

EYFS Development Matters - Subject Content

Early Learning Goal

Statutory requirements

7.1 RE is a statutory requirement for children in reception classes. Nevertheless, it is recommended that RE should be a discernible element in the experience of children in both nursery and reception classes. In line with the DfE's 2013 profile, RE should, through planned, purposeful play and through a mix of adult-led and child initiated activity, provide these opportunities for pupils.

Communication and language:

- Children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources
- Talk about how they and others show feelings
- Develop their own narratives in relation to stories they hear from different traditions

Personal, social and emotional development:

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect
- Work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously
- Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable
- Think and talk about issues of right and wrong and why these questions matter
- Respond to significant experiences showing a range of feelings when appropriate
- Have a developing awareness of their own needs, views and feelings and are sensitive to those of others
- Have a developing respect for their own cultures and beliefs, and those of other people
- Show sensitivity to others' needs and feelings, and form positive relationships

Understanding the world:

- Children talk about similarities and differences between themselves and others, among families, communities and traditions
- Begin to know about their own cultures and beliefs and those of other people
- Explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design:

- Children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings
- Respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

What is distinctive about Early Years Foundation Stage (EYFS)?

7.2 Young children experience and respond to the world around them with all their senses. During the EYFS, the provision of a wide variety of learning experiences which value all people and include stimulating resources, 'relevant to all of the children's cultures and communities' (Development Matters) alongside positive interaction with adults and other children, help a child to make sense of the world. These elements are reflected in the early learning goals, particularly:

- personal, social and emotional development-making relationships
- understanding the world, people and communities
- communication, language and literacy
- expressive art and design.

7.3 RE can help children to begin to create for themselves an image or map of the world, often very personal to them, to which they can give expression through their play, their conversation and their early attempts at representational drawing, painting and model-making. In this way they demonstrate their growing understanding of how the wider world relates to them.

7.4 In the context of RE, a variety of practical experiences and stories will enable children to become familiar with relevant concepts and skills, and to learn to articulate their understanding. This will happen as they become familiar with stories from a range of cultural and religious traditions, including stories which reflect the diversity of children's experiences.

7.5 The experiences offered will involve children in a voyage of self-discovery in the course of which they will become aware of the contrast between their own identity and beliefs and the identity and beliefs of others, including an understanding of the similarities and differences between families, communities and traditions.

7.6 Teachers and other adults working in the EYFS will need to take account of the fact that every child is unique and that children enter school at varying points between the ages of three and five. Not all children will therefore have the same learning experience in every aspect of RE. They will also bring with them a variety of home and other experiences, which should be celebrated and reflected within the setting.

What experiences should children encounter?

7.7 Part of the significance of RE within the EYFS is that it provides a developing structure for understanding others, habits, religious and secular customs and rituals, and the ways in which these influence likes and dislikes, preferences and individual choices.

7.8 In order to promote effective development of their understanding of the relationship between religions and human experience, children should have opportunities to:

- share religious and culturally significant events and practices ‘to strengthen the positive impressions children have of their own cultures and faiths and those of others in their community,’ (Development Matters) e.g. Easter, Christmas, Divali, Sukkot, Guru Nanak’s birthday, Harvest, end of year performances, birthdays, EID, Chinese new year and births
- make links between shared events in school and their own experiences at home and in the community, focusing on common elements e.g. getting ready for special events, visits to places of worship, use of special food, clothing, objects, music
- participate in conversation and play, including role play, some of which will encourage them to raise questions about meaning, explore similarities and differences, and begin to be aware of cultural and religious practices. Practitioners should provide an environment which enables children to do so. This environment could include; small world toys and role play areas with a variety of resources reflecting diversity e.g. different places of worship
- examine and explore a variety of artefacts of religious, cultural and secular significance e.g. things people wear, Jewish Seder plate, Christian nativity figures, bells (from various traditions), prayer mat (Muslim tradition), Diva lamps (Hindu tradition) and The 5Ks (Sikh tradition)
- listen and respond to a variety of faith-associated stories, so that they become familiar with them e.g. The Christmas story (Christian tradition), Rama and Sita (Hindu tradition), Noah’s Ark (Christian, Jewish and Muslim traditions), a story about Guru Nanak (Sikh tradition), Samara’s Eid (Muslim tradition), R.E. interactive book (ICT), Quran for Kids stories
- undertake practical activities which enable them to develop their growing understanding of religious language and pictorial representations, e.g. symbols, images, using a variety of cross-curricular approaches and ICT, e.g. making puppets, creating Rangoli patterns (Indian traditions), making models or painting to illustrate a story, writing or talking about an event that is special to them, cooking, food sharing, inviting visitors from different religions and cultures into the setting, talking with adults, websites for virtual tours
- use special terms, including religious ones, when it is helpful and appropriate to do so, e.g. belief, community, God, prayer, celebration, symbol, love, family, religion.

7.9 Material used in the EYFS should be drawn where possible from significant human experiences (including the children’s own) as well as from Christian and other relevant religious and cultural traditions, especially those which reflect the family backgrounds of children and adults in the class.

What children should gain from these experiences?

7.10 Planning should encourage children to make the connection between practical experiences and underlying concepts and themes (growth, family, celebration). This happens at different points during the EYFS, and children of different ages will relate more readily to some aspects of the suggested RE activities than to others. Nursery children will usually engage in practical activities involving a range of sensory experiences as well as listening to and responding to stories. In building on this, reception children should be developing the ability to understand and share key experiences in their own and others’ lives in terms appropriate to their stage of development.

7.11 The RE related activities suggested in this agreed syllabus (and developed in support material) are related to three broad areas of experience, ‘Celebrating Special Times’, ‘Stories and What They Tell Us’ and ‘Aspects of Identity and Relationships’ - so that engaging in these activities during the Foundation Stage will enable children to begin to:

- acknowledge their own individuality and that of others
- explore the relationships between themselves and those around them
- meet visitors and engage with them in different ways
- listen to stories and respond appropriately to them
- participate, where appropriate, in some aspects of a variety of cultures
- experience a variety of special occasions in the classroom and at school and talk about them
- talk about and visit special places
- share special things, including books, stories and favourite possessions
- respond to their experiences of nature and the world
- experience a variety of ways of expressing meaning, attempting to use these when expressing their own ideas, e.g. writing, talking, making, creating, role-play.

Unit framework

7.12 The key concerns of children of this key stage, as formalised in the early learning goals and EYFS framework. RE-related activities therefore focus on three themes:

- Celebrating special times
- Stories and what they tell us
- Aspects of identity and relationships (Me, My World, Our World)

7.13 The RE related activities for the EYFS should contain a balance between two elements:

- Knowing and understanding (what people believe, what people do, and how people express themselves)
- Expressing their ideas about religion and world views (making sense of who we are, making sense of life, and making sense of values and commitments)

**KS1 National Curriculum
Subject Content**

Statutory requirements

Pupils should be taught:

8.1 RE is a statutory requirement for pupils during years 1 and 2. Pupils are entitled to 36 hours of RE in each school year at Key Stage 1.

8.2 The content of RE at Key Stage 1 must 'reflect that the religious traditions in Great Britain and in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' (The Education Act 1996).

This agreed syllabus expects schools as a minimum to provide opportunities for pupils to be taught about Christianity, at least one other principal religion, a religious community with a significance local presence and where appropriate a secular worldview.

8.3 A school scheme of work will need to show for RE the order and sequence of the units across each year. Whilst the support materials provide clear guidance on how teachers could work through the units, it is assumed that teachers will make good provision for pupil discussion and activities in addition to basic requirements.

What is distinctive about Key Stage 1?

8.4 During Key Stage 1, pupils are beginning to develop an awareness of themselves and others and to recognise that there are stories, people, places, times and values that are especially important to themselves and to others.

8.5 They are also beginning to develop their questioning skills in order to help them to make sense of and respond to the world in which they live. Through this process of questioning, they will begin to:

- be aware that some questions are puzzling and may not have easy or right answers, even for adults
- understand that people's beliefs and values affect the way in which they live
- make links between their own experiences and those of others.

8.6 As pupils progress through this key stage, they will begin to make more sense of key concepts and should be encouraged to establish a vocabulary of words related to religion.

8.7 Pupils will be developing an ability to express their own feelings, reactions and responses. They will also be learning to respond to others in appropriate ways.

Breadth of learning experiences across the key stage

8.8 Each of the RE units for this key stage develops a theme, which draws from a range of religious material. In year 1 the big question is 'What does it mean to belong?' and in year 2 it is 'Can stories change people?'

In year 1, the pupils investigate the relationship between religion and belonging, and in year 2 the relationship between religious stories and action. The units in the support materials also encourage pupils to relate what they are learning to their own and others' experiences.

8.10 Schools, while following the requirements of the agreed syllabus, should apply their professional judgement in adapting or developing the units of work. For example, they may choose to:

- teach a unit across a key stage, when their classes consist of Year 1 and 2 pupils
- tailor content and activities to draw upon the family backgrounds of their pupils, but without losing a unit's character.

**KS2 National Curriculum
Subject Content**

**Statutory requirements
Pupils should be taught:**

9.1 RE is a statutory requirement for pupils during years 3, 4, 5 and 6. Pupils are entitled to 45 hours of RE in each school year at Key Stage 2.

9.2 The content of RE at Key Stage 2 must 'reflect that the religious traditions in Great Britain are in the main Christians, whilst taking account of the teaching and practices of the other principal religions presented in Great Britain' (The Education Act 1996).

This agreed syllabus expects schools as a minimum to provide opportunities for pupils to be taught about Christianity, at least two other principal religions, a religious community with a significant local presence and where appropriate a secular world view.

9.4 A school scheme of work will need to show for RE the order and sequence of the units across each year. While the support materials provide clear guidance on how teachers could work through the units, it is assumed that teachers will make good provision for pupil discussion and activities in addition to these basic requirements.

What is distinctive about lower Key Stage 2 (Years 3 and 4)?

9.5 During lower Key Stage 2, pupils will be developing their interest in, as well as knowledge and understanding of, different religious beliefs and practices as well as secular world views. They will begin to recognise diversity within, as well as between, religious and cultural traditions.

9.6 Most pupils' ways of thinking and responding will be developing, though some will be more open to different levels of meaning - within a story, for example - than others.

9.7 Information gathering skills are developing and pupils will be able to use religious and other specialist vocabulary with growing confidence, building on and consolidating their learning from Key Stage 1.

9.8 Pupils will be able to talk about and respond to questions about their own beliefs and lifestyles, making comparisons with other people's experiences.

What is distinctive about upper Key Stage 3 (Years 5 and 6)?

9.10 During upper Key Stage 2, pupils will be developing an understanding of the connection between beliefs and actions. They will increasingly understand some of the ways in which cultural and social influences affect how people practise their religion and will be able to compare their own beliefs and lifestyles with those of others.

9.11 Most pupils will be able to identify underlying ideas. They will be able to use religious and technical vocabulary with greater confidence, explaining symbolism and abstract ideas with increasing depth of understanding.

9.12 They will be able to research independently, using a wider range of sources.

9.13 Pupils will recognise increasingly that some questions do not have answers or could have a range of answers, depending on beliefs and life experience.

Breadth of learning experiences across the whole key stage

9.14 The RE units for this key stage have been chosen so that they:

- identify key aspects of Christianity which are appropriate to explore
- include thematic units - units which draw material from a range of religious traditions and/or human experiences
- enable schools to draw on a range of resources, including people and communities in Newham
- draw from one big philosophical question for each year group.

9.16 While following the requirements of the agreed syllabus, teachers should apply their professional judgement in adapting or developing the units of work. They may choose, for example:

- to teach a unit across several year groups, when their classes consist of pupils drawn from different years
- to tailor content and activities to draw upon the family backgrounds of their pupils, but without losing a unit's character.

RE Key Concepts

These key concepts are the 'big ideas' which run as threads through the curriculum. The same key concepts are explored and revisited in each unit of work in every year group. This enables pupils to build on prior knowledge, deepen their contextual knowledge and always working towards the bigger picture of achievement at the end of each year group or phase.

Belonging and Identity

This concept involves understanding where we come from, who we are and how our family, community and religion give us a sense of belonging and identity.

Tolerance

This concept involves understanding that everyone is different and has different views and beliefs and that it is important to be tolerant of them even if they do not coincide with our own.

Celebration

This concept involves understanding that each religion has its own traditions and the way celebrations take place.

Self-reflection

This concept involves understanding that it is important to reflect upon teachings and learnings so that one can improve themselves and ensure betterment.

Change

This concept involves understanding that change is inevitable whether that be good change or bad.

Aspirations for the future

Pupils develop an understanding of how subjects and specific skills are linked to future jobs.

Here are some of the jobs you could aspire to do in the future.

- Teacher
- Higher education lecturer
- Chaplain
- Charity fundraiser
- Counsellor/ therapist
- Psychologist
- Archivist.
- Civil Service administrator.
- Community development worker.
- International aid/development worker.
- Mediator

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>What happens on Guru Nanak's birthday?</p> <p>What happens at Sukkot?</p>	<p>What happens at Christmas?</p> <p>What happens at Diwali?</p>	<p>My Muslim faith</p> <p>The donkey in the tiger skin story</p>	<p>What happens at Easter?</p> <p>The Good Samaritan story</p>	<p>How do we make friends?</p> <p>What happens at Eid-UI-Fitr?</p>	<p>The lost coin story</p> <p>Place of Worship- Church</p>
Year 1	<p>How do you live well with family and friends?</p> <p>SO: Develop their own sense of identity, particularly as it applies to their relationship with family and friends. SO: Think about the idea of forgiveness. SO: How religious traditions can help bind people and families, they will also think about customs and traditions in their own families.</p>	<p>How do Christians celebrate Christmas?</p> <p>SO: What Christians do to celebrate the birth of Jesus. SO: Pupils consider why people give gifts at Christmas. SO: Explore the belief that Jesus is God's gift to the world.</p>	<p>What does it mean to be a Christian?</p> <p>SO: Draw on their understanding of belonging and then relate this to what Christians from different traditions understand about belonging. SO: Look at what Jesus taught about children, and how the church welcomes children into its family. SO: Think about how people show they belong and what is special about belonging.</p>	<p>What does it mean to be a Hindu?</p> <p>SO: Investigate the concept of belonging and then relate it to how the key beliefs and practices in Hinduism help Hindus to feel like they belong to their religion. SO: Look at how the daily life and actions of a Hindu are influenced by the religion they belong to.</p>	<p>What does it mean to be a Muslim?</p> <p>SO: Focuses on both the historical and living aspects of Islam. SO: Give the opportunity to learn about current beliefs, practices and lifestyles by studying holy days, artefacts, festivals and leaders. SO: Respond to some of the key ideas and values of Islam, and to develop their understanding of importance for those who belong to the religion.</p>	<p>What does it mean to be a Sikh?</p> <p>SO: Pupils draw on their understanding of belonging and then relate it to how children are given a sense of belonging in Sikhism. SO: Look at how children are welcomed into the Sikhism tradition. SO: Think about how people show they belong and what is special about belonging, and find out how Sikh people remember the birth of Guru Nanak, the founder of this religion.</p>
Key Concepts	<p>Belonging and Identity- To understand what it means to belong in a family or a set group. To also understand the importance of identity and being our own person even when we belong within a group</p> <p>Tolerance- To understand that forgiveness is important</p>	<p>Celebration- To celebrate the birth of Jesus</p> <p>Place of Worship- Church</p>	<p>Belonging and Identity- To understand what it means to belong in a religion and relate this to what Christians from different traditions understand about belonging.</p> <p>Celebration- To understand that each religion has its own set of traditions and rituals that are followed</p>	<p>Belonging and Identity- Look at how the daily life and actions of a Hindu are influenced by the religion they belong to.</p> <p>Celebration- To understand that each religion has its own set of traditions and rituals that are followed</p>	<p>Belonging and Identity- Respond to some of the key ideas and values of Islam, and to develop their understanding of importance for those who belong to the religion.</p> <p>Celebration- To understand that each religion has its own set of traditions and rituals that are followed</p>	<p>Belonging and Identity- To draw on their understanding of belonging and then relate it to how children are given a sense of belonging in Sikhism.</p> <p>Celebration- To understand that each religion has its own set of traditions and rituals that are followed</p>
Year 2	<p>Where did the world come from and how should we look after it?</p> <p>SO: Give children the opportunity to learn about creation stories and beliefs in different religions. SO: Children are given the opportunity to reflect on their own beliefs about how the world began, and how people and try to look after the world.</p>	<p>Why do people celebrate festivals? Looking at Kwanzaa.</p> <p>SO: Explores a recent American festival that has its roots in the civil rights movement and is now celebrated annually just after Christmas and New Years across America. SO: It is not a religious festival, but rather draws on values and celebrates them. SO: Philosophy for children (P4C) techniques to enquire into a traditional African story, asking the children to find meaning and questions from it. SO: Draws upon religious values and ask the children to think about these.</p>	<p>How does special food and fasting help people in their faith?</p> <p>SO: Children have the chance to find out about special food eaten at special festivals in religions as well as times when people choose not to eat to remember or commemorate a special story or idea in religion.</p>	<p>What special stories are told at Easter?</p> <p>SO: Children will be learning about the various events leading up to Easter. SO: Easter is the most important festival for Christians across all different denominations (types of churches). SO: It is a time where by the death and resurrection of Jesus is remembered and celebrated. SO: For Christians, through Jesus' death there is a belief that all their wrong doing (sin) can be taken away (cleansed), and through Jesus' resurrection they can receive their gift of eternal life. SO: Give the opportunity to find out about stories around this festival and understand more of Christian's beliefs.</p>	<p>Why are different books special for different people?</p> <p>SO: Reflect on what books are special for themselves and why. SO: Learn about the important place of books in religious traditions- Christianity, Islam, Hinduism, Sikhism and Judaism- and how people's attitudes to these books are shown in how they treat them.</p>	<p>Why did Jesus tell stories?</p> <p>SO: Learn about stories from the New Testament gospels that Jesus told. SO: Children will be asked to draw on their own experience and understanding of storytelling and story writing. SO: Learn about how important it was for Jesus to tell stories as a means of teaching about God.</p>
Key Concepts	<p>Belonging and Identity- To understand that different religions have their own view point on how the world came into existence</p> <p>Tolerance- To understand different viewpoints on how the world was created</p>	<p>Celebration- To understand how and why the festival is celebrated and the rituals that take place during the celebration of the festival</p>	<p>Self reflection- To be reflective and grateful for what we have as opposed to those less fortunate than us</p> <p>Places of Worship- Mosque</p>	<p>Celebration- To understand the purpose of celebrating Easter</p>	<p>Tolerance- To understand that each religion worships differently.</p>	<p>Self-reflection- To understand the stories told by Jesus were to teach people about God</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	How did Jesus and Buddha make people stop and think?	What is the significance of light in religion?	How and why do Hindus celebrate Holi?	What do Sikh symbols and sayings tell us about Sikh beliefs?	What do the special symbols in Christian and Islamic art represent?	How do Jews celebrate their beliefs at home and in the synagogue?
	SO: Explore the power of stories and sayings to challenge people to think about the way they lead their lives.	SO: Explore the symbolic meaning of light through learning about different religious festivals, artefacts and stories. SO: Develop their RE knowledge creatively and thoughtfully through drama, art and writing. SO: They are challenged to reflect on a deeper meaning of light and link it to their own experiences.	SO: Investigate the stories surrounding the Hindu festival, a battle around good and evil and the importance of faithfulness and colour in our lives.	SO: Find out about the six main Sikh symbols and their meaning to Sikh people. SO: Find out about the Sikh holy books- the Guru Granth Sahib, and how sayings from this impact the lives of Sikh people today.	SO: Will consider how art is used to express important beliefs in two religions- Christianity and Islam. SO: In the Muslim religion traditionally God is never pictured, nor mentioned in the Qur'an, but Islamic artists have found ways of producing amazing art within these boundaries.	SO: Children develop their understanding of Jewish festivals and special days through exploring a variety of Jewish objects and stories. SO: Challenge them to make links between what you know about Jewish celebrations and their own lives.
Key Concepts	Belonging and Identity- To understand the significance of the six symbols in Sikhism and why they are important	Celebration- To understand the significance of light and what it means and to understand the purpose of this festival Place of Worship- Gudwara	Celebration- To understand why the festival takes place. To also understand the significance of colour in the festival	Self-reflection- To reflect on our lives and how we lead them	Belonging and Identity- To understand what art symbolises in each religion	Celebration- To understand how festivals are celebrated. Belonging and Identity- To understand the traditions that are followed
Year 4	What happens when someone gets married?	What religions and world views are represented in our neighbourhood?	What makes me the person I am?	Why is Easter important to Christians?	How and why do Hindus worship at home and in the Mandir?	Why is the Bible a special book?
	SO: Gives children the opportunity to explore one or two wedding ceremonies. SO: Learn about what happens in the ceremonies as well as symbolism contained in the customs and rituals.	SO: Learn about religions in Newham by collecting and interpreting evidence from a range of sources. SO: Develop their understanding of the ways individuals and communities express their identity.	SO: Given the opportunity to reflect on different aspects of their identity, on ideas about what is distinctive to them and what they share with others and the world around them.	SO: Explores the events leading up to the death and resurrection of Jesus and the meaning of those vents for Christians today.	SO: Explore Hindu worship at home and in the Mandir, and explore some of the objects used in worship and their symbolism, and how these have an impact on daily life. SO: To reflect on their own thoughts and experiences.	SO: Enables pupils to enjoy some great stories, and also to reflect on the deeper meaning of the stories, exploring the ways these stories speak today about relationships, safety and danger, vulnerability and the 'hand of God' in human life. The story telling approaches used include those which make space for questions and fresh insight from the participants. SO: Exploring some beliefs about God in the stories and the Christian community, pupils will be able to clarify their own understanding of the questions. SO: Stories are all controversial and their status at history myth or legend is disputed, but in these lessons the stories are seen as their own terms- as narratives to enjoy and think about. SO: Consider the impact of the beliefs about God which the stories show.
Key Concepts	Celebrations- To understand how marriages are celebrated in different religions Belonging and Identity- To understand that each religion has its own set of traditions and rituals it follows	Belonging and Identity- To understand what it means to belong within a community/ neighbourhood. To also understand that everyone has a role to play within their community Celebration -Learn about religions in Newham by collecting and interpreting evidence from a range of sources	Belonging and Identity- To understand that we all individuals. To also understand that our family and those around us play a part in the person we become	Celebration- To understand the significance of the death and resurrection of Jesus to Christians	Belonging and Identity- To understand what the objects used in worship symbolise Belonging and Identity- To understand how people in the Hindu faith worship/pray Self-reflection - To reflect on their own thoughts and experiences. Place of Worship- Hindu Temple	Self-reflection- To understand the importance of the Bible to Christians. To reflect on the deeper meaning of stories and clarify own understanding of the questions

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	What is thankfulness?	How is Christmas celebrated around the world?	Why is Muhammad important to Muslim people? Looking at examples of the Quran.	How do Christians try and follow Jesus' example?	What inner forces affect how we think and behave?	What do religions and world views believe about God?
	<p>SO: Gives pupils the chance to learn about religious and non-religious thought about power or thankfulness in human life.</p> <p>SO: Based around a philosophy for children (P4C) approach and gives a creative outcome at the end of the unit for pupils to express their learning and thoughts about religion and world views.</p>	<p>SO: Introduce pupils to different versions of the Christmas story in the Gospels, specifically in the gospels of Luke and Matthew, and pupils are asked to begin to consider why there are these accounts.</p> <p>SO: Look at differences in customs and traditions associated with celebrating Christmas in different parts of the world.</p>	<p>SO: Learn about the life and teachings of Muhammad and develop their understanding of why he is significant to Muslims.</p> <p>SO: Explore the idea of role models and how Muhammad provides a role model for Muslims.</p> <p>SO: Explore the concept of revelations and religious experience, including the importance of quiet contemplation.</p>	<p>SO: Explore how Christmas and Christian groups have tried to follow Jesus Nazareth.</p> <p>SO: Two episodes in the life story of Jesus will be used as a basis exploration.</p> <p>SO: Give the opportunity to identify what their own priorities in life are, and consider who they follow.</p>	<p>SO: In this unit, pupils will explore stories from a range of religious traditions: the story of Adam and Eve (Judeo-Christian tradition), the story of Jonah (Judeo-Christian tradition), the story of Bilal (Muslim tradition) and the story of Buddha.</p> <p>SO: In each story they will be encouraged to look for levels of meaning and to apply what they have learnt to their own experiences.</p>	<p>SO: Explore a range of different ideas about God. It seeks to include the children's own views or not as well so that all pupils are involved in the unit.</p> <p>SO: Children who do not believe in God should also be affirmed and Humanism beliefs be investigated, but should appreciate that for many people belief in God is very important.</p>
Key Concepts	<p>Self-reflection- To learn about religious and non-religious thought about power or thankfulness in human life.</p>	<p>Belonging and Identity- To understand that different parts of the world have different Christmas traditions</p> <p>Celebrations- To understand how Christmas is celebrated differently in different parts of the world</p>	<p>Self-reflection- To understand that Muhammad was a role model to Muslims</p> <p>Celebration- To understand how Muhammad had his revelation</p>	<p>Self-reflection- To understand what it means to be thankful/ grateful</p>	<p>Self-reflection- To understand that sometimes temptation has consequences. To also understand that rebelling can cause problems</p>	<p>Belonging and Identity- To understand what it means to believe in God. To also understand who God is</p> <p>Place of Worship- Synagogue</p>
Year 6	What qualities are important to religious leaders?	What do people believe about life after death?	What similarities and differences do religions and world views share?	What are the sources of the story about what happened on the first Easter Sunday?	How is the art important in Christianity?	How do different religions and world views create celebrations?
	<p>SO: Explore the role of at least three different religious leaders in the local community.</p> <p>SO: Express similarities and differences they can find between leaders.</p>	<p>SO: Enable pupils to learn about and from what different religious and world views believe about the purpose and end of life.</p> <p>SO: Pupils have the opportunity to consider the nature of loss, change and death.</p>	<p>SO: Explore the differences and similarities within Christianity, Islam and two other religions or world views of your choice.</p> <p>SO: Introduce children to the concept of community and will enable them to compare the meanings of both in their own lives and within the lives of human beings.</p>	<p>SO: Enable pupils to focus on different accounts of resurrection stories found in the gospels in the New Testament, and allow pupils to explore what took place.</p> <p>SO: Give time to Jesus' ascension and the sending of the holy Spirit and the beginnings of the early church.</p>	<p>SO: Focus on some of the ways in which music, art and drama are used to express aspects of faith.</p> <p>SO: Experience how certain art forms can be used to express feelings, emotions and intentions and to learn how these are used in a religious context to express faith.</p>	<p>SO: Give pupils the chance to think philosophically and sociologically about why human beings want to celebrate and have an inner need to do so.</p>
Key Concepts	<p>Belonging and Identity- To understand what it means to be part of a community. To also understand the power a religious leader holds</p>	<p>Change- To understand how people cope with change. To also understand the concept of life and death.</p>	<p>Belonging and Identity- To understand what it means to be a part of a community and the impact it has on an individual</p> <p>Place of Worship- Buddhist Temple</p>	<p>Belonging and identity To understand the importance of places of worship and how they came about</p>	<p>Celebration- To understand how people express their faith through art. To also understand music is used to worship</p>	<p>Celebration- To understand why people feel the need to celebrate. What is achieved through having a celebration</p>