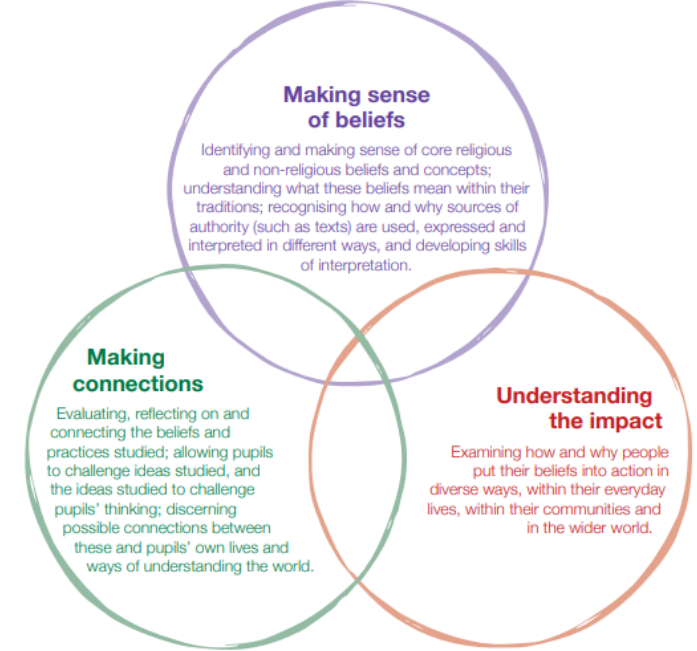


Colour coding : **Understanding Impact**/**Making connections**/ **Making sense**

Intent

- To develop a sense of identity and belonging.
- To learn about and from different religions.
- To engage in discussions around different religions.
- To participate positively in society with its diverse religions and worldviews.
- Respect and understand the faith, beliefs, values and traditions of others.
- To develop a deeper level of thinking and reasoning.



Created with reference to RE Leicestershire agreed syllabus 2021-2026

	Curriculum	Knowledge	Skills	Vocabulary
F1 – Discovering	<p>Development matters:</p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Develop their sense of responsibility and membership of a community (PSHE) 	<ul style="list-style-type: none"> • Know and understand beliefs matter to people. • Know some stories from different religious and cultural backgrounds. • Know some key features of celebrations, festivals and special times. • To know what is right and wrong 	<ul style="list-style-type: none"> • Develop vocabulary • Ask questions • Observe and explore • Experience • Talk about own experiences 	Belief, God, Religion Christmas Diwali Eid Vaisakhi Celebrate cards, special food, decorate, festival
F2 - Discovering	<p>RE: Leicestershire agreed syllabus 2021-2026:</p> <p>Development matters: UTW</p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. 	<p>Autumn 1: Why is the word 'God' special to Christians?</p> <ul style="list-style-type: none"> • To know about the wonders of the natural world. • To know how Christians thank their creator. • To know what harvest is. 	<p>Autumn 1:</p> <ul style="list-style-type: none"> • To talk about things they find interesting, puzzling or wonderful and about their own experiences. • To retell stories, talking about what they say about the world, God and human beings. • To talk about what people do to mess up the world and what they do to look after it. 	<p>Autumn 1: Wonderful, Puzzling, Natural, Creator, God, Harvest, World</p>

	<ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. <p>PSED</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Think about the perspectives of others. <p>ELG (People, culture and communities) -</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>Autumn 2: <u>Why is Christmas special for Christians?</u></p> <ul style="list-style-type: none"> • To know simply what happens at a traditional Christian festival (Christmas) • To begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus. <p>*Diwali – see <u>Religious festivals progression map</u></p> <p>Spring 1: <u>Which stories are special and why?</u></p> <ul style="list-style-type: none"> • To know some religious words e.g. about God. • To know the names of some sacred texts. <p>Spring 2: <u>Why is Easter special for Christians?</u></p> <ul style="list-style-type: none"> • Recognise and retell stories connected with the celebration of Easter. • Know why Easter is a special time for Christians. • To know some symbols Christians use during Holy Week <p>Summer 1: <u>Being Special – Where do we belong?</u></p> <ul style="list-style-type: none"> • To know simply what happens at a traditional Christian baptism. • To know simply what happens when a baby is welcome into a religion other than Christianity. <p>*Eid – see <u>Religious festivals progression map</u></p>	<p>Autumn 2:</p> <ul style="list-style-type: none"> • Talk about people who are special to them. • To be able to make connections to religious stories with personal experiences. <p>Spring 1:</p> <ul style="list-style-type: none"> • To talk about some religious stories. • To identify some of their own feelings in the stories they hear. • To be able to talk about some of the things religious stories teach believers. <p>Spring 2:</p> <ul style="list-style-type: none"> • To talk about ideas of new life in nature. • Talk about some of the ways Christians remember stories at Easter. <p>Summer 1:</p> <ul style="list-style-type: none"> • To retell religious stories. • To make connections between religious stories and personal experiences. 	<p>Autumn 2: Incarnation, Crib, Bible, Gifts, Decorations, Nativity, Precious</p> <p>Spring 1: Sikh, Guru Granth Sahib, Guru Nanak, Hindu, Ancient, Scriptures, Allah, Muslim, Qur’an, God, Bible stories,</p> <p>Spring 2: Easter, Hosanna, Jesus, Resurrection, Palm leaves, Palm Sunday, Cross, Easter eggs,</p> <p>Summer 1: God, Unique, Special, Baptism, Cross, Vicar, Font, Holy water, candle, Naming ceremony, Hindu, Priest, Ritual, God,</p>
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		<p>Summer 2:</p> <ul style="list-style-type: none"> • To know that some religious people have places which have special meaning for them. • To be able to identify the things that are special and valued in a place of worship. • To know that for Christians, Muslims, Hindus, Sikhs and Jews that these special things link to beliefs about God. 	<p>Summer 2:</p> <ul style="list-style-type: none"> • To be able to talk about somewhere that is special to them, saying why. • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a place of worship. • Express a personal response to the natural world. 	<p>Offering, Mantra, Ohm</p> <p>Summer 2: Special, Spiritual, Font, cross, bible, candle, Washing area, prayer hall, prayer mat, minaret, langar, Guru Granth Sahib, Sikhara, Mandapa, Art/Sculptures, incense</p>
	Curriculum	Knowledge	Skills	Vocabulary
		<p>Skills built across all KS1 units:</p> <ul style="list-style-type: none"> • Develop their religious vocabulary • Ask questions and find some answers (research). • Identify • Make observations • Describe • Explain • Investigate • Compare, similarities and differences • Group, categorise, classify and list • Give reasons for • Record ideas, thoughts and facts in different ways • Show an awareness and mindfulness of other peoples opinions. 		
Year 1 - Exploring	<p>Christianity</p> <p>Islam</p> <p>Judaism</p> <p>Sikhism</p> <p>Hinduism</p>	<p>Autumn 1 & Autumn 2</p> <p><u>What does it mean to belong to a faith community?</u></p> <ul style="list-style-type: none"> • To know that loving others is important in lots of communities. • To know what Jesus and one other religious leader taught about loving other people. 	<p>Autumn 1&2:</p> <ul style="list-style-type: none"> • To be able to identify at least two ways people show they love each other and belong to each other when they get married. 	<p>Autumn 1&2:</p> <p>Symbols, Beliefs, Groups, Community, Tradition, meanings, belonging, Moral,</p>

	<p>What does it mean to belong to a faith community?</p> <p>CHRISTIANITY What do Christians believe God is like? Who do Christians say made the world?</p> <p>JUDAISM Who is a Jew and how do they live?</p> <p>How should we care for others and the world and why does it matter?</p>	<ul style="list-style-type: none"> • To know what happens at a traditional religious ceremony and how this compares with the same ceremony in another faith. <p>*Diwali – see <u>Religious festivals progression map</u></p> <p>Spring 1 <u>What do Christians believe God is like?</u></p> <ul style="list-style-type: none"> • To know what a parable is. • To know what the story of the Lost Son means to Christians. <p>Spring 2 <u>Who is Jewish and how do they live?</u></p> <ul style="list-style-type: none"> • To know some stories used in Jewish celebrations. • Know how Jewish people celebrate special times. 	<ul style="list-style-type: none"> • To give examples if ways people express their identify and belonging within a faith. • To be able to talk about what they think is good about being in a community. <p>Spring 1:</p> <ul style="list-style-type: none"> • To be able to tell the story of The Lost Son simply. • To recognise a link with the Christian idea of God as a forgiving father. • To be able to give at least two example of a way in which Christians show their belief in God as loving and forgiving. • Think, talk and ask questions about whether they can learn anything from the story for themselves. <p>Spring 2:</p> <ul style="list-style-type: none"> • To be able to simply retell stories used in Jewish celebrations. • Give examples of how the stories used in celebrations remind Jews about what God is like. • To talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people. 	<p>Love, respect, Neighbour, ceremony, similarities, differences, Diwali, Christmas, Hindu, Christian, Sikh, Muslim, Jewish</p> <p>Spring 1: Parable, Christian, Jesus, Forgiveness, Loving, moral</p> <p>Spring 2: Jewish, mezuzah, candlesticks, Shabbat, seder plate, matzah cover, Star of David, prayer books, chanukiah, challah bread, Sacred, Special, Torah, Tenakah</p>
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		<p>Summer 1 <u>Who do Christians say made the world?</u></p> <ul style="list-style-type: none"> • To understand that what people believe may make a difference to how they live. • To know that creation is the beginning of the Big Story of the Bible. • To know what Christians do to say thank you to God for the Creation. <p>*Eid – see <u>Religious festivals progression map</u></p> <p>Summer 2 <u>How should we care for others and the world and why does it matter?</u></p> <ul style="list-style-type: none"> • To know a story that says something about each person being valuable and unique. • To understand how and why Christians and Jews look after the natural world. • To know the difference that believing in God makes to how people treat one another and the world. 	<p>Summer 1:</p> <ul style="list-style-type: none"> • Be able to retell the story of creation from Genesis. • To think, talk and ask questions about living in an amazing world. <p>Summer 2:</p> <ul style="list-style-type: none"> • To be able to give examples of how people show that they care for others. • To be able to give a clear account of what Genesis 1 tells Christians and Jews about the natural world. • To be able to give good reasons why everyone should care for others and look after the world. 	<p>Summer 1: Creation, Beginning, Christian, God, Bible, World</p> <p>Summer 2: Unique, Valuable, Christians, Jews, Natural world, Care, Charity, God, Religious, Non-religious, Friendship, Right, Wrong, responsibilities</p>
<p>Year 2 - Exploring</p>	<p>Christianity Islam Sikhism Hinduism Judaism</p> <p>CHRISTIANITY Why does Christmas matter to Christians? Why does Easter matter to Christians? What is the good news Christians believe Jesus brings?</p> <p>ISLAM Who is a Muslim and how do they live?</p>	<p>Autumn 1 <u>Who is a Muslim and how do they live Part 1.</u></p> <ul style="list-style-type: none"> • Know the words of the Shahadah and that it is very important for Muslims. • Know some of the key Muslim beliefs about God found in the Shadah and some of the 99 names of Allah. • To know there are five pillars of Islam and what these mean for Muslims. <p>Autumn 2 <u>Why does Christmas matter to Christians? (Incarnation)</u></p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> • To be able to give a simple description of what some of the 99 names of Allah mean. • To be able to give examples of how stories about the Prophet show what Muslims believe about Muhammad. <p>Autumn 2:</p> <ul style="list-style-type: none"> • To be able to give examples of ways in which Christians use the 	<p>Autumn 1: Muslim, Care, Community, Mosque, Qur'an, Shahadah, Allah, Prophet, Muhammed, Tawhid, Qualities, Attributes, Names, Allah, Peace, Courage, Mercy, Simile, Moral, Care, Understanding, Prophet, Respect, Five Pillars of Islam, Shahadah, Salah, Zakat, Sawm, Hajj, Messenger, Ramadaan, Lailat Al Qadr, Night of Power</p> <p>Autumn 2: Incarnation, Gabriel,</p>

	<p>What makes some places sacred to believers?</p>	<ul style="list-style-type: none"> To know the story of the Jesus' birth and why Jesus is important for Christians. To know personally what they have to be thankful for. <p>*Diwali – see Religious festivals progression map</p> <p>Spring 1 Who is a Muslim and how do they live part 2.</p> <ul style="list-style-type: none"> Know the words of the Shahadah and that it is very important for Muslims. Know some of the key Muslim beliefs about God found in the Shadah and some of the 99 names of Allah. To know there are five pillars of Islam and what these mean for Muslims. <p>*Vaisakhi – see Religious festivals progression map</p> <p>Spring 2 Why does Easter matter to Christians? (Salvation):</p> <ul style="list-style-type: none"> To know that Incarnation and salvation are part of a big story of the Bible. To know three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. <p>Summer 1 What is the good news Christians believe Jesus brings?</p> <ul style="list-style-type: none"> To know stories from the Bible and find links in the stories of Gosepol/Good News. To know that Jesus wanted people to follow his instructions in order to be good people. 	<p>story of the Nativity to guide their beliefs and actions at Christmas.</p> <ul style="list-style-type: none"> To think, talk and ask questions about Christmas for people who are Christians and for people who are not. <p>Spring 1:</p> <ul style="list-style-type: none"> To be able to give a simple description of what some of the 99 names of Allah mean. To be able to give examples of how stories about the Prophet show what Muslims believe about Muhammad. Think, talk about and ask questions about Muslim beliefs and ways of living. <p>Spring 2:</p> <ul style="list-style-type: none"> To be able to tell stories of Holy Week and Easter from the Bible. To recognise the link of stories from Holy Week and Easter with the idea of Salvation. <p>Summer 1:</p> <ul style="list-style-type: none"> To explore peace and forgiveness in the Christian faith. 	<p>Bethlehem, Manger, Nativity, Advent, Tradition</p> <p>Spring 1: Muslim, Care, Community, Mosque, Qur'an, Shahadah, Allah, Prophet, Muhammed, Tawhid, Qualities, Attributes, Names, Allah, Peace, Courage, Mercy, Simile, Moral, Care, Understanding, Prophet, Respect, Five Pillars of Islam, Shahadah, Salah, Zakat, Sawm, Hajj, Messenger, Ramadaan, Lailat Al Qadr, Night of Power</p> <p>Spring 2: Christmas, Easter, Holy week, Palm Sunday, Good Friday, Followers, Deceived, Cave / tomb, Crucifix, Judas, Hot cross buns</p> <p>Summer 1: Gospel, Bible, Forgiveness, Peace, Festival, Community,</p>
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- To know the ways in which Christians put their beliefs into practise in the Church community.

*Eid – see Religious festivals progression map

Summer 2

What makes some places sacred to believers?

- To know there are special places where people go to worship.
- To know at least three objects used in worship in two religions.

Summer 2:

- To be able to talk about what people do at places of worship.
- To be able to talk about how objects are used in worship.
- To be able to talk about a belief about worship and God and connect these to a place of worship.

Charity, Disciples, Parable

Summer 2:

Mosque, Mandir, Temple, Synagogue, Church, Gurdwara

Worship, holy, sacred, respect, artefacts, Hymn, Prayer, Recite, Psalms

Church – altar, cross, crucifix, font, lectern, candles and the symbol of light.

Synagogue – ark, Ner, Torah, Scroll, tzizit, tefillin, tallit and kippah, chanukiah, bimah

Mosque – wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.