

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	All about me/ Fabulous Festivals	Famous People	Famous People	Tomb Raiders!	Tomb Raiders
Skills:					
AT1 Learning about religion Beliefs, teachings and sources	Chn can listen with enjoyment to a Christian (Hindu, etc) story and ask questions (<i>Diwali - Rama and Sita; Nativity story</i>)	Chn can remember a Christian (Jewish, Muslim etc) story and talk about it (<i>faith stories; wise sayings; hidden messages</i>)	Chn can tell a Christian (Jewish, Muslim) story and say some things that people believe(<i>faith stories; wise sayings; hidden messages</i>)	Chn can describe what a believer might learn from a religious story (<i>Exodus</i>)	Chn can make links between the beliefs (teachings, sources, etc) of different religious groups and show how they are connected to believers' lives (<i>Belief God is at work in human lives. Jewish belief: freedom, salvation, showing in festivals.)</i>)
Practices and ways of life	Chn begin to know about their own cultures and beliefs and those of other people (<i>festivals; Christmas traditions</i>)	Chn can use the right names for things that are special to Christians Jews, Muslims (<i>festivals; Torah/Bible/Qur'an</i>)	Chn can talk about some of the things that are the same for different religious people (<i>sacred books; festivals</i>)	Chn can describe some of the things that are the same and different for religious people (<i>festivals; Jewish worship at home/wider community</i>)	Chn can use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups (<i>Pesach/Passover; Seder meal</i>)
Form of expression	Chn can use their imagination to represent their own ideas, thoughts and feelings (<i>occasions when things have happened; new baby</i>)	Chn can recognise religious art, symbols and words and talk about them (<i>festival symbols: symbols of respect; decorated sacred texts</i>)	Chn can say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about (<i>festival symbols; symbols of respect; decorated sacred texts</i>)	Chn can use religious words to describe some of the different ways in which people show their beliefs. (<i>Pesach/Passover; Seder meal</i>)	Chn can express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean. (<i>Explain texts and stories</i>)
AT2 Learning from religion Identity and belonging	Chn can talk about how they and others show feelings. (<i>occasions when they felt special</i>)	Chn can talk about things that happen to them (<i>attending festivals; being in a place of worship and using a sacred text</i>)	Chn can ask about what happens to others with respect for their feelings (<i>festival practices from different faiths; using a sacred text</i>)	Chn can compare some of the things that influence them with those that influence other people. (<i>saying sorry; showing devotion</i>)	Chn can ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced them and others. (<i>Belief God is at work in human life; Jewish belief about God's relationship with his people - Exodus)</i>)
Meaning , purpose and truth	Chn can think and talk about issues of right and wrong and why these questions matter. (<i>special friends</i>) Chn understand that they can expect others to treat their needs, views, cultures and beliefs with respect. (<i>feeling special; welcoming a baby into a different faith</i>)	Chn can talk about what they find interesting or puzzling (<i>different festivals; sacred books - e.g. Torah scrolls; hidden messages</i>)	Chn can talk about some things in stories that make people ask questions (<i>hidden messages within sacred texts</i>)	Chn can ask important questions about life and compare their ideas with those of other people. (<i>goodness over evil; what is worth celebrating and why?</i>)	Chn can ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups or individuals.(<i>What is worth celebrating and why? Goodness over evil</i>)
Values and commitments	Chn talk about similarities and differences between themselves and others (<i>compare experiences;</i>	Chn can talk about what is important to them and to other people (<i>festivals: eg.Diwali, Harvest</i>)	Chn can talk about what is important to them and to others with respect	Chn can link things that are important to them and other people with the way	Chn can ask questions about the moral decisions they and other people make, and suggest what might happen as a

	<i>traditional Christian baptism and welcome in another religion)</i>		for their feelings. (<i>festivals: e.g. Diwali, Harvest</i>)	they think and behave. (<i>practice of religious festivals today</i>)	result of different decisions, including those made with reference to religious beliefs/ values. (<i>Value of personal reflection</i>)
Knowledge	Reception	Year 1	Year 2	Year 3	Year 4
	<p><u>Being special: Where do we belong?</u> Re-tell religious stories & make connections with own experiences. Occasions when things happened that made them feel special What happens at a traditional Christian infant baptism and dedication What happens when a baby is welcomed into a religion other than Christianity</p> <p><u>Why is Christmas special for Christians?</u> Talk about people who are special to them; say what makes their family and friends special to them What happens at a traditional Christian festival (Christmas) Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus Re-tell religious stories, making connections with personal experiences</p> <p><u>In EYFS children encounter Christianity and other faiths as part of their growing sense of self and community.</u></p>	<p><u>How and why do we celebrate Significant Times? What makes some celebrations sacred to believers?</u> (Christian, Jewish, Muslim) Recognise a special time pupils celebrate. Explain what celebration means Name at least three different religious festivals, giving two facts about each one Identify a belief that connects to a festival Examples of the ways a festival makes a difference, e.g. to emotions, to families Suggest a meaning for some symbols used in the celebrations e.g. light, water Talk about links between how people celebrate today and old stories Notice simple similarities: special or sacred food, music, stories, gatherings prayers or gifts</p> <p><u>What can we learn from Sacred Books and stories?</u> (Bible, Torah, Qur’an) Recognise that sacred texts contain stories which are special to many people and should be treated with respect Identify at least three symbols of respect used by members of a religion when they use their holy book Recognise how different religions express their respect for their scriptures Give simple examples of ‘hidden messages’ in faith stories, or wise sayings Ask questions about messages within sacred texts and the values, behaviour and attitudes of people Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories</p> <p><u>In KS1 pupils are taught the religious traditions of the following groups: Christians, Jews, Muslims</u></p>	<p><u>What are the deeper meanings of religious festivals? Six aspects of celebration</u> Describe how festivals from three religions are celebrated. Explain texts and stories which lie behind the festivals in terms of the values and beliefs they show Consider the belief that God is at work in human life, and stories which show this should be celebrated Make simple connections between sacred texts and the practice of religious festivals today Describe how people show devotion to God and commitment to key values in their festivals Identify similarities, differences and generalities in relation to the festivals they study What is worth celebrating and why? Make links between different religions, which all celebrate the triumph of goodness over evil</p> <p><u>How do festivals and family life show what's important to Jewish people?</u> Jewish beliefs about God, sin and forgiveness Make links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people The meaning of the Exodus story for Jews today Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) How Jews show their beliefs through worship in festivals, both at home and in wider communities Whether it is good for Jews and everyone else to remember the past and look forward to the future The value of personal reflection, saying ‘sorry’, being forgiven, being grateful, seeking freedom and justice in the world today.</p> <p><u>in KS2 pupils are taught the religious traditions of the following groups: Christians, Muslims, Hindus, Jews, Sikhs</u></p>		