

# St Lawrence Religious Education overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Element 1: Making sense of beliefs</b>	<ul style="list-style-type: none"> <li>begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</li> <li>recognise and re-tell stories connected with celebration of Easter</li> <li>say why Easter is a special time for Christians</li> <li>talk about some religious stories</li> <li>recognise some religious words, e.g. about God</li> <li>identify a sacred text e.g. the Bible or the Torah</li> </ul>	<ul style="list-style-type: none"> <li>identify some core beliefs and concepts studied and give a simple description of what they mean</li> <li>give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the core beliefs and concepts studied</li> <li>make clear links between texts/sources of wisdom and authority and the core concepts studied</li> <li>offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts</li> <li>give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</li> </ul>			
<b>Element 2: Understanding the impact</b>	<ul style="list-style-type: none"> <li>recall simply what happens at a traditional Christian festival (Christmas)</li> <li>recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</li> <li>talk about some ways Christians remember these stories at Easter</li> <li>talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>describe how people show their beliefs in how they worship and in the ways they live</li> <li>identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>make clear connections between what people believe and how they live, individually and in communities</li> <li>using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>			
<b>Element 3: Making connections</b>	<ul style="list-style-type: none"> <li>talk about people who are special to them</li> <li>say what makes their family and friends special to them</li> <li>re-tell religious stories, making connections with personal experiences</li> <li>talk about ideas of new life in nature</li> <li>identify some of their own feelings in the stories they hear</li> </ul>	<ul style="list-style-type: none"> <li>think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> <li>give a good reason for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>give good reasons for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li> <li>consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> <li></li> </ul>			
<b>Christianity</b>	<b>Nursery</b> <ul style="list-style-type: none"> <li>Celebrations Around the World (Special times, Special places, community, Welcome, Belonging and Myself)</li> <li>Traditional Tales (Stories, Senses,)</li> <li>Easter and Special Books</li> <li>Growth (Natural World, Myself, Belonging)</li> </ul> <b>Reception</b> <ul style="list-style-type: none"> <li>God, myself, creation, seasons and belonging</li> </ul>	<ul style="list-style-type: none"> <li>Belonging</li> <li>Why does Christmas matter to Christians? How and why do we celebrate special times?</li> <li>Why does Easter matter to Christians?</li> <li>What makes some places significant? What makes some places sacred to believers?</li> </ul>	<ul style="list-style-type: none"> <li>Christmas</li> <li>What is the 'good news' Christians believe Jesus brings?</li> <li>What can we learn from sacred books and stories?</li> </ul>	<ul style="list-style-type: none"> <li>Where, how and why do people worship?</li> <li>What is the 'Trinity' and why is it important for Christians?</li> <li>Good Friday</li> </ul>	<ul style="list-style-type: none"> <li>Pentecost</li> <li>How and why do people try to make the world a better place?</li> </ul>	<ul style="list-style-type: none"> <li>How do Christians decide how to live? What would Jesus do?</li> <li>What do Christians believe Jesus did to 'save' people?</li> <li>What does it mean if Christians believe God is holy or loving?</li> </ul>	<ul style="list-style-type: none"> <li>Creation and science: conflicting or complementary?</li> <li>How does faith enable resilience?</li> </ul>

	<ul style="list-style-type: none"> <li>Why is Christmas special for Christians?</li> <li>Why is Easter special for Christians?</li> <li>The natural world, caring for each other and creatures</li> <li>Which stories are specially valued and why?</li> </ul>						
	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>talk about people who are special to them</li> <li>say what makes their family and friends special to them</li> <li>recall simply what happens at a traditional Christian festival (Christmas)</li> <li>begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</li> <li>re-tell religious stories, making connections with personal experiences</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>recognise and re-tell stories connected with celebration of Easter</li> <li>say why Easter is a special time for Christians</li> <li>talk about ideas of new life in nature</li> <li>recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</li> <li>talk about some ways Christians remember these stories at Easter</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>talk about some religious stories</li> <li>recognise some religious words, e.g. about God</li> <li>identify some of their own feelings in the stories they hear</li> <li>identify a sacred text e.g. the Bible or the Torah</li> <li>talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right, etc.)</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>recognise that stories of Jesus' life come from the Gospels</li> <li>give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</li> <li>give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</li> <li>think, talk and ask questions about Christmas for people who are Christians and for people who are not</li> <li>decide what they personally have to be thankful for, giving a reason for their ideas</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>recognise that incarnation and salvation are part of a 'big story' of the Bible</li> <li>tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people)</li> <li>recognise that Jesus gives instructions about how to behave</li> <li>give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</li> <li>think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>recognise that there are special places where people go to worship, and talk about what people do there</li> <li>identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>recognise a special time pupils celebrate and explain simply what celebration means</li> <li>identify and name at least three different religious festivals, giving two facts about each one</li> <li>identify a belief that connects to a festival, e.g. 'they do it because they believe ...'</li> <li>give simple examples of the ways a festival makes a difference, e.g. to emotions, to families</li> <li>talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences</li> <li>notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness</li> <li>think, talk and ask good questions about big days in different religions</li> <li>talk about links between how people celebrate today and old stories</li> <li>notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</li> <li>give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</li> <li>recognise that Jesus instructs people about how to behave</li> <li>give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless</li> <li>give at least two examples of how Christians put these beliefs into practice in the Church community and their</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>identify and describe how key actions, features and artefacts help people worship in different religions</li> <li>explain the meanings of examples of texts that believers use in worship</li> <li>consider questions about the belief that worship can bring peace, comfort or challenge</li> <li>make simple connections between sacred texts and the ways believers worship today</li> <li>describe how people show devotion in different religions</li> <li>raise questions about why believers value worship</li> <li>express their own ideas about the meaning and value of worship</li> <li>give good reasons for their views about worship and prayer</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>recognise what a 'Gospel' is and give an example of the kinds of stories it contains</li> <li>offer suggestions about what texts about baptism and the Trinity mean</li> <li>give examples of what these texts mean to some Christians today</li> <li>describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</li> <li>make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like</li> </ul>	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</li> <li>make links between religious beliefs and teachings and why people try to live and make the world a better place</li> <li>make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek)</li> <li>describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>identify some differences in how people put their beliefs into action</li> <li>raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better</li> <li>make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas</li> <li>express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views</li> </ul>	<p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>identify features of Gospel texts (for example, teachings, parable, narrative)</li> <li>taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</li> <li>make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives</li> <li>make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives articulate their own responses to the issues studied, recognising different points of view</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it</li> <li>explain what Christians mean when they say that Jesus' death was a sacrifice</li> <li>make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper</li> <li>show how Christians put their beliefs into practice in different ways</li> <li>weigh up the value and impact of ideas of sacrifice in their own lives and the world today</li> <li>articulate their own responses to the idea of sacrifice, recognising different points of view</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>identify some different types of biblical texts, using technical terms accurately</li> <li>explain connections between biblical texts and Christian ideas of God, using theological terms</li> </ul>	<p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>identify what type of text some Christians say Genesis 1 is, and its purpose</li> <li>taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</li> <li>make clear connections between Genesis 1 and Christian belief about God as Creator</li> <li>show understanding of why many Christians find science and faith go together</li> <li>identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</li> <li>weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</li> <li>make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li> <li>give examples of ways in which beliefs about resurrection/judgement/ heaven/karma/reincarnation make a difference to how someone lives</li> <li>interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these</li> </ul>

		<ul style="list-style-type: none"><li>• give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li><li>• give simple examples of how people worship at a church, mosque or synagogue</li><li>• talk about why some people like to belong to a sacred building or a community</li><li>• think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li><li>• talk about what makes some places special to people, and what the difference is between religious and nonreligious special places</li></ul>	<p>own lives (for example: charity, confession)</p> <ul style="list-style-type: none"><li>• think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas</li></ul> <p><b>Summer</b></p> <ul style="list-style-type: none"><li>• identify a belief about God linked to what a holy book says</li><li>• recognise that sacred texts contain stories which are special to many people and should be treated with respect</li><li>• identify at least three symbols of respect used by members of a religion when they use their holy book</li><li>• recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say</li><li>• give simple examples of 'hidden messages' in faith stories, or wise sayings</li><li>• talk about what they like in the stories from sacred texts that they hear</li><li>• think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people</li><li>• suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories</li><li>• ask and suggest answers to questions arising from their learning about holy books</li></ul>			<ul style="list-style-type: none"><li>• make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed</li><li>• show how Christians put their beliefs into practice in worship</li><li>• weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own</li></ul>	<ul style="list-style-type: none"><li>• offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own</li></ul>
Hinduism	<p><b>Reception</b></p> <ul style="list-style-type: none"><li>• Which places are specially valued and why?</li></ul>						<ul style="list-style-type: none"><li>• What helps Hindu people as they try to be good?</li></ul>
	<p><b>Spring</b></p> <ul style="list-style-type: none"><li>• talk about somewhere that is special to themselves, saying why</li><li>• recognise that some religious people have places which have special meaning for them</li><li>• talk about the things that are special and valued in a place of worship</li><li>• begin to recognise that for Muslims, these special things link to beliefs about God</li><li>• get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</li><li>• express a personal response to the natural world</li></ul>					<p><b>Autumn 1</b></p> <ul style="list-style-type: none"><li>• explain beliefs about how inspirational people can bring believers closer to God</li><li>• describe examples of texts or quotes which explain what an ideal way of life might be</li><li>• compare about different inspiring leaders from different religions</li><li>• make clear connections between belief about living a good life and the leaders they study</li><li>• give examples of the impact of faith on life</li><li>• explain differences between leaders from different religions</li><li>• raise questions about the concept of 'inspirational</li></ul>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"><li>• identify and explain Hindu beliefs, e.g. dharma, karma, samsara and moksha, using technical terms accurately</li><li>• give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma</li><li>• make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</li><li>• connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</li><li>• give evidence and examples to show how Hindus put their beliefs into practice in different ways</li></ul>

					<div>people', suggesting good answers</div> <ul style="list-style-type: none"><li>explain the importance of role models from different religions</li><li>express their own response to the inspiring lives they have studied</li></ul>	<ul style="list-style-type: none"><li>make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</li><li>reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view</li></ul>
Judaism		<ul style="list-style-type: none"><li>Who is Jewish? What do they believe and how do they live?</li></ul>		<ul style="list-style-type: none"><li>Where, how and why do people worship?</li><li>How do festivals and family life show what matters to Jewish people?</li></ul>		
		<div>Spring</div> <ul style="list-style-type: none"><li>recognise the words of the Shema as a Jewish prayer</li><li>retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach)</li><li>give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah</li><li>give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach)</li><li>make links between Jewish ideas of God found in the stories of the Torah and how people live</li><li>give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li><li>ask some questions about what Jewish people celebrate and why</li><li>talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</li><li>give a good reason for their ideas about whether any of these things are good for them too</li></ul>		<div>Autumn</div> <ul style="list-style-type: none"><li>identify and describe how key actions, features and artefacts help people worship in different religions</li><li>explain the meanings of examples of texts that believers use in worship</li><li>consider questions about the belief that worship can bring peace, comfort or challenge</li><li>make simple connections between sacred texts and the ways believers worship today</li><li>describe how people show devotion in different religions</li><li>raise questions about why believers value worship</li><li>express their own ideas about the meaning and value of worship</li><li>give good reasons for their views about worship and prayer</li></ul> <div>Summer</div> <ul style="list-style-type: none"><li>identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</li><li>make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</li><li>offer informed suggestions about the meaning of the Exodus story for Jews today</li><li>make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li><li>describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</li><li>raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</li><li>make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and</li></ul>		

				justice in the world today, including pupils' own lives, and giving good reasons for their ideas			
Islam			<ul style="list-style-type: none"> <li>How do we show care for others?</li> </ul>	<ul style="list-style-type: none"> <li>Where, how and why do people worship?</li> </ul>	<ul style="list-style-type: none"> <li>How do festivals and worship show what matters to Muslims?</li> </ul>		<ul style="list-style-type: none"> <li>How is faith expressed in Islam?</li> </ul>
			<b>Spring</b> <ul style="list-style-type: none"> <li>identify a story or text that says something about each person being unique and valuable</li> <li>give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</li> <li>give examples of how religious teaching encourages care for other people</li> <li>think, talk and ask questions about what difference believing in God makes to how people treat each other</li> <li>give good reasons why everyone (religious and non-religious) should care for others</li> </ul>	<b>Autumn</b> <ul style="list-style-type: none"> <li>identify and describe how key actions, features and artefacts help people worship in different religions</li> <li>explain the meanings of examples of texts that believers use in worship</li> <li>consider questions about the belief that worship can bring peace, comfort or challenge</li> <li>make simple connections between sacred texts and the ways believers worship today</li> <li>describe how people show devotion in different religions</li> <li>raise questions about why believers value worship</li> <li>express their own ideas about the meaning and value of worship</li> <li>give good reasons for their views about worship and prayer</li> </ul>	<b>Spring</b> <ul style="list-style-type: none"> <li>identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an</li> <li>make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> <li>give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve</li> <li>make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</li> <li>raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim</li> <li>make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas</li> </ul>		<b>Spring</b> <ul style="list-style-type: none"> <li>identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Prophet Muhammad* as the Messenger, the Qur'an as the message)</li> <li>describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow the example of Muhammad)</li> <li>make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</li> <li>give evidence and examples to show how Muslims put their beliefs into practice in different ways</li> <li>make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today</li> <li>consider and weigh up the value of, e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today, and articulate responses on how far they are valuable to people who are not Muslims</li> <li>reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</li> </ul>
Sikhism					<ul style="list-style-type: none"> <li>How is faith expressed in Sikh communities and traditions?</li> </ul>		
					<b>Autumn</b> <ul style="list-style-type: none"> <li>identify and describe key Sikh beliefs and values including Waheguru and Sewa</li> <li>explain examples of texts such as the Mool Mantar</li> <li>consider questions about the belief that all humans are equal to God</li> <li>make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'</li> <li>describe how people show their Sikh identity in dress, behaviour and values</li> <li>raise questions about what it means to live a good life and examine Sikh answers</li> <li>make links between their own ideas and values and those held dear in Sikh communities</li> </ul>		



				<ul style="list-style-type: none"> <li>give good reasons for their views about the importance of values such as equality, community, tradition and respect</li> </ul>		
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**Sticky Knowledge**

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Know what Christians believe about God and the creation - Natural wonders -seasons</li> <li>Know what harvest is and be thankful to God for the food we have.</li> <li>Know the Christmas story and why it is so important to Christians.</li> <li>Know that Christians,Muslims and Jews have special places and that they are linked to God</li> <li>Know the Easter story and why it is so important to Christians.</li> <li>Know a range of bible stories and what they tell us.</li> </ul>	<ul style="list-style-type: none"> <li>To know why Christmas matters to Christians</li> <li>To know how and why we celebrate special times.</li> <li>To give examples of how Jewish people celebrate special times.</li> <li>To recognise the words of the Shema Prayer.</li> <li>To be able to make a link between Jewish ideas of god and the Torah.</li> <li>To know why Easter matters to Christians.</li> <li>To recognise that there are special places where people worship.</li> <li>To identify 3 objects used across 2 religions.</li> <li>To recognise that some people like to belong to a sacred building or community.</li> </ul>	<ul style="list-style-type: none"> <li>To know how and why we celebrate special times.</li> <li>To recognise how we show care to others in Islam.</li> <li>To know what the good news Christians believe Jesus brings is.</li> <li>To recognise what we can learn from sacred books and stories.</li> <li>To know why Christmas matters to Christians.</li> <li>To give examples of how we show care to others.</li> </ul>	<ul style="list-style-type: none"> <li>To know how key features and actions help people worship within Christianity, Islam and Hinduism.</li> <li>To know the meaning and importance of ceremonies for religious and non-religious people.</li> <li>To know what is meant by the Trinity.</li> <li>To know what is meant by Good Friday.</li> <li>To know how festivals and family life (worship) are important to Jewish people.</li> </ul>	<ul style="list-style-type: none"> <li>To know about Sikh and Hindu faith, traditions and beliefs.</li> <li>Make links about how people try to make the world a better place.</li> <li>Know about Muslim worship.</li> <li>To know how festivals are celebrated in a variety of religions.</li> <li>To know the significance of Pentecost.</li> </ul>	<ul style="list-style-type: none"> <li>To identify different features of the Gospels: teachings, parables, narrative)</li> <li>To make connections between Jesus' good news and how Christians live this out in their individual lives and in the wider community</li> <li>To know what Christians mean when they talk about Jesus death being a sacrifice</li> <li>To understand what is meant by the term 'Incarnation' and how salvation fits into this</li> <li>To give examples of how biblical ideas and teaching about God as holy and loving can make a difference in the world today</li> <li>To explain differences between leaders from different religions</li> </ul>	<ul style="list-style-type: none"> <li>To know Hindu beliefs: dharma, karma, samsara and moksha and make connections to how Hindus live.</li> <li>To know the connections between Genesis 1 and Christian belief about God as a creator.</li> <li>To know how Muslim sources of authority guide Muslim living.</li> <li>To know how Muslims put their beliefs into practice.</li> <li>To know about life after death in a range of religions and how they guide people through the good and hard times.</li> </ul>