a Hamsa.</p>	<p>I can explain where Islam was founded and who founded the Muslim faith.</p> <p>I can create a map jigsaw to show where Islam was founded. I can name some of the prophets sent by Allah and explain who the key prophet was.</p> <p>I can explain the key beliefs held by Muslims.</p> <p>I can recall the six key beliefs held by Muslims. I can create an artistic list of the key beliefs using calligraphy and know why this is used by Muslims.</p> <p>I can explain the key features in a Muslim's place of worship.</p> <p>I can make a model of a mosque. I can label the key features in a mosque. I can explain the key parts within a mosque.</p> <p>I can name and explain the key Muslim festivals.</p> <p>I can name the main Muslim festivals. I can explain what happens at each festival. I can make a documentary to explain the main festivals to others.</p> <p>I can explain what the Muslim holy book is and how it is used.</p> <p>I can create a presentation about the Qur'an. I can say what the Muslim holy book is called. I can explain how the words in the Qur'an were revealed to Muhammad.</p> <p>I can recognise the main symbol associated with Islam.</p> <p>I can explain the main Muslim symbol. I can create a mobile to show the Muslim symbol.</p>	<p>I can explain who founded Sikhism and where.</p> <p>I can explain who founded Sikhism. I can locate where Sikhism was founded.</p> <p>I can explain the main beliefs of Sikhism.</p> <p>I can explain the Sikh concept of God. I can explain the main beliefs that Sikhs share.</p> <p>I can explain what makes the Gurdwara a special place for Sikhs.</p> <p>I can identify where Sikh's worship. I can name some features of a Gurdwara.</p> <p>I can name and describe some special Sikh festivals.</p> <p>I can name and describe the main Sikh Festivals. I can retell one of the stories celebrated during a Sikh Special Festival.</p> <p>I can explain what the Sikh holy book is and how it is used.</p> <p>I can demonstrate understanding of the contribution of different Gurus to the Guru Granth Sahib. I can explain why the Guru Granth Sahib is the last Guru.</p> <p>I can compare and contrast important Sikh prayers.</p> <p>I can name and explain the meanings of Sikh symbols.</p> <p>I can correctly match Sikh symbols with their names. I can explain what the main Sikh symbols mean or represent.</p>	<p>I can recall the Easter Story.</p> <p>I can list key events in the Easter Story. I can sequence events in the Easter Story.</p> <p>I can explain the importance of Jesus' words at The Last Supper.</p> <p>I can recall what Jesus said at The Last Supper. I can relate these words to my life and things I can do.</p> <p>I can explain how prayer is related to Good Friday.</p> <p>I can explain how God goes through suffering with people. I can create my own prayer.</p> <p>I can relate Jesus' example of self-giving love to an example from World War Two.</p> <p>I can explain who Maximilian Kolbe was by producing an information sheet about him. I can compare the behaviour displayed by Maximilian Kolbe to the example shown by Jesus.</p> <p>I can explain the importance, in Christianity, of the cross and the resurrection.</p> <p>I can explain how the cross and the resurrection belong together. I can create a cross to signify the cross and resurrection.</p> <p>I can explain why Easter eggs are given at Easter.</p> <p>I can explain the importance of Good Friday in the understanding of New Life. I can design an Easter egg which displays the Christian beliefs about Easter. I can explain what the main Sikh symbols mean or represent.</p>

Year 4					
Buddhism	People of Faith	Food & Fasting	Pilgrimages	Christianity	The Bible
<p>I can explain who founded Buddhism and where.</p> <p>I can explain who Siddhartha Gautama (the Buddha) was.</p> <p>I can locate India on a map.</p> <p>I can show key parts of Siddhartha Gautama's life through drama.</p> <p>I can explain the main beliefs held by Buddhists.</p> <p>I can compare Buddhist beliefs with the beliefs of other religions.</p> <p>I can apply Buddhist beliefs to the design of a game to demonstrate the journey to Nirvana.</p> <p>I can explain which places are special for Buddhists.</p> <p>I can paint and decorate a Buddhist temple.</p> <p>I can participate in meditation to understand how Buddhists worship.</p> <p>I can explain what happens at the major Buddhist festival.</p> <p>I can recreate bathing the Buddha to show what happens at Wesak.</p> <p>I can make a Wesak lantern.</p> <p>I can explain what the Buddhist holy book is and what is in it.</p> <p>I can create a guide sheet to explain about the Buddhist holy book.</p> <p>I can explain why monks met regularly to discuss the teachings before it was written down.</p> <p>I can name and explain the meaning of Buddhist symbols.</p> <p>I can match Buddhist symbols to their meaning on a game.</p> <p>I can create a game based on Buddhist symbols and meanings.</p>	<p>I can retell the story of Malala Yousafzai's life.</p> <p>I can identify key events in Malala's life.</p> <p>I can explain how Malala's beliefs have influenced her.</p> <p>I can identify the Dalai Lama's beliefs.</p> <p>I can identify key aspects of the Dalai Lama's life.</p> <p>I can explain the meaning of the Dalai Lama's beliefs.</p> <p>I can explore Rabbi Jonathan Sacks' beliefs.</p> <p>I can identify the core beliefs of Rabbi Jonathan Sacks.</p> <p>I can explain how his beliefs are reflected in his life.</p> <p>I can explain how Fauja Singh's faith helped him.</p> <p>I can explain some of the challenges that Fauja Singh faced.</p> <p>I can identify how his beliefs helped him to overcome his challenges.</p> <p>I can discuss what inspiration means.</p> <p>I can retell key events in Bear Grylls' life.</p> <p>I can explain why someone inspires me.</p> <p>I can examine the role of beliefs in my life.</p> <p>I can explain what my beliefs are.</p> <p>I can identify how my beliefs affect my behaviour.</p>	<p>I can discuss the different ways food is thought about and used in our everyday lives.</p> <p>I can give examples of how food is used in my own life.</p> <p>I can talk about food used for different purposes, such as celebration or remembrance.</p> <p>I can begin to discuss the role of food in different religions and communities.</p> <p>I can identify food used for different reasons.</p> <p>I can explore religious rules about food and know what 'kosher' is.</p> <p>I can identify foods that would be kosher or not kosher.</p> <p>I can explain what kosher means and how it applies to different foods.</p> <p>I can discuss why Jewish believers follow the laws of kosher.</p> <p>I can understand how following food rules can be a spiritual act for a religious believer.</p> <p>I can explain the laws of kosher to others.</p> <p>I can explore the different effects of abstaining from something.</p> <p>I can talk about when I gave something up for a special reason.</p> <p>I know what Lent is and can explain key facts about it.</p> <p>I can understand what it means to 'abstain' from something.</p> <p>I can explain what sacrifice is.</p> <p>I can find alternatives to writing or speaking to demonstrate an idea.</p> <p>I can discuss different reasons why religious believers might abstain from food.</p> <p>I can explore how and why religious believers fast.</p> <p>I can explain key facts about Islam.</p> <p>I can explain what Ramadan is and what Muslims do during it.</p> <p>I can give examples of food eaten at an iftar meal.</p> <p>I can discuss reasons why people fast.</p> <p>I understand how food is used for celebration in religion.</p> <p>I can share with others the foods that help me celebrate.</p> <p>I can explain some key facts about Diwali.</p> <p>I can name special foods for Diwali.</p> <p>I can talk about the reasons why and how food is used for celebrations.</p> <p>I can use key ingredients and vocabulary to create a celebratory food recipe.</p> <p>I can apply what I have learnt about the role of food in religions to plan a feast event.</p> <p>I can recall key facts about the use of food in religions.</p> <p>I can explain how food is used for meaning within religions.</p> <p>I can explain the meaning of abstaining and fasting.</p> <p>I can give examples of how food is used in religions.</p> <p>I can apply the features of religious food rules and uses to plan an event.</p>	<p>I can explain the role of pilgrimage in Buddhism.</p> <p>I can explain what Buddhists believe about pilgrimages.</p> <p>I can answer questions about the significance of the Eight Great Places.</p> <p>I can explain the role of pilgrimage in Christianity.</p> <p>I can explain what Christians believe about pilgrimages.</p> <p>I can give a reason why Christians visit certain pilgrimage sites.</p> <p>I can explain the role of pilgrimage in Hinduism.</p> <p>I can explain what Hindus believe about pilgrimages.</p> <p>I can recall at least three facts about the Kumbh Mela.</p> <p>I can explain the role of pilgrimage in Islam.</p> <p>I can explain what Muslims believe about pilgrimages.</p> <p>I can present the main events of the Hajj.</p> <p>I can explain the role of pilgrimage in Judaism.</p> <p>I can talk about what Jews believe about pilgrimages.</p> <p>I can imagine what it would be like to visit a pilgrimage site.</p> <p>I can use key vocabulary to describe the experience.</p> <p>I can link religious pilgrimages to special journeys from my own experience.</p> <p>I can explain why pilgrimages are special.</p> <p>I can identify special journeys I take or have taken.</p> <p>I can identify similarities between pilgrimages and my own special journey.</p>	<p>I can explain who founded Christianity and where it was founded.</p> <p>I can describe who Jesus was and his importance to Christians.</p> <p>I can locate Israel on a map.</p> <p>I can explain the main beliefs of Christianity.</p> <p>I can give an example to show my understanding of the trinity.</p> <p>I can create a drama scene to show my understanding of one of the Ten Commandments.</p> <p>I can identify Christian special places and explain why they are special.</p> <p>I can name Christian special places from a picture.</p> <p>I can explain why places are special to Christians.</p> <p>I can name and explain the main Christian festivals.</p> <p>I can explain what happened when Jesus was in the desert and how this is marked by Christians today.</p> <p>I can explain how the main Christian festivals are connected to each other.</p> <p>I understand how the Bible is organised and can navigate my way around it.</p> <p>I can explain what the Bible is and the two key sections.</p> <p>I can locate key passages within the Bible.</p> <p>I can name and explain the key symbols of Christianity.</p> <p>I can list the key symbols of Christianity.</p> <p>I can create an information card to explain one of the Christian symbols.</p>	<p>I can discuss what makes an item sacred.</p> <p>I can define what 'sacred' means.</p> <p>I can share what I already know about the Bible.</p> <p>I can ask and answer questions to determine whether an item or text is sacred or not.</p> <p>I can identify and compare different books of the Bible and their authors.</p> <p>I can explain the difference between the Old and New Testament.</p> <p>I know what the phrase 'inspired by God' means.</p> <p>I can name at least three different authors in the Bible.</p> <p>I can explore different text types in the Bible.</p> <p>I know what a psalm and a proverb is.</p> <p>I can find a given text type in the Bible.</p> <p>I can discuss the purpose of a text and how this relates to the text type chosen.</p> <p>I can change content from one text type to another.</p> <p>I understand how stories are used in the Bible to teach lessons.</p> <p>I know what a parable is and why Jesus told them.</p> <p>I can communicate effectively with others in a group.</p> <p>I can use my imagination to tell a story in my own way.</p> <p>I can retell a Bible story to make it relevant to the listeners.</p> <p>I can explain how Christians use the Bible and why it is important to them.</p> <p>I know how Christians study the Bible as individuals and in groups.</p> <p>I can give suggestions for how Christians could read the Bible daily.</p> <p>I can include relevant items in a Bible Study Survival Kit.</p> <p>I can compare a personal sacred item with the Christian sacred text of the Bible.</p> <p>I can explain what makes a text or item sacred to an individual or group of people.</p> <p>I can discuss how my own sacred text compares to a religious sacred text, explaining similarities and differences.</p> <p>I can share what I have learnt about the Bible.</p>

Year 5					
Worship	True Meaning	Forgiveness	Commitment	Peace	Jesus the Healer
<p>To consider how worth is determined and what has worth to me. I can discuss what having worth means. I can share my own experience of something having worth. I can examine the link between worth and worship.</p> <p>To reflect upon how music makes us feel and why it is used for religious worship. I can identify how different religions use music within their worship. I can explain similarities and differences in how music is used in worship. I can explore the link between how music makes people feel and religious worship.</p> <p>To discuss why and how religious believers pray. I can explain what praying is and why people pray. I can discuss prayers from different religions. I can compare prayer as an act of worship in different religions. I can consider what I would write in my own prayer.</p> <p>To compare expressions of worship in art. I can discuss how a piece of art can be an expression of worship. I can share how a piece of art makes me feel. I can create my own artwork using colour or pattern, inspired by what I know about worship.</p> <p>To investigate how artefacts are used as objects of worship within different religions. I can explain what a religious artefact is. I can compare how artefacts are used within different religions. I can share what I know about a religious artefact with others.</p> <p>To explore what religious freedom is and how people use it. I can explain what religious freedom is. I can think about how it might feel to have freedom restricted. I can discuss how freedom can be encouraged. I can share my ideas about diversity and respect.</p>	<p>I can list what Christmas means to me and to Christians. I can explain why certain ideas or words are associated to Christmas. I can create word art to explain the meaning of Christmas.</p> <p>I can explain the importance of love at Christmas time in Christianity. I can list ways Christians share their love for each other and God at Christmas time. I can create a role play which shows the different ways Christians show love at Christmas time.</p> <p>I can explain how God took human form and explain the importance of this vulnerability in modern situations. I can explain the meaning of 'incarnation'. I can create ideas to help refugees today.</p> <p>I can compare Christian and secular Christmas cards. I can identify if a Christmas card is Christian or secular and explain how I know. I can describe how a Christian Christmas card shows the true meaning of Christmas.</p> <p>I can analyse the meaning of a popular Christmas carol. I know what carols are and why they are sung. I can analyse the meaning of lyrics in a carol.</p> <p>I can participate in a class debate about whether the true meaning of Christmas is now lost. I can explain the meaning of commercialisation and link this to losing the true meaning of Christmas. I can weigh up the arguments in a debate to express my own opinion, and vote on whether the true meaning of Christmas is now lost.</p>	<p>I can explore the concept of forgiveness I can understand what is meant by forgiveness I can use drama to show the feelings that are involved when forgiving someone and when being forgiven</p> <p>I can explore and discuss what Jews believe about forgiveness I can use vocabulary to talk about how Jews understand forgiveness. I can reflect upon a time when I asked for forgiveness. I can compare my experience of forgiveness to the experience Jews might have when seeking forgiveness.</p> <p>I can explore the significance of Yom Kippur for Jews. I can understand what is meant by forgiveness. I can use drama to show the feelings that are involved when forgiving someone and when being forgiven.</p> <p>I can explore what Buddhists believe about forgiveness. I can discuss what Buddhists believe about forgiveness. I can understand some of the main beliefs of Buddhism.</p> <p>I can explain how Buddhist teachings influence their beliefs about forgiveness.</p> <p>I can compare forgiveness in Buddhism and Judaism. I can present the key beliefs of Buddhists and Jews in relation to forgiveness. I can discuss the similarities and differences between Jewish and Buddhist beliefs about forgiveness.</p> <p>I can create and explain a symbol for forgiveness. I can explain the importance of forgiveness in a peaceful world. I can work with others to design and present a suggestion for a universal symbol for forgiveness. I can reflect upon my own learning about forgiveness.</p>	<p>I understand what commitment means and how it can be demonstrated in different ways. I can explain what commitment means. I can share ideas of how people show commitment in their lives. I can talk about something I am committed to.</p> <p>I can explain how commitment is demonstrated in coming-of-age rituals. I can explain what happens in a Jewish Bar or Bat Mitzvah. I can explain what happens at a First Holy Communion ceremony. I can compare religious and non-religious coming-of-age rituals.</p> <p>I understand and explain why people make sacrifices. I can explain what is meant by sacrifice. I can recognise religious sacrifices and non-religious sacrifices.</p> <p>I can summarise the importance of fasting in Islam. I can explain what is meant by fasting and how it is important to Muslims. I can discuss how fasting is used as a demonstration of commitment.</p> <p>I can identify how commitment is shown through marriage ceremonies. I can recognise that marriage can be a religious or non-religious commitment. I can explain what happens in a religious wedding ceremony. I can discuss different ways people show commitment to a partner and why.</p> <p>I can reflect on how I show commitment in my own life. I can consider what I am committed to in my own life. I can discuss different ways of showing commitment to something or someone. I can use what I have learned about religious commitment ceremonies and practices to create my own ceremony for commitment.</p>	<p>I can explain the meaning of the word 'peace'. I can define the word 'peace'. I can create a checklist of acts of peace.</p> <p>I can explain how different religions view peace. I can play a game to match viewpoints on peace to each religion. I can create a poster for a classroom display on one religion's view on peace.</p> <p>I can state the similarities and differences between each religion's view on peace. I can match each religion to their summarised view on peace. I can create a symbolic picture to explain comparisons on peace across religions.</p> <p>I can explain how some religions use inner peace to find peace and can reflect on this technique. I can explain techniques people use to find inner peace. I can reflect on my own experience of exploring inner peace.</p> <p>I can explain how religions focus on community cohesion to bring about peace. I can explain the different roles religions play in promoting community cohesion for peace. I can prioritise positive actions in bringing about community cohesion and discuss these priorities with the class.</p> <p>I can recognise key peace symbols. I can recognise symbols of peace. I can create my own symbol of peace.</p>	

Year 6					
Humanism	Creation Stories	The Christmas Story	Justice & Freedom	Crucifixion	Eternity
<p>I can explore what a worldview is. I can discuss the influences that make up my worldview. I can create a jigsaw showing the influences upon me.</p> <p>I can identify the key ideas of influential humanist thinkers. I can recognise the names of people who have influenced humanism. I can decide whether statements about humanism are true or false.</p> <p>I can explore the ideas of humanist thinkers. I can identify the key ideas of humanist thinkers. I can compare the ideas of humanist thinkers.</p> <p>I can create a poster explaining humanist beliefs to others. I can summarise the main humanist beliefs. I can represent humanist beliefs using text and images.</p> <p>I can create a symbol representing a value. I can discuss the importance of values and their links to the ideas of humanist thinkers. I can explain what the Happy Human symbol represents.</p> <p>I can consider scenarios and decide how humanists might respond. I can explore the key teaching of humanism. I can discuss what humanists mean by 'a good life'.</p>	<p>I can retell the Judeo-Christian story of creation. I can understand why Jews and Christians have the same creation story. I can sequence the Judeo-Christian story of creation.</p> <p>I can compare the creation stories of the Abrahamic religions. I can explain what an Abrahamic religion is. I can compare and contrast the Judeo-Christian and Islamic creation stories.</p> <p>I can retell the Hindu creation story. I can sequence and retell the Hindu creation story. I can compare the Hindu creation story with the creation stories of the Abrahamic religions.</p> <p>I can explain Sikh beliefs about creation. I can explain how Sikhs describe creation. I can demonstrate an understanding of Sikh beliefs about creation.</p> <p>I can classify creation stories. I can classify different types of creation stories. I can identify key parts of a creation story. I can compare different types of creation stories.</p> <p>I can compare creation stories. I can identify the types of creation stories. I can identify similarities and differences between creation stories.</p>	<p>I can recall the key events in The Christmas Story. I can create captions for the key events in The Christmas Story. I can begin to question key events in The Christmas Story.</p> <p>I can explain what interpretation means. I can interpret a situation from a photograph. I can compare my own interpretations with other people's interpretations.</p> <p>I can investigate similarities and differences between Matthew and Luke's version of the nativity. I can explain how Luke gives value to undervalued people in Biblical times. I can draw comparisons between Luke and Matthew's version of events.</p> <p>I can explain the key truth within both versions of The Christmas Story in the Gospels. I can explain how The Christmas Story is interpreted differently by Christians. I can evaluate key parts of The Christmas Story to discover the key truth for all Christians.</p> <p>I can explain the meaning of advent and how Christians prepare. I can explain how advent relates to Christmas. I can create a Christingle and explain the symbolism involved.</p> <p>I can explain how Christians in different countries celebrate Christmas differently. I can explain how Christmas is celebrated by Christians in the UK. I can explain that people may celebrate the same festival in different ways.</p>	<p>I can examine the concept of freedom. I can explain what freedom means to me. I can compare ideas about freedom from different religious world views.</p> <p>I can examine the concept of Justice. I can understand that there are different concepts of justice. I can identify the concept of justice by reading a range of stories.</p> <p>I can examine the concept of justice. I can understand that there are different concepts of justice. I can identify the concept of justice by reading a range of stories.</p> <p>I can identify human rights related to justice and freedom. I can understand why the Universal Declaration of Human Rights was written. I can compare and contrast the human rights of adults and children.</p> <p>I can describe the influence of religious beliefs on the non-violent protest movement. I can explain the idea of non-violence. I can explain how religious and non-religious views have influenced the non-violent protest movement.</p> <p>I can explain the extent to which religious beliefs have impacted on key individuals in the non-violent protest movement.</p> <p>I can examine the concepts of freedom and justice and how they might conflict. I can identify scenarios where justice and freedom might conflict. I can form an opinion on a key question in RE and support my ideas using examples.</p>	<p>I can remember key events in Holy Week and begin to question them. I can create a timeline of events in Holy Week. I can create my own questions to investigate the events of Holy Week.</p> <p>I understand the terms 'free will' and 'determinism' and can relate these terms to the crucifixion. I can show my understanding of free will and determinism. I can explain how free will and determinism are linked to Jesus' death.</p> <p>I can question if Jesus' life was part of a plan and I can relate these thoughts to my own life. I can create questions to discover if Jesus' life was all part of a plan. I can analyse my own life and recognise aspects that are determined and where I have free will.</p> <p>I can analyse events in Holy Week to justify a line of argument. I can sort evidence into whether Jesus was aware of God's plan or whether Jesus was not aware of God's plan. I can explain why I have placed each piece of evidence where I have and justify my reasons for this.</p> <p>I can understand the term 'atonement' and relate it to commitments in my life. I can explain the sacrifice made by Jesus. I can list commitments within my own life and rate their importance.</p> <p>I can relate the experience of Jesus and the idea of a life plan to my own life and choices I make. I can think about the sort of person I would like to be. I can explain the impact free will or determinism has on the choices I make for my life.</p>	<p>I can analyse the definition of eternity. I can examine a range of definitions for the word 'eternity'. I can create a visual representation of ideas about eternity.</p> <p>I can investigate popular concepts of immortality. I can explain the meaning of mortality and immortality. I can examine the concept of superheroes and immortality.</p> <p>I can examine religious ideas about Heaven. I can explain what the word 'heaven' means to me. I can examine the concept of Heaven according to the Abrahamic religions.</p> <p>I can understand the concepts of reincarnation and emancipation from life. I can explain the human life cycle according to Buddhists, Hindus and Sikhs. I can compare and contrast the ideas of emancipation from reincarnation and heaven.</p> <p>I can explore humanist ideas of eternity. I can explain humanist beliefs about death. I can explain humanist ideas of eternity.</p> <p>I can compare and contrast ideas about eternity. I can compare religious and humanist ideas about eternity. I can explain my own ideas about eternity.</p>