



Important Dates	
Harvest	Autumn Term 1 2021
Diwali	Thursday 4th November 2021
Chinese New Year	Tuesday 1st February 2022 (the year of the tiger)
Hanukkah (Jewish)	Sunday 28th November – Monday 6th December 2021
Christmas	Saturday 25th December 2021
Easter - Maundy Thursday	Thursday 14th April 2022
Good Friday	Friday 15th April 2022
Easter Sunday	Sunday 17th April 2022
Ramadan	Saturday 2nd April – Sunday 1st May 2022
Eid al-Fitr	Monday 2nd May/Tuesday 3rd May 2022

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events	
Nursery	I am Special Myself- What makes me special?	Christianity The Christmas Story	Stories Learning about others through stories.	Christianity New Life / Easter	Islam Eid al-Fitr	Belonging Families are all different/ different beliefs/ different places of worship.	On-site learning Harvest Christmas Eid al-Fitr Chinese New Year Diwali Easter Off-site learning Visiting places of worship Visitors Local church members / members of different religions Open the Book	
	Rationale – To enjoy learning about similarities and differences that involve themselves and to take part in special celebrations. (R.E is taught across all areas of learning through both child interest led activities and adult led activities)							
	Skills – I can develop an awareness of my own views and be sensitive to others.	Skills – I can listen and enjoy religious stories and recall some key events.	Skills – I can develop some understanding of a special time.	Skills – I can develop an understanding of special festivals.	Skills – I can begin to know about my own cultures and beliefs or those of others.	Skills – I can talk about the similarities and differences between myself and others.		
	Vocabulary – special, different, same	Vocabulary – Christmas, Mary, Joseph, Baby Jesus, angel, shepherds, wise men	Vocabulary – Story/Bible -Noah’s Ark -The Lost sheep	Vocabulary – Easter, Christian, new life, eggs, hot cross bun	Vocabulary – Islam, Muslim, Eid al-Fitr	Vocabulary – Family members, church, mosque		
	Knowledge – The children will begin to know that they are special.	Knowledge – The children will be able to recall some parts of the Christmas story.	Knowledge – The children will be able to recall some parts of the story.	Knowledge – The children will begin to learn about Easter.	Knowledge – The children will begin to learn about the celebration of Eid.	Knowledge – The children will begin to learn what makes them similar or different to others.		

Reception	Differences	Christianity	Beliefs	Christianity	Islam	Worship	On-site learning Harvest Christmas Eid al-Fitr Chinese New Year Diwali Easter Off-site learning Visiting places of worship Visitors Local church members / members of different religions Open the Book
	We are all special and different	Christmas – Why and how do we celebrate?	Different beliefs – special people, special books	New Life / Easter / Christian Symbols	A Muslim home / Eid al-Fitr	Places of worship (church and mosque) Experiences of weddings / christenings	
	Rationale – To enjoy learning about similarities and differences that involve themselves by taking part in celebrations, learning about special people and visiting special places. (R.E is taught across all areas of learning through both child interest led activities and adult led activities)						
	Skills – I can talk about the similarities and differences between myself and others.	Skills – I can develop an understanding of different festivals.	Skills – I can listen and enjoy religious stories and recall some key events.	Skills – I can develop an understanding of special times and symbols.	Skills – I can begin to know about my own cultures and beliefs or those of others.	Skills – I can talk about different religious places and events.	
	Vocabulary – special, different, same, family members	Vocabulary – Christmas, nativity, Mary, Joseph, Baby Jesus, angel, shepherds, wise men, gift, Bethlehem	Vocabulary – Jesus, Muhammed, Bible, Qur’an	Vocabulary – Easter, Christian, New Life, eggs, cross, palm leaf/ cross	Vocabulary – Islam, Muslim, Eid al-Fitr, Ramadan, fasting, prayer	Vocabulary – church, mosque, wedding, christening	
	Knowledge – The children will begin to learn what makes them similar or different to others.	Knowledge – The children will be able to talk about how Christmas is celebrated by recalling the Christmas story.	Knowledge – The children will know that different people have different beliefs.	Knowledge – The children will be able to talk about Easter and begin to link symbols to this special time.	Knowledge – The children will begin to know about the celebration of Eid.	Knowledge – The children will begin to understand that different religious events will take place in different places.	

Year 1	Christianity	Christianity	Sikhism	Christianity	Islam	Islam	On-site learning
	How is someone welcomed into Christianity?	Why do Christians give gifts at Christmas?	Belonging to a Sikh family.	What do Christians remember at Easter?	Belonging to the Muslim family.	A man called Muhammed.	Harvest Christmas Eid al-Fitr
	<u>Rationale</u> – To develop an understanding of belonging.	<u>Rationale</u> – To share experiences of giving and receiving gifts.	<u>Rationale</u> – To learn about the religion Sikhism.	<u>Rationale</u> – To enjoy watching for signs of new life i.e chicks hatch then link to the Easter story.	<u>Rationale</u> – To gain an understanding of different religions.	<u>Rationale</u> – To develop an awareness of being a leader.	Chinese New Year Diwali Easter
	<u>Skills</u> – I can recognise and name features of religious life and practise.	<u>Skills</u> – I can talk about my own experiences and feelings.	<u>Skills</u> – I can use some religious words and phrases.	<u>Skills</u> – I can talk about what I find interesting or puzzling.	<u>Skills</u> – I can recognise and name features of religious life and practise.	<u>Skills</u> – I am beginning to recognize symbols and other verbal and visual forms of religious expression	Off-site learning Visiting places of worship
	<u>Vocabulary</u> – Baptism, family, Christian, church, adult, child, font	<u>Vocabulary</u> – Nativity, angels, magi, shepherds, Mary, Joseph, Jesus, gifts, special, thankfulness	<u>Vocabulary</u> – Sikh, Gurdwara, Guru Granth Sahib, 5 K's	<u>Vocabulary</u> – New Life, egg, seed, Easter, Jesus, resurrection, cross, tomb, death	<u>Vocabulary</u> – Belonging, prayer mat, Wuzu, mosque, prayer beads, Qur'an, 'Allah Akbar'	<u>Vocabulary</u> – Muhammed, leader, prophet Makkah (Mecca), Madhina (Medina), God, Allah, mosque	Visitors Local church members / members of different religions Open the Book
	<u>Knowledge</u> – The children will explain their experiences of belonging. They will know that Baptism means someone has been welcomed into the Christian faith and that it is for adults and children.	<u>Knowledge</u> – The children will be able to describe their experiences of giving gifts. They will be able to talk about the nativity story and explain why the shepherds and magi brought gifts to Jesus.	<u>Knowledge</u> – The children will be able to explain 2 of the 5K's and what they mean.	<u>Knowledge</u> – The children will be able to explain the events of the Easter story including Jesus' death and resurrection. They will show an understanding of the link between Easter eggs and Jesus' new life.	<u>Knowledge</u> – The children will be able to identify and talk about an Islamic artefact and gain an understanding of what happens in a Mosque.	<u>Knowledge</u> – The children will be able to talk about events that happened that lead Muhammad to become a great leader.	

Year 2	Christianity	Christianity	Sikhism	Christianity	Islam	Sikhism	On-site learning Harvest Christmas Eid al-Fitr Chinese New Year Diwali Easter Off-site learning Visiting places of worship Visitors Local church members / members of different religions Open the Book
	What did Jesus leave behind?	Why do Christians celebrate at Christmas?	Guru Nanak: an extraordinary life	Why do Christians remember the Last Supper?	Why is the Qur'an a sacred book?	The Guru Granth Sahib: A living Guru	
	<u>Rationale</u> – To develop an understanding of caring.	<u>Rationale</u> – Enjoying taking part in a celebration.	<u>Rationale</u> – To develop an awareness of special people.	<u>Rationale</u> – Aware of important events for Christians.	<u>Rationale</u> – To develop an understanding about respect.	<u>Rationale</u> – Aware of special things.	
	<u>Skills</u> – I can retell religious stories.	<u>Skills</u> – I can begin to identify how religion is expressed in different ways.	<u>Skills</u> – I can use developing religious vocabulary.	<u>Skills</u> – I can recall religious stories.	<u>Skills</u> – I can identify some features of religion and its importance for some people.	<u>Skills</u> – I can use religious words and phrases.	
<u>Vocabulary</u> – Good Samaritan, teacher, storyteller, shepherd, lost sheep, God, story, information	<u>Vocabulary</u> – nativity, celebration, advent, feast, thankfulness, gift, God, Jesus	<u>Vocabulary</u> – Guru, Guru Nanak, Prophet, Gurupurbs	<u>Vocabulary</u> – Last Supper, bread, wine, Communion, Light, darkness, invitation	<u>Vocabulary</u> – Qur'an, God, submission, Wuzu, Muhammad, recite, Angel Jibril Gabriel, Islam, Arabic, Muslim	<u>Vocabulary</u> – sacred book, Guru Granth Sahib, Mool Mantar.		
<u>Knowledge</u> – The children will be able to retell a story about Jesus and understand the meaning that it gives of caring for others.	<u>Knowledge</u> – The children will be able to explain that Christians celebrate Christmas because they are thankful for the gift of Jesus.	<u>Knowledge</u> – The children will know about two elements of Guru Nanak's life and explain why he is special for Sikhs.	<u>Knowledge</u> – The children will be able to make links between the last supper and what happens at Christian communion. Also that Christians believe that Jesus can help them to be better people.	<u>Knowledge</u> – The children will be able to say how Muslims treat the Qur'an and why it is classed as a sacred book.	<u>Knowledge</u> – The children will be able to explain two ways the Guru Granth Sahib is treated and why		

Year 3	Christianity	Christianity	Judaism	Christianity	Islam	Islam	On-site learning
	Why did monks copy the Gospels by hand?	Why is Christmas a Winter festival?	Believing and belonging.	Why is Easter a Spring festival?	Ramadan and Eid	What is a Mosque for?	Harvest Christmas Eid al-Fitr
	<u>Rationale</u> – Learn about the Lindisfarne Gospels – North East of England.	<u>Rationale</u> – To enjoy celebrating festivals linked to light.	<u>Rationale</u> – To gain a sense of belonging to a community.	<u>Rationale</u> – To further explore Spring and new life.	<u>Rationale</u> – Learning about special times of the year, that are important to a lot of the children.	<u>Rationale</u> – Link with a visit to the Mosque.	Chinese New Year Diwali Easter
	<u>Skills</u> – I can talk about what is of value and concern to myself and to others.	<u>Skills</u> – I can begin to show awareness or similarities in religion.	<u>Skills</u> – I can suggest meanings for religious actions and symbols.	<u>Skills</u> – I can recognise that some questions cause people to wonder and are difficult to answer.	<u>Skills</u> – I can ask and respond sensitively to questions about my own and others experiences and feelings.	<u>Skills</u> – I can ask and respond sensitively to questions about my own and others experiences and feelings.	Off-site learning Visiting places of worship
	<u>Vocabulary</u> – Bible, Jesus, Gospel, Lindisfarne, monks, manuscripts	<u>Vocabulary</u> – midwinter, festival, light, Christingle, Nativity, Christianity, pre-Christian sign, symbol	<u>Vocabulary</u> – Shabbat, Kiddush, challah, kippah, Kosher, Chuppah, 'mazel tov', Hanukah	<u>Vocabulary</u> – Passover, Last Suppr, Jewish, Jews, festival, symbolic food, Jesus, death, tomb, resurrection	<u>Vocabulary</u> – Ramadan, Eid-Al-Fitr, Iftar, fast(ing).	<u>Vocabulary</u> – Ummah, minaret, quibla, Makkah, dome, community.	Visitors Local church members / members of different religions Open the Book
	<u>Knowledge</u> – The children will know that the Gospels are books found in the Bible and are important to Christians. They will also be able to say why the monks copied the Gospels by hand.	<u>Knowledge</u> – The children will be able to explain why light features in Winter festivals. Also how Christians use light at Christmas festivals including the meaning of the Christingle.	<u>Knowledge</u> – The children will be able to talk about symbols and their meanings in relation to the Jewish faith.	<u>Knowledge</u> – The children will be able to explain why symbols of new life are features of spring festivals. They will understand that some symbols are specifically linked to Christian beliefs.	<u>Knowledge</u> – The children will be able to talk about Ramadan and Eid-Al-Fitr.	<u>Knowledge</u> – The children will know two features of a Mosque and start to understand about community.	

Year 4	Christianity	Hinduism	Buddhism	Christianity	Islam	On-site learning Harvest Christmas Eid al-Fitr Chinese New Year Diwali Easter Off-site learning Visiting places of worship Visitors Local church members / members of different religions Open the Book
	What is the 'Big Story' of Christianity?	Diwali: the festival of light	Do all Buddhists believe and celebrate the same thing?	What actually happened at Easter?	Muslims in Britain and around the world	
	Rationale – To develop an understanding of living a good life.	Rationale – To enjoy learning about a festival.	Rationale – Develop skills of comparing.	Rationale – To gain an understanding of the all the elements of the Easter story and know how it is still remembered today by Christians.	Rationale – Through some children's own experiences, enjoy learning about different elements of being a Muslim.	
	<u>Skills</u> – I can make links between beliefs and sources, including religious stories and sacred texts.	<u>Skills</u> – I can describe some key features of religions.	<u>Skills</u> – I can describe some forms of religious expression.	<u>Skills</u> – I can describe and show some understanding of sources, practices, beliefs, ideas, feelings and experiences.	<u>Skills</u> – I can identify what influences me, making links between aspects of my own and others' experiences. I can ask important questions about religion and beliefs.	
	<u>Vocabulary</u> – incarnation, Adam, Eve, forbidden fruit, Garden of Eden, Exodus, Passover, Jewish Law, 10 commandments, tomb, resurrection.	<u>Vocabulary</u> – Rama, Sita, Ravana, Diwali, rangoli, diva lamps, Lakshmi.	<u>Vocabulary</u> – Siddharta, Buddha, enlightenment, Wesak, Vassa, monk, nun, monastic, lay, Buddhist.	<u>Vocabulary</u> – Palm Sunday, Jerusalem, messiah, Last Supper, remembrance, Gethsemane, arrest, trial, crucifixion, resurrection.	<u>Vocabulary</u> – 5 pillars: Shahadah, salah, zakat, hajj, sawm Ramadan – the fasting month Ihram pilgrimage, Makkah (also spelled Mecca)	
	<u>Knowledge</u> – The children will be able to talk about the meaning of incarnation and resurrection and how these events are believed by Christians to tell a 'Big Story'	<u>Knowledge</u> – The children will know about three actions that happen linked to a modern day Diwali and make a connection between the festival now and the story of Rama and Sita.	<u>Knowledge</u> – The children will be able to explain the significance of Siddharta Gautama and how this is shown in festivals.	<u>Knowledge</u> – The children will be able to explain the events of Easter and state which is the most important and how things are still remembered today.	<u>Knowledge</u> – The children will have an understanding of the five pillars of Islam and will be able to explain how at least two of the pillars help Muslims to uphold their faith.	

Year 5	Islam	Christianity	Sikhism	Christianity	Worship	On-site learning
	Food and drink: What are religious rules for?	Is Christmas too commercial?	The Gurdwara	Who is responsible for Jesus' death?	What is worship? What is it for?	Harvest Christmas Eid al-Fitr Chinese New Year
	<u>Rationale</u> –To think about rules.	<u>Rationale</u> – Enjoy answering through debate.	<u>Rationale</u> – Link to a visit to the Gurdwara to gain a deeper understanding of what happens within the building.	<u>Rationale</u> – To develop an understanding of responsibility.	<u>Rationale</u> – To develop a deeper understanding of belonging and special places.	Diwali Easter Off-site learning Visiting places of worship
	<u>Skills</u> – I can describe the impact of religion on people's lives	<u>Skills</u> – I can raise and suggest answers to questions of values and commitments and apply my ideas to my own and others lives.	<u>Skills</u> – I can suggest meanings for a range of forms of religious expression and show understanding of practices.	<u>Skills</u> – I can describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.	<u>Skills</u> – I can ask and suggest answers to questions of identity and belonging, relating them to my own and others' lives.	Visitors Local church members / members of different religions Open the Book
	<u>Vocabulary</u> – Kosher, vegetarian, halal, haram animal ethics, compassionate, carnivore, fur, blood sports, animal testing/ experimentation.	<u>Vocabulary</u> – meaning, incarnation, commercial, poverty, affluence, loneliness, charity, compassion, birth	<u>Vocabulary</u> – Gurdwara, Guru, Guru Granth Sahib, Chauri, Diwan, sachkhand, langar	<u>Vocabulary</u> – Jesus, disciples, Mary, Mary Magdalene, Judas Iscariot, Romans, Pilate, trial, religious authorities, betrayal, trust, death, crucifixion, tomb, trial, resurrection, Gospels	<u>Vocabulary</u> – worship, place of worship, Hajj, pilgrimage, Saudi Arabia, Makkah, Lourdes, Jerusalem, Amritsar, Rome, Walsingham <u>Buddhism</u> Puja, meditation, Samantha, metta, vipassana <u>Hinduism</u> Deities, Ganesh, Lakshmi, Shiva, murti, puja, Shabbat, Genesis, challah, havdallah	
	<u>Knowledge</u> – The children will be able to explain how Muslims should treat animals. They will be able to give two examples of halal and haram foods and explain why Muslims can or cannot eat them.	<u>Knowledge</u> – The children will be able to compare a commercial meaning of Christmas to a moral meaning.	<u>Knowledge</u> – The children will be able to talk about two features of a Gurdwara and two actions that Sikhs take part including how and why the Guru Granth Sahib is treated.	<u>Knowledge</u> – The children will be able to talk about the people/groups who both supported Jesus and those who harmed him.	<u>Knowledge</u> – The children will be able to explain what worship is by giving three examples, they will also know what worship is not.	

Year 6	Faith	Christianity	Christianity	Life to Death	On-site learning
	Is faith always the same? What does art tell us?	Why are the Gospel accounts different?	Why is Jesus' death seen as a victory?	From life to death, what role does religion play?	Harvest Christmas Eid al-Fitr Chinese New Year Diwali Easter
	<u>Rationale</u> – To develop an understanding of religion through art and expression.	<u>Rationale</u> – Bring together all prior understanding of the Nativity story.	<u>Rationale</u> – To learn about the Easter story from the viewpoint of it being a victory, in that the death of Jesus was not the end but just the beginning of Christianity and in life the children will be able to overcome barriers and be victorious.	<u>Rationale</u> – To develop an understanding of religion through different stages of a person's life.	Chinese New Year Diwali Easter
	<u>Skills</u> – I can recognise diversity in forms of religious, spiritual and moral expression, within and between religions.	<u>Skills</u> – I can explain how religious sources are used to provide answers to ultimate questions and ethical issues.	<u>Skills</u> – I can ask and suggest answers to questions of meaning, purpose and truth, relating them to my own and others lives.	<u>Skills</u> – I can explain the impact of beliefs on individuals and communities; describe why people belong to religions.	Off-site learning Visiting places of worship
	<u>Vocabulary</u> – art and expression, stained glass, Roman and Greek, chronological, calligraphy, geometry, prohibition, figurative, religious art	<u>Vocabulary</u> – prophecy, King David, royal lineage, authority, humble, savior, Gospel account, Matthew, Luke, text	<u>Vocabulary</u> – victory, redemption, redeemer, saved, savior, salvation, hymns, Easter, resurrection, ascension, crucifixion, burial	<u>Vocabulary</u> – rites of passage, secular, non-religious Baptism, font, Adhaan, Bar/Bat Mitzvah, Torah, sacred thread, upanayana, vivah samskar	Visitors Local church members / members of different religions Open the Book
	<u>Knowledge</u> – The children will be able to explain how aspects of Islamic, Christian and one other religious faith can be seen in art.	<u>Knowledge</u> – The children will be able to describe both common elements and differences between Matthew and Luke's accounts of the nativity story.	<u>Knowledge</u> – The children will be able to explain why Jesus' death is seen as a victory and how one Christian belief can be seen in an Easter hymn.	<u>Knowledge</u> – The children will be able to suggest why all cultures have rites of passage and give examples of some rites of passage using the correct vocabulary.	