



Lacewood Primary School

Knowledge and Skills Progression Plan for Religious Education

Golden Threads

Under the 'Golden Threads' Religious Education learning is organised into areas which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick.

- Special Words
- Special Places
- Community Cohesion
- Significant people of faith
- Special Times
- Life and the Universe

EYFS

EYFS Religious Education Knowledge and Understanding and Composite Questions for Exploration

Theme 1 – My World - Knowledge and Understanding Core Strands from the Curriculum

FS1	FS2
<p>To listen to others in small and large groups, learning how to take turns and respond with comments and/or questions. (C&L LA)</p> <p>To use language to share feelings, ideas, experiences and thoughts. (C&L S)</p> <p>To learn about strategies of co-operation, fairness, negotiation and compromise e.g. through the use of social stories, drama and role play. (PSED BR)</p> <p>To become more aware of the similarities and differences between themselves and others. (physical, social and emotional similarities and differences) (PSED MS)</p> <p>To develop their sense of responsibility and membership of communities (family, school, class, peer group, locality, society etc.) (PSED MS)</p> <p>To understand why rules are important. (PSED MS)</p> <p>To learn that expectations of actions and behaviours differ in different events and social situations. (PSED SR)</p> <p>To begin to understand some of the basic differences between themselves and others. (UTW PCC)</p> <p>To find out about the special times and events for different people who are familiar to them. (UTW PCC)</p> <p>To talk about and compare the similarities and differences between special times for family and friends. (UTW PCC)</p>	<p>To listen and respond to ideas expressed by others in discussion. (C&L LA)</p> <p>To begin to understand how/why/who/when/where questions. (C&L LA)</p> <p>To use talk to organise and clarify their thinking, ideas and feelings and to work out problems. (C&L S)</p> <p>To begin to recognise that each person is an individual and the importance of celebrating and respecting each other's individuality. (PSED BR)</p> <p>To recognise that they belong to a range of different communities and social groups. (PSED MS)</p> <p>To sensitively discuss the similarities and differences between themselves and others in terms of likes, interests, preferences etc. (PSED MS)</p> <p>To begin to be aware of the impact of prejudice and discrimination. (PSED MS)</p> <p>To understand and recognise that people may have different perspectives, ideas and needs. (PSED SR)</p> <p>To understand that different people have different interests, beliefs, customs or lifestyles and to treat these with sensitivity and respect. (UTW PCC)</p> <p>To find out about some of the ways different people, from the local community and wider world, celebrate special times in different ways. (UTW PCC)</p> <p>To find out about the similarities and differences between how different people celebrate special times. (UTW PCC)</p>

		To find out about the similarities and differences between special places for different people in the local community and wider world. (UTW PCC)
Theme 1 – My World		
Composite Questions/Lines of Enquiry		Composite Questions/Lines of Enquiry
<ul style="list-style-type: none"> • Which groups do I belong to? (family, class, school, hobbies etc.) • What other groups can I find in stories, songs, rhymes, books and TV? • Why do we have class rules? How does it help us as a group? • Why is my name special? Why are names special? • What is special about me? What is special about other people/this person? 		<ul style="list-style-type: none"> • Why are these people a group?" "What is the same about them?" "Do they do anything that is the same? • What different groups can I find out about in stories, songs, rhymes, books and TV? Why do they belong together? • Which of our class rules do I find the easiest and why? Which ones are more difficult and why? • What does the word "fair" (as in that's not fair) mean? What actions do we do every day to try and be fair to each other? • How are our families the same/different?
Theme 2 – Special Times		
Composite Questions/Lines of Enquiry		Composite Questions/Lines of Enquiry
<ul style="list-style-type: none"> • Why is this special? 'Does everyone think it is special?' • How would this be used? 'When would it be used?' • Have you seen something like this before?' 'How does it make you feel?' • What special times do I look forward to? Do all of my friends? Is it a special time for them too? • What special times are celebrated in my local community? (history link) • 		<ul style="list-style-type: none"> • What makes an event a 'Special Time'? • What different ways do we celebrate the special time of...? What do we do that is the same? Is it the same in other places around the world? • What other special times are there around my local area/country/wider world? • What songs/music help people to celebrate special times? • What are the important life events of people familiar to me? (history link)
Theme 3 – Special Places		
Composite Questions/Lines of Enquiry		Composite Questions/Lines of Enquiry
<ul style="list-style-type: none"> • Which places are special to me? • Why is a place special to me? • How are my special places similar or different to those of my friends? • What other special places are there in my local area? Why is it special? How do people treat the special place? 		<ul style="list-style-type: none"> • Which places are special to me, my friends, my family and to other people I know or hear about in books, stories and films etc? • How are the special places of myself and others similar and/or different? • What makes a place a "special" place? • What different features can special places have? • What will happen there, what will people need, how did all the things get here, can you see something old, can you see something new?
End Point FS1		End Point FS2
<p>I know which groups I am a part of or belong to.</p> <p>I can find out about the special times of people I meet or hear about from stories, videos, visits or visitors.</p> <p>I know what the class rules are.</p> <p>I can describe what makes me special</p> <p>I can name and identify the basic feelings of happy, sad, angry and tired/hungry.</p> <p>I can talk about a special time or event in my own life.</p> <p>I know what the word "special" means.</p>		<p>I can describe a special time in my life.</p> <p>I know the people who are important to me in my life.</p> <p>I can talk about the similarities and differences between special times in my life and those of people I know.</p> <p>I know why some events are special and how they are special.</p> <p>I know our class rules.</p> <p>I know why rules are important.</p> <p>I can describe what actions I take to be fair and to follow our rules.</p>





I know about significant special times in my community and how we celebrate them.
 I can talk about the ways in which I am the same or different as my friends.
 I can recognise when another is feeling happy, sad, angry or tired/hungry.
 I know how to follow a class rule.
 I can talk about things I remember from my past experiences.
 I can name a place that is special to me.
 I can identify a special place from my local community.
 I can talk about how my special place is similar or different to another's.
 I can describe how I treat something that is special to me.

I can describe when something is or isn't fair.
 I know what the term "celebrate/celebration" means.
 I can describe the way myself and others celebrate different events.
 I know that I might celebrate things that are different, or differently, to my friends.
 I can describe an important event in my life.
 I know some simple celebration songs for relevant events e.g. Christmas, Easter, Spring etc.
 I can identify places that are special to me.
 I can identify places that are special in my community.
 I can describe places that are special to people I find out about in books and stories or from visits and visitors.
 I can describe the similarities and differences between 2 special places (either to myself or to others).
 I can describe ways in which we/I treat places that are special.
 I know and can identify at least 2 special places from beyond my local community.

End of EYFS - ELG

- Show sensitivity to their own and others' needs. (PSED BR)
- Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED MS)
- 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. (UTW PCC)
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate – maps. (UTW PCC)
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (C&L S)
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (C&L S)
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher (C&L S)
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (C&L LA)
- Make comments about what they have heard and ask questions to clarify their understanding. (C&L LA)

Using Our Lacewood Learning Buddies in RE

	<ul style="list-style-type: none"> • Develop understanding of other religion through questioning (e.g. Why are these words special?) • Having opportunities to try things out and share opinions in a safe environment. • Concentrate and become absorbed in a task (e.g. longer research tasks on key religious people)
	<ul style="list-style-type: none"> • Developing imaginative and innovative ways of presenting ideas (e.g. double page spread) • Selecting materials and equipment. • Understanding how artefacts or religious literature can be used to deepen understanding. • Learning skills needed to become independent (e.g. research using books, internet).
	<ul style="list-style-type: none"> • Showing respect and appreciation for other people’s beliefs, values and opinions. • Working in teams to complete larger pieces of work (e.g. diamond 9, mind maps). • Sharing resources and ways of working.
	<ul style="list-style-type: none"> • Evaluating own work. • Using teachings from key religious figures (e.g. Mother Theresa) to support further understanding. • Developing own success criteria and ways in which these can be agreed. • Taking feedback from others and using this to make improvements to a final piece of work.

Key themes / question?	Y1 - Christianity	Y2 – Christianity and Judaism	Y3 – Christianity and Hinduism	Y4 – Christianity and Sikhism	Y5 – Christianity and Islam	Y6 – Christianity and Buddhism
Q1: Why are these words special?						
	What is an artefact? What does ‘respect’ mean? Why do we celebrate Christmas? Who is Jesus? Who is Mary?	What is the Bible? Why is the Bible a special book for Christians? Who is Moses? Why is he important?	What are the names of the 2 parts the bible is split into? Can you retell the story of David and Goliath?	Who was Abraham? How did he influence the Christian religion? What is meant by ‘covenant’ in Christianity?	Where did the bible come from? How do Christians navigate the bible using the correct code?	Who was Moses and why was he important? Who founded the 10 commandments?

	<p>Who is Joseph? Why did the people follow the star? Where was Jesus born? Where did Mary travel? How does the nativity story make you feel? Who was Noah? Why did God send the flood?</p>	<p>Can you remember the main events from a bible story? (Moses) What are your views on this religious story? (Moses)</p> <p>What is the Torah? Can you recognise some key stories from the Torah? What do these stories mean? (Link to Moses)</p>	<p>What testament is it from? Can you retell the story of Feeding the 500? What testament is it from? How can you tell whether a story is from the new or old testament? Why is the bible a special book for Christians? How does it make people feel?</p> <p>Where does the Hindu religion come from? What is the sacred text in Hinduism called? What is the Vedas written in? What is the spiritual law that guides Hindu's called? Can you retell the Hindu creation story?</p>	<p>Why is there an Old and New Testament? What are the main differences of the two?</p> <p>What links can you find between 'John the Baptist' and Sermon on the Mount'?</p> <p>Can you recognise the famous Bible stories from Art History?</p> <p>What is the Sikh Holy book called and how is it treated to show its importance? Where is the Guru Granth Sahib kept? Why?</p>	<p>What are the differences between gospels and parables?</p> <p>Why is the bible important to Christians?</p> <p>How do Christians use the bible in their daily lives?</p> <p>What teachings can be learnt from stories and words from the Bible?</p> <p>Why is the Qu'ran important to Muslims?</p> <p>What are the rules of care for the Qu'ran?</p> <p>What teachings can be learnt from stories and words from the Qu'ran?</p>	<p>How are the 10 commandments similar to the 10 precepts?</p> <p>How has God intervened in human history?</p> <p>Why are some questions difficult to answer eg: Virgin Mary?</p> <p>Why do Buddhists respect Holy Books?</p> <p>Why are Holy Books sacred?</p> <p>How did Buddha find out that happiness and freedom comes from suffering?</p> <p>What is the Tripitaka?</p>
	<p>Handles religious artefacts with care and respect.</p> <p>Hear some religious stories, e.g. The Nativity</p> <p>Describe how I feel when listening to a story from the Bible.</p>	<p>Know that the Bible is a special book for Christians and learn the name Jesus and other key people (e.g. Moses and Samuel)</p> <p>Hear some stories of Jesus' life and some Bible stories, e.g. Noah's Ark.</p>	<p>Distinguish whether stories come from the Old or New Testament (parables).</p> <p>Hear some stories of Jesus' life and some Bible stories, e.g. Feeding the 5000, Jonah and the</p>	<p>Know that Christianity started with Abraham (one of the first prophets) and the concept of 'covenant'.</p> <p>Recognise that the Bible is a 'library' of books written by many people (Old and New Testament).</p>	<p>Describe where the Bible comes from. Find parables in the bible using the correct code.</p> <p>Understand the difference between a gospel and a parable.</p>	<p>Hear some stories of Jesus' life and some Bible stories, e.g. Exodus, Hadassah.</p> <p>Discuss God's intervention in human history, e.g. Noah's Ark.</p>

		<p>Retell a story from the Christian Bible.</p> <p>Express an opinion about a religious story.</p> <p>Begin to recognise some key stories from the Torah and suggest what they might mean. Noah's Ark/creation story / Moses</p>	<p>Whale, David and Goliath.</p> <p>Retell some stories from the Christian Bible.</p> <p>Discuss how people feel when listening to a story from the Bible.</p> <p>Hinduism has no one founder but is instead a fusion of various beliefs brought by the Aryans to India.</p> <p>The most ancient sacred texts of the Hindu religion are written in Sanskrit and called the Vedas, which guide Hindus in their daily life and provides a spiritual law called Dharma.</p> <p>Listen to and retell some Hindu stories, such as the Creation Story and Rama and Sita and the child Krishna</p>	<p>Hear some stories of Jesus' life and some Bible stories, e.g. John the Baptist, the Good Samaritan, Sermon on the Mount.</p> <p>I can make links between some stories and artwork.</p> <p>Understand that the Guru Granth Sahib is a special book for Sikhs.</p> <p>Discover where the holy book is kept, who reads it, and why it is so important to Sikhs.</p>	<p>Hear some stories of Jesus' life and some Bible stories, e.g. Zacchaeus the Tax Collector, Moses Mount Sinai.</p> <p>Describe the impact of the Bible on Christians and how they use it in their daily lives.</p> <p>Understand an awareness of why the Qu'ran is special to Muslims.</p> <p>Learn how the Qur'an is treated: Clean hands, a top shelf, learning it by heart etc,</p> <p>Listen to stories from the Qur'an about the Prophet Muhammad (peace be upon him- pnuh) that link to teachings from the Qur'an.</p>	<p>Discuss difficult questions that arise from Bible stories and understand that some questions are difficult to answer, e.g. the Virgin Mary.</p> <p>Understand why we respect Holy Books by reflecting on how they would wish their own special book to be treated.</p> <p>Question what makes a holy book sacred.</p> <p>Know that the writings of Buddha teach about finding happiness and freedom from suffering.</p> <p>Think about some of the sayings from the writing of the</p> <p>Buddha and relate them to my life.</p> <p>Understand the meaning behind some of Buddha's stories.</p> <p>Buddha's teachings are written in the Tripitaka</p>
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Q2: Why are some places special?

	<p>What places are special to you? What does a church look like? What can you find inside a church? What does 'special' mean? What is a 'symbol'? What is the cross a symbol of for Christians?</p>	<p>What is a special place? What makes a place special? Where are your special places? Why should we be respectful in a Christian church? What is empathy? Why might Christians go to church? (pray, grieve, for luck) What are some of the special symbols for Christians? What is a synagogue? Why is this a special place for Jewish people? What happens inside a synagogue?</p>	<p>Why is a church a special place for Christians? What do they do there? What special features and artefacts would you find in a church? What are they used for? What is the name of the special place of worship for Hindu's? What do Hindus do inside a Mandir? How do Hindus show respect in a Mandir? What is the name of the main Hindu symbol (aum 'om')</p>	<p>What are the main similarities / differences between the old and new style churches? What key features and objects are used in a church? Why are Bethlehem, Nazareth and Jerusalem special places for Christians? What is the Sikh place of worship called? What key features and objects are used in a Gurdwara? What else happens in the Gurdwara? How do Sikhs behave in their holy place of worship? What does the Sikh symbol, the Khanga represent?</p>	<p>What are the similarities and differences of the places of worship between Roman Catholics and the Church of England? What impact does a place of worship have on Christians? What inspires and influences Christians to congregate, worship and celebrate. Why do Christians take pilgrimages? What significance does a mosque have on Muslims? What are the key differences and similarities between Mosques around the world? What are the procedure that Muslims follow to enter a mosque?</p>	<p>What are the differences between places of worship for Catholics, Protestants, Methodists and Baptists? Why is York a significant place to Christians? What key features and objects are used in the Vihara? What else happens in the Vihara? What are the 4 holy sites of Buddhism? Why do Buddhists visit these places?</p>
	<p>Show awareness that some places are special including places that are special to me.</p>	<p>Show awareness that some places are special including</p>	<p>Show awareness that a church is a place for worshipping, gathering</p>	<p>Describe the differences/similarities</p>	<p>Describe the similarities and differences of the places of worship</p>	<p>Describe the similarities and differences of the places of worship</p>


	<p>Behave respectfully in a place of worship.</p> <p>Recognise special places for Christians, e.g. church, chapel.</p> <p>Identify that a cross is a special Christian symbol.</p>	<p>places that are special to me. Behave respectfully and have empathy for Christians in a special place of worship. Identify special symbols for Christians.</p> <p>Show an awareness that the Synagogue is a special place for Jewish people. This is where they gather together, worship and celebrate. Begin to understand the significance of Jerusalem for Jews.</p> <p>The star of David is the main Jewish symbol.</p>	<p>and celebrating, including during special festivals.</p> <p>Suggest some reasons why it is an important place.</p> <p>Be aware of some furniture and special features and artefacts used in a church and other places of Christian worship.</p> <p>A Mandir is a special place for Hindu worship and there is a shrine which is the heart of the temple.</p> <p>Inside a Mandir, Hindus will pray and sing songs. They call this Puja.</p> <p>Understand how to show respect inside a Mandir.</p> <p>The 'aum' (Om) is the main Hindu symbol.</p>	<p>between old and new style churches. Use religious vocabulary to show understanding of key features and objects used in churches.</p> <p>Describe a place which is special to Christians and what makes it special.</p> <p>Understand why Bethlehem, Nazareth and Jerusalem are significant places to Christians.</p> <p>Understand that the Gurdwara is a special place for Sikhs and the home of the Guru Granth Sahib.</p> <p>Begin to learn what takes place in the Gurdwara.</p> <p>Learn how to behave in such a special place of worship, quiet, respect and reverence.</p> <p>Learn in more detail the meaning behind the Sikh symbol the Khanga.</p>	<p>between two denominations of Christianity.</p> <p>Describe the impact of special places on Christians and what inspires and influences Christians as they gather to worship and celebrate.</p> <p>Understand significant pilgrimages Christians takes, e.g. Lourdes.</p> <p>Recognise that a mosque is a holy building for Muslims.</p> <p>Look into different mosques including the Haram Mosque at Mecca. Compare this mosque to more local mosques in our area. Identify different features including, domes, minarets, symbols, prayer mats.</p> <p>Discover some of the basic rules that need to be followed when visiting a mosque e.g. washing and removing shoes before entering.</p>	<p>between many denominations of Christianity, including Cathedrals.</p> <p>Understand significant places for Christians in Britain, e.g. Canterbury, Lindisfarne and York.</p> <p>Find out that the Vihara as a place of worship including, meditation, food for all, community activities, taking the Five Precepts. Recognise internal and external features of a Vihara and compare traditional temples to modern buildings build in the 20th century all over the world. Meditation hall, incense, offerings, stupa, wheel of life, Buddha, Tripitaka. Understand the significance of the four holy sites: Lumbini, Siddhatha's birth place Bodh Gaya, the place of enlightenment</p>
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<p>Q3: How can faith contribute to community cohesion?</p> <p>Q5: What can be learnt from significant people of faith?</p>						
	<p>What does 'right' mean?</p> <p>What does 'wrong' mean?</p> <p>What is a 'priest'?</p> <p>What is a 'bishop'?</p> <p>What clothes do religious people wear?</p> <p>What does a bishop wear?</p> <p>Who is our local vicar/priest?</p>	<p>What are some of the key Christian values?</p> <p>What is a:</p> <ul style="list-style-type: none"> -Saint -Reverend -Pope <p>What are their roles?</p> <p>What do they wear?</p> <p>How do Jewish people follow their beliefs at home and in the community?</p> <p>What rituals do they practice?</p> <p>What is Shabbat?</p> <p>What are the rules?</p> <p>What are the 10 commandments?</p> <p>Which of the commandments are relative to us?</p> <p>What is a Rabbi?</p>	<p>How do key Christian values influence their lives?</p> <p>Where can Christians be seen in the community?</p> <p>Who has an important role in the Christian community?</p> <p>What times are special for Hindus as a whole community? (Janmashtami)</p> <p>What do the Hindu deities represent?</p> <p>What is the name of the Hindu God?</p> <p>What are the names of the 3 expressions of Brahma? (Vishnu, Brahma, Shiva)</p>	<p>How does Jesus' ethical teaching influence the lives of Christians? E.g. Parables</p> <p>How do Christians help others within their communities?</p> <p>What did Mother Theresa do?</p> <p>Why was she an inspiring leader?</p> <p>What are the main Sikh values?</p> <p>How as a community do they express these values in their daily life?</p> <p>Name and describe a Sikh ceremony and say how this supports their community.</p>	<p>How do Christians display their values in everyday life?</p> <p>How did Christianity shape Dr Barnardo's work?</p> <p>How do the five pillars of Islam shape the values of Islam?</p> <p>How is the importance of family demonstrated in the values of Islam?</p> <p>What teachings can be learnt from the stories of the Prophet Muhammed?</p> <p>How are religious prophets represented in Islam?</p>	<p>How can the way Christians display their values influence others?</p> <p>How did Martin Luther King inspire others?</p> <p>How did Desmond Tutu inspire others?</p> <p>How does St Andrew's church contribute to Christianity?</p> <p>Do Buddhists live in Barnsley?</p> <p>How does the Vihara in Leeds contribute to Buddhism?</p> <p>What are the 5 precepts of the Buddha?</p>

		How does a Rabbi teach?		Who was Guru Nanak? Who are the Ten Gurus? What do they represent?		How did the Four Noble Truths and Eightfold Path affect follower's lives? How are Buddhists committed? How do Buddhas create peace around the world?
	<p>Give examples of behaviours that are right and wrong.</p> <p>Identify significant Christian individuals within the community, e.g. Bolton Church</p> <p>Learn about examples of key roles within the faith, e.g.</p> <ul style="list-style-type: none"> -priest -bishop -Vicar -Good Samaritan 	<p>Identify some of the key Christian values.</p> <p>Understand ways in which some people have special roles and set an example to Christians, e.g. Saints.</p> <p>Give examples of the key roles within the faith, e.g. Reverend, Pope, and the special clothes they wear.</p> <p>Begin to understand how Jewish people follow their beliefs at home and in the community.</p> <p>Beginning with Shabbat. Look at the 10 commandments and compare these to rules others may follow in their daily lives.</p>	<p>Identify key Christian values and how they influence how Christians live their lives.</p> <p>Give examples of where Christians can be seen in the community, e.g. charities.</p> <p>Recognise that some roles give people an important place in a group.</p> <p>Describe times and occasions Hindu's celebrate special occasions as a whole community.</p> <p>Janmashtami (Krishna's birthday) and weddings</p>	<p>Identify how Jesus' ethical teaching influences the lives of Christians, e.g. parables.</p> <p>Describe ways in which Christians put their beliefs into action by helping others e.g. Salvation Army, Scouts and Guides.</p> <p>Describe someone who was an inspiring Christian leader, e.g. Mother Teresa.</p> <p>Identify some Sikh values, honesty, compassion, generosity, humility, integrity etc.</p> <p>Sikhs express their values through, naming ceremonies, worshipping, sharing in the langar, special cloths (Panj</p>	<p>Understand how they display Christian values in aspects of their own lives.</p> <p>Describe someone who was an inspiring Christian leader, e.g. Dr Thomas Barnado, Cliff Richard. Understand who the 12 Disciples/Apostles are and their contribution to Christianity.</p> <p>Understand the importance Muslims have regarding family and respecting others in the community through expression of their faith. This can include, good manners, respecting guests, links with other Muslims families,</p>	<p>Understand how they display Christian values in aspects of their own lives and how this influences others.</p> <p>Describe and compare inspiring Christian leaders, e.g. Martin Luther King and Desmond Tutu.</p> <p>Understand who local apostles are and their contribution to Christianity.</p> <p>Understand that Britain is a society of many religions and Barnsley is a region where some followers of the Buddha live.</p>

		<p>Recognise that Jewish people learn from their Rabbi.</p>	<p>are seen as an expression of faith.</p> <p>Hindu deities represent different values.</p> <p>Hindus recognise one God, Brahman, however there are three gods that are different expressions of Brahman (Trimurti), which are Vishnu, Brahma and Shiva. There are also three goddesses (Tridevi), which are Saraswati, Lakshmi and Shakti.</p>	<p>Kakke, 5 k's) and Karah Parshad (special food).</p> <p>Show awareness that celebrations like the Anand Karji (wedding ceremony) are a huge part of the Sikh's community faith.</p> <p>Show awareness that for Sikhs the ten Gurus are special.</p> <p>Hear stories from the lives of the Gurus. Especially Guru Nanak who was the founder of Sikhism.</p>	<p>community gathering at mosque and obeying Allah.</p> <p>Develop and understanding that Muslims care for their elders and extended family.</p> <p>Listen to stories about the Prophet Muhammad (pbuh) and find out what Muslims say about him today.</p> <p>Ask question about why there are no pictures of Muhammad (pbuh).</p>	<p>Investigate a nearby Vihara.</p> <p>Investigate the Five Precepts of the Buddha and the effect on the follower's life, including the Four Noble Truths and the Eight Fold Path.</p> <p>Describe how some followers of Buddha work to make the world a better place to live. Such as through Karuna Trust or in peace making around the world.</p> <p>Recognise the word 'commitment' and give simple examples how Buddhist are committed to supporting their community and sharing their teachings.</p> <p>Research recent Buddhist who have made a commitment to make a difference in the world, e.g. Daw Aung San Suu Kyi</p>
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						<p>Show an appreciation of what it is like to live in the disciplined life of a Bhikkhu (Monk).</p> <p>Investigate stories surrounding Buddha's birth, the Four Sights, the middle path and enlightenment.</p>
Q4: Why are some times special?						
	<p>What times of year are special to you? How do you celebrate at Halloween, Christmas and Easter? What times of year are special to Christians? How do Christians celebrate Christmas and Easter? What do Christians do in church?</p>	<p>What is Harvest? What do Christians do during the Harvest festival? How do they celebrate Harvest? What do the baskets of food represent? When is Harvest celebrated? Why do Christians celebrate Harvest?</p> <p>What is Sukkot? Why is it celebrated? How is it similar to Harvest? How is it different to Harvest? What is Hanukah? How long is it observed for? Why do Jewish people celebrate Hanukah? What are the 4 symbols of the Dreidel?</p>	<p>What is a special time for Christians and why?</p> <p>Why do Hindus celebrate Diwali? How do Hindus celebrate Diwali? How does Diwali link to the story of Rama and Sita?</p>	<p>What happens during the Nativity Cycle? What are the main events and which order do they happen? What is advent?</p> <p>What happens during the Easter Cycle? What are the main events and which order do they happen? What is Lent?</p> <p>How do Sikhs celebrate Guru Nanak's birthday? What is the Festival Hola Mohalla within the Sikh religion? How do they celebrate it?</p>	<p>What are the significant events of the Christian calendar?</p> <p>What is Epiphany and its relevance to Christmas?</p> <p>What is Holy Weeks relevance to the Easter Story?</p> <p>Why do Muslims celebrate Ramadan?</p> <p>How do Muslims celebrate special times such as births and weddings?</p> <p>What are the differences and similarities between special times in other religions?</p>	<p>What is Ascension and Pentecost?</p> <p>What does a day in the life of a Monk look like?</p> <p>Why do Buddhas spend time in a Monestry?</p>

	<p>Identify special times in the year, e.g. Christmas, birthday and how they are celebrated.</p> <p>Begin to recognise that some times of the year are special to Christian eg: Christenings, Christmas, Easter</p>	<p>Identify a time that is special to Christians, e.g. Christmas, Harvest and Easter (in Spring 2).</p> <p>Begin to recognise that some times are special for Jews. Including Sukkot and Hanukkah (Make a dreidel)</p> 	<p>Identify a time that is special to Christians and suggest reasons why it is special, e.g. Christmas, Harvest, Mothering Sunday and Easter (in Spring 2).</p> <p>Understand why Hindus celebrate Diwali, the main events of the celebration and how it links to the story of Rama and Sita.</p>	<p>Study the Nativity Cycle in more depth, including advent.</p> <p>Study the Easter Cycle in more depth, including Lent.</p> <p>Further their understanding regarding Sikh festivals including Guru Nanak's birthday and Hola Mohalla.</p>	<p>Know that there is a pattern to the Church's year and know where they appear on the Christian calendar.</p> <p>Study the nativity cycle in more depth, including Epiphany.</p> <p>Study the Easter cycle in more depth, including Holy Week.</p> <p>Have a greater understanding of the festivals Ramadan and Eid-ul-Fitr. Discuss what is remembered at this special time and what can be learned for it. (Going without to have empathy and feel grateful for what they already have).</p> <p>Discover how Muslims celebrate, birth and weddings and recognise similarities and differences to how others celebrate these special times.</p>	<p>Develop a deeper understanding of how Christian festivals are celebrated differently around the world, including St Nicholas.</p> <p>Study the Easter cycle in more depth, including Ascension and Pentecost (Whitsun).</p> <p>Further the understanding surrounding the life of a disciplined monk (Bhikkhu).</p> <p>Study a day in the life of a monk.</p> <p>Discover how special Buddha's followers find their time spent in the Vihara. Also how they try to spend time in a monastery at least once in their lifetime.</p>
<p>Q6: How do I and others feel about life and the universe around us?</p>						
	<p>How do people around the world dress?</p>	<p>What can we learn from the story of the 'Good Samaritan'?</p>	<p>How do Christians believe the world was</p>	<p>What are they key teaching points we learn from the Creation story?</p>	<p>How can Christian stories and morals promote a</p>	<p>Why do bad things happen to good people?</p>

	<p>How are their clothes similar/different? What do houses look like in countries around the world? How are homes around the world similar/different? What food do other people eat in other countries? Do we eat the same things? Do all people speak the same languages around the world? Does everyone speak English?</p> <p>Creation Story How long did God take to create the Earth? What did he create on each day? Do you think the Earth could have been made in a week?</p>	<p>How did God feel about the way the world was being treated?</p> <p>Why did God send the Great Flood?</p> <p>Why did he choose Noah to speak to?</p> <p>What was God's promise?</p>	<p>created?</p> <p>Why should we look after our environment?</p> <p>What is Karma?</p> <p>Why do Hindus strive in doing good deeds when thinking about Karma?</p>	<p>Why are these so important?</p> <p>How did Guru Har rai protect and help others?</p> <p>How did Guru Tegh Bahadur and Guru Argan protect and help others?</p>	<p>well-rounded view point of the world around us?</p> <p>How does Muhammad (pbuh) teach Muslims how to care and honour animals?</p>	<p>How was life created?</p> <p>What is the purpose of life?</p> <p>What is our responsibility for the care of the planet?</p> <p>How is my life similar/different to a Buddha?</p>
	<p>Identifies that other people around the world are different to them, e.g. dress, food, homes, languages.</p> <p>Listen to and discuss the Creation story.</p>	<p>Suggest two things that Christians believe because of the stories you have heard.</p> <p>Discuss how God was angry with the way his world was being treated and why he sent the great flood as told in Noah's Ark. Discuss what God's promise was and how he judge everyone.</p>	<p>Respond to Christians belief of how God created the world and how we should look after that environment.</p> <p>Begin to understand that Hindus believe in Karma. How Hindu's strive in doing good deeds to honour their beliefs e.g. good Karma is being kind, bad Karma is being selfish.</p>	<p>Recognise key Christian teaching arising from the Creation story, e.g. equality, responsibility for each other and the environment and the natural world as special.</p> <p>Learn about how different Gurus have protected and helped others based on their values. Hear some stories of Guru Har rai who set up a dispensary to help the sick (for free) and how Guru Tegh</p>	<p>Understand the role of Christian stories and how the morals can be understood regardless of beliefs.</p> <p>Muslims believe Allah created the world they live in. Discuss through stories how Muhammad (pbuh) taught how to care and honour animals.</p>	<p>Discuss difficult questions that arise and understand that some questions are difficult to answer, e.g. Why do bad these happens to good people?</p> <p>Suggest answers to difficult questions about life and the universe and explore the possible answers given by Christians with key roles.</p>

				Bahadur and Guru Arjan were martyred.		<p>Ask some question which a difficult to answer, for example; why do people suffer, what can we learn from suffering, how can we reduce suffering, why do bad things happen, what is the purpose of life.</p> <p>Think about what is Man's responsibility for the care of the planet and the effects of Global warming etc.</p> <p>Ask questions about my own life and the value of self -discipline, self -control and mental training.</p> <p>Think about my own commitments, in the light of studying the way of the Buddha.</p>
Vocabulary - Christianity	Bible, Christians, Jesus, God, church, community, Easter, Harvest, Christmas, Christening, pray, Birthday, Vicar, Reverend, worship.	Bible, Christians, Jesus, God, creation, altar, pulpit, organ, stain glass window, lectern, font, cross, pews, church, chapel, community, Easter, Harvest, Christmas, pray, praying, priest, Vicar,	Old Testament, New Testament, worship, altar, altar, pulpit, organ, stain glass window, lectern, font, cross, pews, spire, chalice, crucified, Bishop, Vicar, Reverend, mass, hymn, parable,	Covenant, Old Testament, New Testament, advent, lent, equality, responsibility, creation, altar/communion table, organ, parable, processional cross, resurrection, crucifixion, saint, vestments, Nazareth,	Gospel, parable, denomination, Catholic, Protestant, Orthodox, pilgrimage, disciple, apostle, Holy Week, Epiphany, Maundy Thursday, last supper, moral, crucifixion,	Divine intervention, denominations, Catholic, Protestant, Orthodox, Anglican, Baptist, Evangelist, Quaker, Roman Catholic, Presbyterian, apostle, Ascension,

		Reverend Cross, dove, candle , fish, holy trinity, worship.	Genesis, church, Bible, God, Jesus, Christians. Christmas, Easter, Harvest, Genesis.	Bishop, Bethlehem, Jerusalem, Genesis, Gospels.	resurrection, Palm Sunday, Nazareth, Bethlehem, Jerusalem, Lourdes, Genesis, Bishop, Gospels.	Pentecost, cathedral, minster, Bishop, diocese, faith, Moses, Gospels, parables.
Vocabulary – Contrasting religion		Torah, Noah’s Ark, Creation Story, Moses, Synagogue ,Jewish people, Jews, Judaism, worship, Jerusalem, community, Shabbat, 10 commandments, Rabbi, Hanukkah, Menorah, dreidel, God.	Hindu, Aryans to India. Sanskrit, Vedas, Dharma, Rama and Sita, Krishna, Mandir, worship, shrine, temple, aum, Janmashtami (Krishna’s birthday), faith, deity, God, Brahman (Trimurti), Vishnu, Brahma, Shiva, goddesses (Tridevi), Saraswati, Lakshmi, Shakti. Diwali, Rama, Sita, Karma.	Sikh, Sikhism, Guru, Guru Granth Sahib, Khanga, belief, worship, Dharam, Diwali, Khalsa, Gurdwara, values, honesty, compassion, generosity, humility, integrity, naming ceremonies, worshiping, sharing in the langar, Panj Kakke, 5 k’s,, Karah Parshad (special food). Anand Karji (wedding ceremony, community, faith, Guru Nanak, founder.	Qur’an, Islam, Islamic, Muslim, Mosque, worship, Salah (prayer), prophet, Mahammad(pbuh), Ramadan, Sawn, Eid-ul-Fitr, fasting, dome, minaret, symbols, crescent moon, prayer mat, honour, Allah, Mekkah, obey, faith.	Siddhatha Gautama, Buddha, Buddhist, Jataka, Vihara, temple, worship, morals, meditation, Vesak/Wesak, honour, singing bowl, shrine, wheel of life, stupa, Bhikkhus (monks), Bhikkunis (nuns), compassion, Tripitaka, Four Holy Sites, pilgrimage, Five Precepts, Four Nobel Truths, Eight Fold Path, enlightenment, Four Sights, middle path, self-discipline, self-control, mental training, monastery.