

RE Knowledge overview

| | Learning from Experience and Learning to Discern | | | Learning about Religious Traditions, Faith and Non-Religious Worldviews | | |
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| | M | M/E | E | M | M/E | E |
| Cycle 1 Autumn 1 | Creating Inclusion Identity and Belonging I can identify a group that I belong to (my class / my school/my family) | Creating Inclusion Identity and Belonging I can explore the different groups that belong to (class / school/family) | Creating Inclusion Identity and Belonging I can take part in shared activities within my class | Being Thankful - Harvest I can explore how Christians celebrate Harvest and share with others | Being Thankful - Harvest I can explore the importance of sharing with others | Being Thankful - Harvest I can take part in activities with others that involve sharing |
| Cycle 1 Autumn 2 | Being Modest and Listening to Others I can explain why it's important to listen to others | Being Modest and Listening to Others I can understand listening to others is important | Being Modest and Listening to Others I can listen to others to follow simple routines or instructions | Expressing Joy - The Christmas Story To be able to name the people who were happy in the Christmas Story and why | Expressing Joy - The Christmas Story To be able to name some of the people in the Christmas story | Expressing Joy - The Christmas Story To take part in activities which makes me happy |
| Cycle 1 Spring 1 | Being Fair and Just I can explain what I think is fair/unfair and why | Being Fair and Just I can explore times when things are fair or unfair | Being Fair and Just I can follow the rules of a game or activity | Being Courageous and Confident - David and Goliath I can understand how David showed courage in the story of David and Goliath | Being Courageous and Confident - David and Goliath I can understand the key elements of the story of David and Goliath | Being Courageous and Confident - David and Goliath I can take part in a skill or activity for the first time |
| Cycle 1 Spring 2 | Being Accountable and Living with Integrity I understand why we say sorry and why it's important | Being Accountable and Living with Integrity I understand when we should say sorry | Being Accountable and Living with Integrity I can explore stories linked to saying sorry | Being Loyal and Steadfast - The Easter Story The Easter Story. To be able to identify Jesus' friends were good friend and why. | Being Loyal and Steadfast - The Easter Story The Easter Story. To know that Jesus' friends were good friends to him. | Being Loyal and Steadfast - The Easter Story To explore family and friend relationships. |
| Cycle 1 Summer 1 | Remembering Roots To name times that are special in my life | Remembering Roots To be able to explore some times that were special in my life | Remembering Roots To explore some special times in our lives (birthdays, Christmas, Ramadan etc.) | Being Hopeful and Visionary - Ramadan To know some of the things Muslims will do during the month of Ramadan | Being Hopeful and Visionary - Ramadan To know how the end of Ramadan is celebrated in a Muslim household | Being Hopeful and Visionary - Ramadan To explore how the end of Ramadan is celebrated |
| Cycle 1 Summer 2 | Being curious and Valuing Knowledge Know ways we can find information. | Being curious and Valuing Knowledge To be able to name a way of finding out information. | Being curious and Valuing Knowledge I can share information with an adult. | Open Honest and Truthful - The Hindu story of King Mahendra and the Seeds Understand how the Hindu story of King Mahendra and the Seeds shares the importance of being honest and truthful. | Open Honest and Truthful - The Hindu story of King Mahendra and the Seeds To explore the importance of being honest and truthful through the Hindu story of King Mahendra and the seeds. | Open Honest and Truthful - The Hindu story of King Mahendra and the Seeds To participate in stories to explore being truthful and honest. |

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| Cycle 2 Autumn 1 | Being Regardful of Suffering Name something that might hurt us physically or emotionally | Being Regardful of Suffering I can explore the things that might hurt us physically or emotionally | Being Regardful of Suffering I can explore things that make us happy or sad | Living By Rules - The Ten Commandments I can explore and name some of the Ten Commandments | Living By Rules - The Ten Commandments I can explore some of the Ten Commandments | Living By Rules - The Ten Commandments I can explore our class charter |
| Cycle 2 Autumn 2 | Sharing and Being Generous I can name a time when I received a gift | Sharing and Being Generous I can explore times where people give and receive gifts. | Sharing and Being Generous I can share a resource with a peer. | Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment - Fasting during Lent and Ramadan I know that Muslims and Christians fast during the year | Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment - Fasting during Lent and Ramadan Explore that that fasting is when people go without for a period of time | Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment - Fasting during Lent and Ramadan Take part in mindfulness or calming activities |
| Cycle 2 Spring 1 | Participating and Willing to Lead I can lead a shared activity with my peers | Participating and Willing to Lead I can take part in a shared activity with my peers | Participating and Willing to Lead I can take part in an activity alongside my peers | Creating Unity and Harmony - The Good Samaritan I understand the meaning of The story of The Good Samaritan | Creating Unity and Harmony - The Good Samaritan I can explore The story of The Good Samaritan and stories where people are kind or create unity | Creating Unity and Harmony - The Good Samaritan I can explore and take part in acts or activities which are kind to others |
| Cycle 2 Spring 2 | Caring for Others, Animals and the Environment I can name how people care for us and animals | Caring for Others, Animals and the Environment I can name someone who cares for us or animals | Caring for Others, Animals and the Environment To can explore people who care for us. | Being Merciful and Forgiving - The Prodigal Son I understand how the story of The Prodigal Son explores forgiveness | Being Merciful and Forgiving - The Prodigal Son I can explore the story of The Prodigal Son and stories about forgiveness | Being Merciful and Forgiving - The Prodigal Son I can explore stories about forgiveness |
| Cycle 2 Summer 1 | Appreciating Beauty I can name something I think is wonderful about the world | Appreciating Beauty I can make choices about something that I find beautiful or appealing | Appreciating Beauty I can make choices about things that I like or don't like | Being Silent and Attentive to, and Cultivating a Sense for the Sacred and Transcendent – Religious Music and Worship I can explore and respond to sounds from faiths; Christianity, Islam, the Sikh Faith, Hinduism, Judaism and Buddhism. I can explore silence and understand why it is important to be quiet in a place of worship | Being Silent and Attentive to, and Cultivating a Sense for the Sacred and Transcendent – Religious Music and Worship I can explore sounds from faiths; Christianity, Islam, the Sikh Faith, Hinduism, Judaism and Buddhism. I can explore shared moments of silent reflection. | Being Silent and Attentive to, and Cultivating a Sense for the Sacred and Transcendent – Religious Music and Worship I can listen to sounds from faiths; Christianity, Islam, the Sikh Faith, Hinduism, Judaism and Buddhism. I can participate in short moments of shared silence. |
| Cycle 2 Summer 2 | Being Imaginative and Explorative I can investigate new stimuli or experiences and share my opinions and feeling. | Being Imaginative and Explorative I can investigate new stimuli or experiences. | Being Imaginative and Explorative I can explore new stimuli or experiences with support. | Being Reflective and Self Critical – Christian stories I can understand the story of Zacchaeus explores how people can change. | Being Reflective and Self Critical – Christian stories I can explore the story of Zacchaeus and stories about how people can change. | Being Reflective and Self Critical – Christian stories I can explore ways in which I have changed over time. |

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| Cycle 3 Autumn 1 | Participating and Willing to Lead I can name ways where we participate with others; assembly, games, worship etc. | Participating and Willing to Lead I can explore the different ways which we participate with others; games, sports etc. | Participating and Willing to Lead I can participate with others in a range of ways; games, shared reflection etc. | Sharing and Being Generous – Zakat and Harvest I can explain how Zakat and Harvest involves sharing and caring for others | Sharing and Being Generous – Zakat and Harvest I can explore how Zakat and Harvest involves sharing and caring for others | Sharing and Being Generous – Zakat and Harvest I can take part in activities involving sharing or generosity. |
| Cycle 3 Autumn 1 | Creating Unity and Harmony I can name when we have similar likes and interests to others. | Creating Unity and Harmony I can identify my own interests and likes | Creating Unity and Harmony To be able to differentiate between things I like and don't like | Caring for Others, Animals and the Environment - Buddhists beliefs I can describe how Buddhists care for animals and the world | Caring for Others, Animals and the Environment - Buddhists beliefs I can explore how Buddhists care for animals and the world | Caring for Others, Animals and the Environment - Buddhists beliefs I can take part in activities to care for the environment |
| Cycle 3 Spring 1 | Being Loyal and Steadfast I can name a quality that makes a good friend | Being Loyal and Steadfast I can name some kind and unkind behaviours | Being Loyal and Steadfast I can explore kind and unkind behaviours | Remembering Roots – Jewish celebrations Passover I can name some ways in which Jews celebrate Passover. I can name some of the items placed on the Seder plate | Remembering Roots – Jewish celebrations Passover I can explore ways in which Jews celebrate Passover | Remembering Roots – Jewish celebrations Passover I can take part in a Passover celebration |
| Cycle 3 Spring 2 | Being Accountable and Living with Integrity I can explain why we should treat people fairly to avoid discrimination. | Being Accountable and Living with Integrity I know how I am similar or different to others. | Being Accountable and Living with Integrity I can explore how I am similar and different to others. | Being Fair and Just – Sikh Celebrations To understand that the story of Bandi Chhor Divas explores fairness | Being Fair and Just – Sikh Celebrations To explore fairness through the story of Bandi Chhor Divas and other stories. | Being Fair and Just – Sikh Celebrations To explore stories and activities involving fairness. |
| Cycle 3 Summer 1 | Being Hopeful and Visionary To be able to name some goals or aspirations for my future | Being Hopeful and Visionary To be able to name activities and interests that I like and dislike | Being Hopeful and Visionary To be able to explore things and activities I could do in the future when I am older | Being Courageous and Confident – Religious Stories (Sikh and Christian) To understand the stories of Vaisakhi and the Christian story of Gideon explore courage | Being Courageous and Confident – Religious Stories (Sikh and Christian) To explore courage through the stories of Baisakhi and the Christian story of Gideon | Being Courageous and Confident – Religious Stories (Sikh and Christian) To explore stories and activities related to courage |
| Cycle 3 Summer 2 | Being Open Honest and Truthful To know some of the dangers of telling lies | Being Open Honest and Truthful To know it is important to tell the truth | Being Open Honest and Truthful To use stories to explore the dangers of telling lies and the importance of telling the truth | Being Silent and Attentive to, and Cultivating a sense for the Sacred and Transcendent – Christian Stories I can explore the importance of being quiet and reflective through the story of Elijah. | Being Silent and Attentive to, and Cultivating a sense for the Sacred and Transcendent – Christian Stories I can explore the story of Elijah and explore being quiet and reflective. | Being Silent and Attentive to, and Cultivating a sense for the Sacred and Transcendent – Christian Stories I can explore activities when I am quiet and reflective. |

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| Cycle 4 Autumn 1 | Being Thankful I can name the things I am thankful for in my life | Being Thankful I can name something that I am thankful for | Being Thankful To explore things that we are thankful for in our lives | Expressing Joy – Diwali I can explore Diwali and understand spiritual joy known by Hindus at this time | Expressing Joy – Diwali I can explore Diwali and the importance of Diwali to Hindus at this time | Expressing Joy – Diwali I can explore the festival of Diwali |
| Cycle 4 Autumn 2 | Being Reflective and Self Critical I can explore the practice of meditation | Being Reflective and Self Critical I can take part in mindfulness activities or explore meditation | Being Reflective and Self Critical I can take part in moments of quiet reflection | Being Curious and Valuing Knowledge – Christian and Muslim stories I know the names and stories of some of the holy books in the religions studied; The Bible and the Qur'an | Being Curious and Valuing Knowledge – Christian and Muslim stories I can explore the holy books of the religions we have studied and their stories | Being Curious and Valuing Knowledge – Christian and Muslim stories I can explore holy books, scriptures and artefacts from the religions studied, including stories from them |
| Cycle 4 Spring 1 | Being Modest and Listening to Others I can explain the people who it is important to listen to and why | Being Modest and Listening to Others I can explore the people who it is important to listen to | Being Modest and Listening to Others I can explore people who we should listen to in our lives | Cultivating Inclusion, Identity and Belonging – Sikh ceremonies I know that prayer is important to give strength I can explain what happens at a Sikh Amrit ceremony | Cultivating Inclusion, Identity and Belonging – Sikh ceremonies I understand how people of differing religions pray. I can explore what happens at a Sikh Amrit ceremony | Cultivating Inclusion, Identity and Belonging – Sikh ceremonies I can explore prayer and how different people pray |
| Cycle 4 Spring 2 | Being Merciful and Forgiving I understand how and why people forgive | Being Merciful and Forgiving I understand a time where someone has been forgiven | Being Merciful and Forgiving I can explore stories related to forgiveness | Being Regardful of Suffering – Christian Stories I can understand the Ester story explores God's response to suffering | Being Regardful of Suffering – Christian Stories I can explore the Ester story and God's response to suffering | Being Regardful of Suffering – Christian Stories I can explore ways in which people help others or reduce suffering |
| Cycle 4 Summer 1 | Living By Rules I can explore the difference between a rule and a law. I understand the dangers of breaking rules or laws | Living By Rules I can name some rules or laws. I can explore why we need to follow rules | Living By Rules I can explore the rules of school and home. | Being Temperate and Exercising Self Discipline and Serene Contentment – Islamic Prayers I can explain some of the Islamic practices of prayer | Being Temperate and Exercising Self Discipline and Serene Contentment – Islamic Prayers I can explore the Islamic practice of prayer | Being Temperate and Exercising Self Discipline and Serene Contentment – Islamic Prayers I can practice the Islamic practice of prayer |
| Cycle 4 Summer 2 | Appreciating Beauty I can understand how people have different opinions of what they find beautiful | Appreciating Beauty I can group objects into things I find beautiful and not beautiful | Appreciating Beauty I can identify things I find appealing and those I don't | Being Imaginative and Explorative – Stories of creation (Christian and Islam) I can explore a variety of creation stories to include Christian and Islam | Being Imaginative and Explorative – Stories of creation (Christian and Islam) I can explore Christian creation stories | Being Imaginative and Explorative – Stories of creation (Christian and Islam) I can explore Christian creation stories through stories |

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| Cycle 5 Autumn 1 | <p>Caring for Others, Animals and the Environment</p> <p>I can name ways in how we can look after our environment and care for our planet</p> | <p>Caring for Others, Animals and the Environment</p> <p>I can name ways how we can care for our local environment</p> | <p>Caring for Others, Animals and the Environment</p> <p>I can take part in activities where we care for our local environment</p> | <p>Sharing and Being Generous – Marriage (Christian and Islam)</p> <p>I know the features of marriage union in Christianity and Islam</p> | <p>Sharing and Being Generous – Marriage (Christian and Islam)</p> <p>I can explore the features of a Christian or Islamic wedding ceremony</p> | <p>Sharing and Being Generous – Marriage (Christian and Islam)</p> <p>I can explore Christian and Islamic marriage ceremonies</p> |
| Cycle 5 Autumn 2 | <p>Being Hopeful and Visionary</p> <p>I can name individuals who have made a positive difference in the world</p> <p>I can explore changes in recent times and beyond</p> | <p>Being Hopeful and Visionary</p> <p>I can name an individual who has made a positive difference in the world</p> | <p>Being Hopeful and Visionary</p> <p>I can explore people who have made a positive difference in the world</p> | <p>Being Loyal and Steadfast – Stories from the Qur’an</p> <p>I understand how the Muslim story of Hodaybiyyah is related to peace</p> | <p>Being Loyal and Steadfast – Stories from the Qur’an</p> <p>I can explore the Muslim story of Hodaybiyyah and stories related to resolving problems and promoting peace</p> | <p>Being Loyal and Steadfast – Stories from the Qur’an</p> <p>I can explore stories related to peace and resolving problems</p> |
| Cycle 5 Spring 1 | <p>Being Open, Honest and Truthful</p> <p>I know why it is important to share our feelings with people we trust</p> <p>I know the importance of listening to others</p> | <p>Being Open, Honest and Truthful</p> <p>I know the people in my life who I trust and can share my problems or concerns with</p> | <p>Being Open, Honest and Truthful</p> <p>I can identify a range of people who are important to me and help keep me safe</p> | <p>Being Modest and Listening to Others – Stories from The Bible</p> <p>I understand the story of Jesus washing the disciples’ feet is linked to modesty</p> | <p>Being Modest and Listening to Others – Stories from The Bible</p> <p>I can explore the story of Jesus washing the disciples’ feet</p> | <p>Being Modest and Listening to Others – Stories from The Bible</p> <p>I can explore the story of Jesus washing the disciple’s feet and stories related to modesty</p> |
| Cycle 5 Spring 2 | <p>Being Silent and Attentive to and Cultivating a Sense for the Sacred and Transcendent</p> <p>I can explain the benefits of meditation</p> | <p>Being Silent and Attentive to and Cultivating a Sense for the Sacred and Transcendent</p> <p>I can take part in meditation activities</p> | <p>Being Silent and Attentive to and Cultivating a Sense for the Sacred and Transcendent</p> <p>I can take part in mindfulness and reflection activities.</p> | <p>Participating and Willing to Lead – Stories from The Bible</p> <p>I know why the events of the last supper</p> <p>I know what Christians think about the way Jesus died</p> | <p>Participating and Willing to Lead – Stories from The Bible</p> <p>I can recall some events related the death of Jesus Christ</p> | <p>Participating and Willing to Lead – Stories from The Bible</p> <p>I can explore the stories of the Last Supper and the Death of Jesus Christ</p> |
| Cycle 5 Summer 1 | <p>Being Thankful</p> <p>I can list different ways people can say thank you, including to God</p> | <p>Being Thankful</p> <p>I can name a way people can say thank you</p> | <p>Being Thankful</p> <p>I can take part in activities where we give thanks or show our appreciation</p> | <p>Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment – Hindu and Buddhist beliefs</p> <p>I can name ways in which Buddhism encourages followers to be better</p> <p>I know that Hindu’s believe cows to be special</p> | <p>Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment – Hindu and Buddhist beliefs</p> <p>I can name a way in which Buddhism encourages followers to be better</p> | <p>Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment – Hindu and Buddhist beliefs</p> <p>I can explore how Buddhists live their lives</p> |

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| Cycle 5 Summer 2 | <p>Being Imaginative and Explorative</p> <p>I can give opinions to different form of art, including different styles of religious art</p> | <p>Being Imaginative and Explorative</p> <p>I can respond to different form of art including different styles of religious art</p> | <p>Being Imaginative and Explorative</p> <p>I can explore different form of art including different styles of religious art</p> | <p>Being Accountable and Living with Integrity – Stories from the Bible</p> <p>I can describe the story of Jesus going into the wilderness for 40 days</p> <p>I can name a way how Jesus was tested by Satan in the wilderness</p> | <p>Being Accountable and Living with Integrity – Stories from the Bible</p> <p>I can explore the story of Jesus going into the wilderness for 40 days</p> <p>I can explore ways in which Jesus was tested by Satan in the wilderness</p> | <p>Being Accountable and Living with Integrity – Stories from the Bible</p> <p>I can explore the story of Jesus going into the wilderness</p> |
| Cycle 6 Autumn 1 | <p>Living By Rules</p> <p>I know there is a link between modern laws and the ten commandments</p> <p>I understand how someone can be discriminated against</p> | <p>Living By Rules</p> <p>I can understand the difference between a rule and a law</p> <p>I can explore how sometimes, people are treated differently</p> | <p>Living By Rules</p> <p>I can explore rules and laws in our lives</p> | <p>Being Fair and Just – Religious persecution and discrimination</p> <p>I can describe the persecution of Jews, Christians and Muslims due to their religion</p> | <p>Being Fair and Just – Religious persecution and discrimination</p> <p>I can explore a way in which Jews, Christians or Muslims have been persecuted due to their religion</p> | <p>Being Fair and Just – Religious persecution and discrimination</p> <p>I can explore how people can be treated unfairly and stories linked to being fair</p> |
| Cycle 6 Autumn 2 | <p>Creating Unity and Harmony</p> <p>I can give an example of how people with opposing views can live in harmony</p> <p>I can name a time where people have united towards a common goal</p> | <p>Creating Unity and Harmony</p> <p>I can explore a time where people have united towards a common goal</p> | <p>Creating Unity and Harmony</p> <p>I can explore ways were people come together and work together</p> | <p>Cultivating Inclusion, Identity and Belonging – Bahaism and Sikhism beliefs</p> <p>I can name some of the beliefs of the Baha'i faith</p> <p>I know why Sikh boys have the name "Singh" and Sikh girls have the name "Kaur"</p> | <p>Cultivating Inclusion, Identity and Belonging – Bahaism and Sikhism beliefs</p> <p>I can explore some of the beliefs of the Baha'i faith</p> <p>I know that Sikh boys have the name "Singh" and Sikh girls have the name "Kaur"</p> | <p>Cultivating Inclusion, Identity and Belonging – Bahaism and Sikhism beliefs</p> <p>I can explore the ways in which I am different and similar to others</p> |
| Cycle 6 Spring 1 | <p>Being courageous and Confident</p> <p>I can share an example of when I have been courageous</p> <p>I know where someone in history has been courageous.</p> | <p>Being courageous and Confident</p> <p>I can share an example of when someone has been courageous</p> | <p>Being courageous and Confident</p> <p>I can explore eamples of people being courageous.</p> | <p>Remembering Roots Sikh and Buddhist beliefs</p> <p>I understand how Sikhs show courage during the Amrit ceremony</p> <p>I understand what Buddhism teaches about courage through the story of Angulimala</p> | <p>Remembering Roots Sikh and Buddhist beliefs</p> <p>I understand how Sikhs show courage during the Amrit ceremony</p> <p>I understand what Buddhism teaches about courage through the story of Angulimala</p> | <p>Remembering Roots Sikh and Buddhist beliefs</p> <p>I can explore stories linked to being brave and courageous</p> |

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| Cycle 6 Spring 2 | <p>Being Merciful and Forgiving</p> <p>I can name some consequences to actions, both good and bad</p> <p>I understand the importance of forgiveness</p> | <p>Being Merciful and Forgiving</p> <p>I can name an appropriate consequences when someone does something wrong</p> <p>I understand when we should say sorry</p> | <p>Being Merciful and Forgiving</p> <p>I can explore actions and behaviours which hurt or upset myself or others</p> | <p>Being Regardful of Suffering – The Crucifixion</p> <p>I understand the crucifixion and know the different kinds of suffering and hurt of Jesus on the cross</p> | <p>Being Regardful of Suffering – The Crucifixion</p> <p>I can explore the crucifixion and understanding how Jesus suffered on the cross</p> | <p>Being Regardful of Suffering – The Crucifixion</p> <p>I can explore the story of the crucifixion of Christ</p> |
| Cycle 6 Summer 1 | <p>Appreciating Beauty</p> <p>I can explore how opinions on beauty vary</p> <p>I can make personal opinions about a range of art (architecture, art, music etc.)</p> | <p>Appreciating Beauty</p> <p>I can make a personal response to art (architecture, art, music etc.)</p> | <p>Appreciating Beauty</p> <p>I can group objects into things I find beautiful and not beautiful</p> | <p>Being Curious and Valuing Knowledge – Buddhist and Christina beliefs</p> <p>I know how the story of Siddhartha helps Buddhists decide what is important</p> <p>I know that Christians strive to be more like Jesus by reading the Bible and by praying and listening to God</p> | <p>Being Curious and Valuing Knowledge – Buddhist and Christina beliefs</p> <p>I can explore how the story of Siddhartha helps Buddhists decide what is important</p> <p>I can explore how Christians strive to be more like Jesus by reading the Bible and by praying and listening to God</p> | <p>Being Curious and Valuing Knowledge – Buddhist and Christina beliefs</p> <p>I can explore holy books, scriptures and artefacts from the religions studied</p> |
| Cycle 6 Summer 2 | <p>Being Reflective and Self Critical</p> <p>I can explain my idea of a good life</p> | <p>Being Reflective and Self Critical</p> <p>I can explain a goals for my life</p> | <p>Being Reflective and Self Critical</p> <p>I can explore things that I want when I am older</p> | <p>Expressing Joy – Religious Festivals</p> <p>I can understand how religious festivals (e.g. Christmas, Eid, Diwali, Hannukah and others) brings people joy</p> | <p>Expressing Joy – Religious Festivals</p> <p>I can explore how religious festivals (e.g. Christmas, Eid, Diwali, Hannukah and others) bring people happiness</p> | <p>Expressing Joy – Religious Festivals</p> <p>I can explore religious festivals and events in my life that make me happy</p> |
| Cycle 7 Autumn 1 | <p>Being Thankful / Expressing Joy</p> <p>I can describe how we celebrate and remember events in our lives and significant events in the lives of others.</p> | <p>Being Thankful / Expressing Joy</p> <p>I can name events and times in my life that I celebrate.</p> | <p>Being Thankful / Expressing Joy</p> <p>I can explore times where I have taken part in a celebration of an event.</p> | <p>Celebrations - Islam</p> <ul style="list-style-type: none"> • Explore what Muslims do during the month of Ramadan (significance, dates, and experiences). • Eid Al-Fitr (dates, significance, practices) • Eid Al-Adha (dates, significance, practices) | <p>Celebrations - Islam</p> <ul style="list-style-type: none"> • Know how Muslims celebrate Eid. • Know what Muslims do during the month of Ramadan. | <p>Celebrations - Islam</p> <ul style="list-style-type: none"> • Explore how Muslims celebrate Eid. • Explore Ramadan. |

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| <p>Cycle 7 Autumn 2</p> | <p>Being Reflective and Self Critical / Being Curious and Valuing Knowledge</p> <p>I can reflect on things that I do well and things that I would like to be better at.</p> <p>I understand ways in which I can find information.</p> | <p>Being Reflective and Self Critical / Being Curious and Valuing Knowledge</p> <p>I can explain why it is important to forgive others.</p> <p>I can name where I can find information about something.</p> | <p>Being Reflective and Self Critical / Being Curious and Valuing Knowledge</p> <p>I can explore things that I am good at and what I need help with.</p> <p>I can explore whys in where I can find information.</p> | <p>Learning from Religious Beliefs – Islam</p> <ul style="list-style-type: none"> • Explore and understand the Five Pillars of Islam. • Understand Islamic and religious dress. • Explore diet and rules practised in the home. • Stories from the Qur’an and other Muslim sources: The Boy Who Threw Stones at Trees and the Religious Man and the Shopkeeper. | <p>Learning from Religious Beliefs – Islam</p> <ul style="list-style-type: none"> • Explore the Five Pillars of Islam. • Explore religious rules in the home. • Explore religious dress and diet. | <p>Learning from Religious Beliefs – Islam</p> <ul style="list-style-type: none"> • Explore rules Muslims follow in their lives. • Explore religious diet. • Explore religious dress. |
| <p>Cycle 7 Spring 1</p> | <p>Being Modest and Listening to Others / Cultivating Inclusion, Identity and Belonging</p> <p>I can explain the importance of belonging.</p> <p>I can name different groups that I belong to and groups that I would like to belong to when I am older.</p> | <p>Being Modest and Listening to Others / Cultivating Inclusion, Identity and Belonging</p> <p>I can explore the importance of belonging.</p> <p>I can explore the different groups I may belong to as I get older.</p> | <p>Being Modest and Listening to Others / Cultivating Inclusion, Identity and Belonging</p> <p>I can explore the different groups I belong to.</p> | <p>Learning from Religious Beliefs - Pilgrimage for Christians and Muslims</p> <ul style="list-style-type: none"> • Discuss the importance of pilgrimages. • Locations where Christians make pilgrimages to: Lourdes, sites within Jerusalem. • Explore holy Christian sites. • Explore the reasons and experiences of Hajj. • Explore holy Muslim sites. • The location of the Muslim pilgrimage. | <p>Learning from Religious Beliefs - Pilgrimage for Christians and Muslims</p> <ul style="list-style-type: none"> • Explore the locations where Christians make pilgrimages to: Lourdes, sites within Jerusalem. • Explore holy Christian sites. • Explore the reasons and experiences of Hajj. • Explore holy Muslim sites. | <p>Learning from Religious Beliefs - Pilgrimage for Christians and Muslims</p> <ul style="list-style-type: none"> • Explore religious pilgrimages. • Explore religious pilgrimage sites. • Explore the experiences of Hajj. |
| <p>Cycle 7 Spring 2</p> | <p>Being Merciful and Forgiving / Being Regardful of Suffering</p> <p>I can give examples of when people have shown forgiveness.</p> <p>I can describe ways we can look after others.</p> | <p>Being Merciful and Forgiving / Being Regardful of Suffering</p> <p>I can recall a story when someone has been forgiven.</p> <p>I can name people who look after others.</p> | <p>Being Merciful and Forgiving / Being Regardful of Suffering</p> <p>I can explore stories where people have been forgiven.</p> <p>I can explore people who look after us.</p> | <p>Important Times and Dates - Christianity</p> <ul style="list-style-type: none"> • Understand the experiences and meaning of Lent. • Understand the key holy days of Lent. • Explore the days within Holy Week and their importance. • Explore the story of Easter. | <p>Important Times and Dates - Christianity</p> <ul style="list-style-type: none"> • Understand the experiences of Lent • Explore the days within Holy Week. • Explore The story of Easter | <p>Important Times and Dates - Christianity</p> <ul style="list-style-type: none"> • Explore the experience of Lent and the traditions of Holy week. • Explore the story of Easter. |

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| <p>Cycle 7 Summer 1</p> | <p>Living By Rules / Being Temperate and Exercising Self Discipline and Serene Contentment</p> <p>I know the importance of following rules in our lives and how they can help us in life.</p> <p>I know times where people need to exercise self-discipline (managing loss, supporting others).</p> | <p>Living By Rules / Being Temperate and Exercising Self Discipline and Serene Contentment</p> <p>I can name rules that I follow and are important in my life.</p> <p>I can explore when people need to exercise self-discipline (managing loss).</p> | <p>Living By Rules / Being Temperate and Exercising Self Discipline and Serene Contentment</p> <p>I can explore the different rules I follow in my life.</p> <p>I can explore where we might need to exercise self-discipline (not eating too much / sharing).</p> | <p>Rites of passage: Death in Islam and Christianity</p> <ul style="list-style-type: none"> • Understand Christian funeral services (carried out at church or crematorium, led by a vicar, or priest) • Understand Christian funeral traditions (wearing dark cloths, burial or cremation, celebration of life, songs, hymns and poetry). • Understand Muslim funerals (led by Iman, attendees face Mecca, where mourners sit in the mosque, mourning period for families). • Understand Muslim funeral traditions (bathing the body, enshrouding the body in cloth, burial of the body, short period from death to burial). | <p>Rites of passage: Death Islam and Christianity</p> <ul style="list-style-type: none"> • Explore Christian funeral services (carried out at church or crematorium, led by a vicar, or priest) • Explore Christian funeral traditions (wearing dark cloths, burial or cremation, celebration of life, songs, hymns and poetry). • Explore Muslim funerals (led by Iman, attendees face Mecca, where mourners sit in the mosque, mourning period for families). • Explore Muslim funeral traditions (bathing the body, enshrouding the body in cloth, burial of the body, short period from death to burial). | <p>Rites of passage: Death Islam and Christianity</p> <ul style="list-style-type: none"> • Explore the traditions of a Christian funeral. • Explore the traditions of an Islamic funeral. |
| <p>Cycle 7 Summer 2</p> | <p>Appreciating Beauty / Being Imaginative and Explorative</p> <p>I can experience and explore an activity that I am unfamiliar with (e.g. food tasting).</p> | <p>Appreciating Beauty / Being Imaginative and Explorative</p> <p>I can experience an activity that I am unfamiliar with (e.g. food tasting).</p> | <p>Appreciating Beauty / Being Imaginative and Explorative</p> <p>I can take part in an activity that I am unfamiliar with.</p> | <p>Living the Faith – Judaism</p> <ul style="list-style-type: none"> • Understand the importance of rules in the Torah (there is only one God, have no other Gods). • Understand the Food Laws of the Torah: Food that is Kosher. Religious practice in the Jewish home. • Understand the practices of Shabbat. | <p>Living the Faith – Judaism</p> <ul style="list-style-type: none"> • Explore the importance of rules in the Torah (there is only one God, have no other Gods). • Explore Food Laws of the Torah: Food that is Kosher. • Explore practices and experiences of Shabbat. | <p>Living the Faith – Judaism</p> <ul style="list-style-type: none"> • Explore the artefacts within a Jewish home. • Explore the food prepared and eaten traditionally by Jewish people. • Explore the experiences of Shabbat. |

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| <p>Cycle 8 Autumn 1</p> | <p>Caring for Others, Animals and the Environment / Sharing and Being Generous</p> <p>I can understand the importance of families and friendships.</p> <p>I can give examples where people are generous.</p> | <p>Caring for Others, Animals and the Environment / Sharing and Being Generous</p> <p>I can understand why my family and friends are important to me.</p> <p>I can explore ways which people can be generous.</p> | <p>Caring for Others, Animals and the Environment / Sharing and Being Generous</p> <p>I can explore people who are my friends and wider family.</p> <p>I can take part in activities which involve sharing with others.</p> | <p>Important Times and Dates – Judaism</p> <ul style="list-style-type: none"> • Understand the Jewish holiday of Passover (the story of Passover, Exodus and the importance of Matzo) • Understand traditions of Passover (Sedar Plate, Passover foods) • The festival of Hanukah (origins, how it is celebrated; burning of candles, traditional foods and celebrations). | <p>Important Times and Dates – Judaism</p> <ul style="list-style-type: none"> • Explore the Jewish holiday of Passover (the story of Passover, Exodus and the importance of Matzo) • Explore the traditions of Passover (Sedar Plate, Passover foods) • Explore the festival of Hanukah (origins, how it is celebrated; burning of candles, traditional foods and celebrations). | <p>Important Times and Dates – Judaism</p> <ul style="list-style-type: none"> • Explore the experiences of the Jewish holiday of Passover. Explore traditions and foods eaten. • Explore the festival of Hanukah. Explore the traditions and foods eaten. |
| <p>Cycle 8 Autumn 2</p> | <p>Being Hopeful and Visionary / Being Loyal and Steadfast</p> <p>I understand how stable relationships are important in life.</p> <p>I can understand why being loyal is a good quality for a friend.</p> | <p>Being Hopeful and Visionary / Being Loyal and Steadfast</p> <p>I explore how stable relationships are important in life.</p> <p>I can explore examples of when someone has been loyal.</p> | <p>Being Hopeful and Visionary / Being Loyal and Steadfast</p> <p>I explore the stable relationships in my life.</p> <p>I can explore stories linked to being loyal.</p> | <p>Rites of Passage: Marriage Christianity and Islam</p> <ul style="list-style-type: none"> • Understand Muslim Weddings; arranged marriages and self-selected marriages, the Mahr, the Nikar, Walimah. Traditions such as reading from the Qur'an, traditional clothing worn. • Understand Christian weddings; proposal, church wedding service, exchange of rings, vows, reception, bouquet tossing, honeymoon. | <p>Rites of Passage: Marriage Christianity and Islam</p> <ul style="list-style-type: none"> • Explore Muslim Weddings; the Mahr, the Nikar, Walimah. Traditions such as reading from the Qur'an, traditional clothing worn. • Explore Christian weddings; proposal, church wedding service, exchange of rings, vows, reception, bouquet tossing, honeymoon. | <p>Rites of Passage: Marriage Christianity and Islam</p> <ul style="list-style-type: none"> • Explore the experiences of Muslim wedding traditions. • Explore the experiences of Christian wedding traditions. |

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| <p>Cycle 8 Spring 1</p> | <p>Being Open, Honest and Truthful / Being Modest and Listening to Others</p> <p>I know where I can go or people I can speak to about my feelings.</p> <p>I can give examples of where it's important to be modest.</p> | <p>Being Open, Honest and Truthful / Being Modest and Listening to Others</p> <p>I know why it is important to share my feelings with trusted people.</p> <p>I can explain the meaning of being modest.</p> | <p>Being Open, Honest and Truthful / Being Modest and Listening to Others</p> <p>I can identify the people in my life who are there to look after me.</p> | <p>Important Times and days - Buddhism</p> <ul style="list-style-type: none"> • Understand Buddhists key beliefs. • Understand how Wesak is celebrated by Buddhists. • How New Year is celebrated. • Understand how Kathina Day is celebrated and the meaning behind it. | <p>Important Times and days - Buddhism</p> <ul style="list-style-type: none"> • Explore Buddhists key beliefs. • Explore how Wesak is celebrated by Buddhists. • Explore how New Year is celebrated. • Explore how Kathina Day is celebrated and the meaning behind it. | <p>Important Times and days - Buddhism</p> <ul style="list-style-type: none"> • Explore life as a Buddhist. • Explore Buddhist traditions. • Explore festivals and celebrations. |
| <p>Cycle 8 Spring 2</p> | <p>Being Silent and Attentive to and Cultivating a Sense for the Sacred and Transcendent / Participating and Willing to Lead</p> <p>I can name different leaders.</p> <p>I can name some of the qualities of a good leader.</p> | <p>Being Silent and Attentive to and Cultivating a Sense for the Sacred and Transcendent / Participating and Willing to Lead</p> <p>I can explore different leaders.</p> <p>I can name some leaders.</p> | <p>Being Silent and Attentive to and Cultivating a Sense for the Sacred and Transcendent / Participating and Willing to Lead</p> <p>I can explore people in my life who lead things.</p> | <p>Rites of Passage: Christianity Baptism</p> <ul style="list-style-type: none"> • Understand the importance of Baptism for Christians. • Understand the christening ceremony. • Understand the role of the priest / vicar in leading the ceremony • Understand the difference between a believer's baptism services as an adult. • Understand the confirmation ceremony and its significance. | <p>Rites of Passage: Christian Baptism</p> <ul style="list-style-type: none"> • Explore the of Baptism ceremony for Christians. • Explore the christening ceremony and traditions. • Explore different types of baptism such as believer's baptism as an adult. | <p>Rites of Passage: Christian Baptism</p> <ul style="list-style-type: none"> • Explore the Baptism ceremony for Christians. • Explore the christening ceremonies. |
| <p>Cycle 8 Summer 1</p> | <p>Being Thankful / Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment</p> <p>I can describe all the things I am thankful for in my life.</p> <p>I know times where people need to exercise self-discipline (religion).</p> | <p>Being Thankful / Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment</p> <p>I can name something that I am thankful for in my life.</p> <p>I can explore when people need to exercise self-discipline (religion).</p> | <p>Being Thankful / Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment</p> <p>I can explore the things we should be thankful for in my life.</p> <p>I can explore how individuals exercise self-discipline (fasting).</p> | <p>Significant People – Christianity</p> <ul style="list-style-type: none"> • Understand the origins of Christianity and the life of Jesus. • Understand the stories related To Jesus life; Seven Miracles. • Understand the lives of the 12 disciples and Jesus' teaching. • Explore significant Christian figures from history e.g. Johannes Gutenberg, Harold Moody, Mary Prince, Kathleen Lonsdale etc. | <p>Significant People – Christianity</p> <ul style="list-style-type: none"> • Explore the origins of Christianity and the life of Jesus. • Explore stories related To Jesus life; preaching and performing miracles. • Explore the lives of the 12 disciples and Jesus' teaching. • Explore significant Christian figures from history e.g. Johannes Gutenberg, Harold | <p>Significant People – Christianity</p> <ul style="list-style-type: none"> • Explore the life of Jesus. • Explore stories related To Jesus life. • Explore the 12 disciples. • Explore significant Christian figures. |

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| | | | | | Moody, Mary Prince, Kathleen Lonsdale etc. | |
| Cycle 8 Summer 2 | <p>Being Imaginative and Explorative / Being Accountable and Living with Integrity</p> <p>I can describe examples of beauty in acts of faith.</p> <p>I can name some of my responsibilities at home and school.</p> | <p>Being Imaginative and Explorative / Being Accountable and Living with Integrity</p> <p>I can respond to different form of art including different styles of religious art.</p> <p>I can name some of my responsibilities at school.</p> | <p>Being Imaginative and Explorative / Being Accountable and Living with Integrity</p> <p>I can explore different form of art including different styles of religious art.</p> <p>I can name take part in activities where I am responsible for something in the classroom.</p> | <p>Important Times and Dates – Hinduism</p> <ul style="list-style-type: none"> I can describe and understand the importance of the festival of Divali. I can describe and understand the importance of the festival of Holi. I can describe and understand the festival of Raksha Bandhan | <p>Important Times and Dates – Hinduism</p> <ul style="list-style-type: none"> I can explore the importance of the festival of Divali. I can explore the importance of the festival of Holi. | <p>Important Times and Dates – Hinduism</p> <ul style="list-style-type: none"> I can explore the the festival of Divali. I can explore the festival of Holi. |
| Cycle 9 Autumn 1 | <p>Creativity (Being Imaginative, Appreciating Beauty Expressing Joy, Being Thankful)</p> <p>Show Inquisitiveness by being able to ask and answer questions about new learning and experiences.</p> | <p>Creativity (Being Imaginative, Appreciating Beauty Expressing Joy, Being Thankful)</p> <p>Begin to show inquisitiveness by being able to ask or answer questions about new learning.</p> | <p>Creativity (Being Imaginative, Appreciating Beauty Expressing Joy, Being Thankful)</p> <p>Show an inquisitive by exploring new activities or learning.</p> | <p>Buildings and Sacred Places – Hinduism</p> <ul style="list-style-type: none"> I can understand the how Hindus perform ceremonial worship in the home (Puja) and the objects used. I understand the role and importance of divine images in worship. I understand the role of Pujaris (temple priests) in worship. I understand the Katha is a form of religious storytelling. I understand Hinud pilgrim sites for example of Varanasi, Gangorti and Ayodhya. | <p>Buildings and Sacred Places – Hinduism</p> <ul style="list-style-type: none"> I can explore how Hindus perform ceremonial worship in the home (Puja) and the objects used. I can explore how divine images are used in worship. I can explore worship in a temple and the role of Pujaris (temple priests). I understand the Katha is a form of religious storytelling. | <p>Buildings and Sacred Places – Hinduism</p> <ul style="list-style-type: none"> I can explore life as a Hindu I can explore Hindu worship and artefacts of worship. I can explore divine Hindu images and Hindu storytelling. |

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| <p>Cycle 9 Autumn 2</p> | <p>Community (Being modest and listening to others, Cultivating inclusion, identify and belonging, Creating Unity and Harmony, Participating and willing to lead)</p> <p>To understand how collectible worship or joining together with others can help build communities and relationships</p> | <p>Community (Being modest and listening to others, Cultivating inclusion, identify and belonging, Creating Unity and Harmony, Participating and willing to lead)</p> <p>To explore how collectible worship or joining together with others can help build communities and relationships</p> | <p>Community (Being modest and listening to others, Cultivating inclusion, identify and belonging, Creating Unity and Harmony, Participating and willing to lead)</p> <p>To explore the times where we come together with others</p> | <p>Sacred Texts: Christianity</p> <ul style="list-style-type: none"> I understand stories from the Bible; The Creation Story, Noah’s Ark, Moses and the Parting of the Red Sea. I understand how the Bible, is used in public worship and private devotions. I understand the importance of the Lord’s Prayer. | <p>Sacred Texts: Christianity</p> <ul style="list-style-type: none"> I can explore stories from the Bible; The Creation Story, Noah’s Ark, Moses and the Parting of the Red Sea. I can explore how the Bible is used and is important to Christians. I understand the importance of prayer for Christians. | <p>Sacred Texts: Christianity</p> <ul style="list-style-type: none"> I can explore stories from the Bible; The Creation Story, Noah’s Ark, Moses and the Parting of the Red Sea. I can explore how Christians pray. |
| <p>Cycle 9 Spring 1</p> | <p>Contemplation (Being curious and Valuing knowledge, Being open, honest and truthful, Being reflective and self-critical, Being attentive to the sacred, as well as the precious)</p> <p>To be able to conduct independent research about a topic.</p> <p>To be able to explore the views and experiences of others, and those with religious views.</p> | <p>Contemplation (Being curious and Valuing knowledge, Being open, honest and truthful, Being reflective and self-critical, Being attentive to the sacred, as well as the precious)</p> <p>To be able to find out information about a topic.</p> <p>To be able to listen to the views and experiences of others.</p> | <p>Contemplation (Being curious and Valuing knowledge, Being open, honest and truthful, Being reflective and self-critical, Being attentive to the sacred, as well as the precious)</p> <p>To be able to explore a new topic and listen to other peoples experiences.</p> | <p>Buildings and Sacred Places – Buddhism</p> <ul style="list-style-type: none"> Worship at the Vihara Worship at the Stupa (place of relics) The offering of flowers, light, incense and chanting Meditation The Buddhist Monastery - monks and lay people | <p>Buildings and Sacred Places – Buddhism</p> <ul style="list-style-type: none"> Life as a Buddhist Worship as a Buddhist The importance of flowers, light, incense and chanting and meditation. | <p>Buildings and Sacred Places – Buddhism</p> <ul style="list-style-type: none"> Life as a Buddhist Worship as a Buddhist The importance of flowers, light, incense and chanting and meditation. |
| <p>Cycle 9 Spring 2</p> | <p>Commitment (Remembering roots, Being loyal and steadfast, Being hopeful and visionary, Being courageous and confident)</p> <p>To be able to set short and long-term goals for myself.</p> <p>To explore the skills and qualities of important leaders, including religious leaders.</p> | <p>Commitment (Remembering roots, Being loyal and steadfast, Being hopeful and visionary, Being courageous and confident)</p> <p>To be able to set goals for myself.</p> <p>To explore some of the skills or qualities leaders have.</p> | <p>Commitment (Remembering roots, Being loyal and steadfast, Being hopeful and visionary, Being courageous and confident)</p> <p>To take part in short-term goal setting.</p> <p>To explore things I could do in my future.</p> | <p>Significant People – Buddhism, Hinduism and Judaism</p> <ul style="list-style-type: none"> Understand the importance of The Buddha and his followers, King Ashoka and The Dalai Lama. Understand the role of Pandits at the shrine. Understand the life and stories of the founders of Judaism; Abraham, Isaac, Jacob, and the prophet Moses. | <p>Significant People – Buddhism, Hinduism and Judaism</p> <ul style="list-style-type: none"> Explore the importance of The Buddha and The Dalai Lama Explore the role of Pandits at the shrine. Explore the life and stories of the founders of Judaism; Abraham, Isaac, Jacob, and the prophet Moses. | <p>Significant People – Buddhism, Hinduism and Judaism</p> <ul style="list-style-type: none"> Explore images and the importance of The Buddha. Explore worship at a Buddhist shrine. Explore some of the stories related to Moses and Abraham. |

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| <p>Cycle 9 Summer 1</p> | <p>Choice (Living by rules, Being accountable and living with integrity, Being temperate, self-disciplined and seeking contentment)</p> <p>To take part in activities of contemplation and understand different methods of mindfulness to help self-regulation.</p> <p>To understand the benefit of reflection and contemplation when dealing with loss.</p> <p>To understand how religions can provide comfort in times of difficulty.</p> | <p>Choice (Living by rules, Being accountable and living with integrity, Being temperate, self-disciplined and seeking contentment)</p> <p>To take part in different forms of mindfulness activities to help my self-regulation.</p> | <p>Choice (Living by rules, Being accountable and living with integrity, Being temperate, self-disciplined and seeking contentment)</p> <p>To take part in different activities to help my self-regulation.</p> | <p>Rites of passage: Death Buddhism and Hinduism</p> <ul style="list-style-type: none"> • Understand Buddhist funeral services (simple service, presenting a small offering, chanting sutas, possibly led by monks, wearing white, avoiding signs of wealth). • Understand Buddhist funeral traditions (typically cremation, belief in reincarnation; the six realms, mourning period). • Understand Hindu funerals (Funeral prayers and chants led by a priest or eldest son, flowers). • Understand Hindu funeral traditions (bathing the body with ghee and milk, placing flowers and pinda around the body, cremation, scattering the ashes). | <p>Rites of passage: Death Buddhism and Hinduism</p> <ul style="list-style-type: none"> • Funeral Traditions • Funeral Service | <p>Rites of passage: Death Buddhism and Hinduism</p> <ul style="list-style-type: none"> • Funeral Traditions • Funeral Service |
| <p>Cycle 9 Summer 2</p> | <p>Compassion (Caring for Others, animals and the Environment. Sharing and Being Generous, Responding to suffering, Being merciful and forgiving, Being fair and just)</p> <p>To be able to give a range of examples of why people are motivated to look after their environment, including buildings.</p> <p>To be able to explore how religions promote compassion.</p> | <p>Compassion (Caring for Others, animals and the Environment. Sharing and Being Generous, Responding to suffering, Being merciful and forgiving, Being fair and just)</p> <p>To be able to give an example of why people are motivated to look after buildings and their environment.</p> | <p>Compassion (Caring for Others, animals and the Environment. Sharing and Being Generous, Responding to suffering, Being merciful and forgiving, Being fair and just)</p> <p>To be able to explore how we can look after buildings and our environment.</p> | <p>Buildings and Sacred Places – Christianity</p> <ul style="list-style-type: none"> • Understand the functions and significance of objects and features of a church. • Baptistry (Font and Paschal Candle) • Altar • Cross or Crucifix • Pulpit and lectern • Nave and Chancel • Organ, Candles, Statues, Stained glass | <p>Special and Sacred Places – Christianity</p> <ul style="list-style-type: none"> • Explore the significance of objects and features of a church. • Font • Altar • Cross or Crucifix, • Organ, Candles, Statues, Stained glass. | <p>Special and Sacred Places – Christianity</p> <ul style="list-style-type: none"> • Explore church buildings and objects found in a church. • Font • Altar • Cross or Crucifix, • Organ, Candles, Statues, Stained glass. |

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| <p>Cycle 10 Autumn 1</p> | <p>Creativity (Being Imaginative, Appreciating Beauty Expressing Joy, Being Thankful)</p> <p>To acknowledge new ideas and the opinions of others and be respectful of differing opinions.</p> | <p>Creativity (Being Imaginative, Appreciating Beauty Expressing Joy, Being Thankful)</p> <p>To explore new ideas and differing opinions.</p> | <p>Creativity (Being Imaginative, Appreciating Beauty Expressing Joy, Being Thankful)</p> <p>To explore how people have different opinions, likes and interests.</p> | <p>Buildings and Sacred Places – Islam</p> <ul style="list-style-type: none"> • Understand the significance of objects and religious practices conducted within a Mosque. • The Dome and Minaret • The place for preparation for prayer Wudu (washing) • Removal of shoes • Prayer hall • Separation and prayer place for women • Mihrab and Minbar. | <p>Buildings and Sacred Places – Islam</p> <ul style="list-style-type: none"> • Understand the significance of objects and religious practices conducted within a Mosque. • The Dome and Minaret • Wudu (washing) • Shoes • Prayer hall | <p>Buildings and Sacred Places – Islam</p> <ul style="list-style-type: none"> • Explore Mosque buildings and objects and practices conducted in a Mosque. • The Dome and Minaret • Wudu (washing) • Shoes • Prayer hall |
| <p>Cycle 10 Autumn 2</p> | <p>Community (Being modest and listening to others, Cultivating inclusion, identify and belonging, Creating Unity and Harmony, Participating and willing to lead)</p> <p>To be able to understand how we can support inclusion and belonging in communities.</p> | <p>Community (Being modest and listening to others, Cultivating inclusion, identify and belonging, Creating Unity and Harmony, Participating and willing to lead)</p> <p>To be able to explore how we can support inclusion and belonging in communities.</p> | <p>Community (Being modest and listening to others, Cultivating inclusion, identify and belonging, Creating Unity and Harmony, Participating and willing to lead)</p> <p>To be able to explore the communities we belong to.</p> | <p>Rites of Passage: Judaism</p> <ul style="list-style-type: none"> • Understand the rites of passage in the life a Jewish person. • Naming ceremony (Brit Milah - circumcision) • Bar/Bat Mitzvah ceremony (wearing of Tefillin, reading the Torah, party after the ceremony). • Weddings (signing a Ketubah, presence of a Chuppah, exchanging rings, breaking a glass, Yichud). • Jewish funeral service; washing of the body, family members remain with the body until burial, simple casket, simple service, eulogy, cremation or burial). Explore similarities with Christian funeral services. | <p>Rites of Passage: Judaism</p> <ul style="list-style-type: none"> • Explore the rites of passage for a Jewish person. • Baby naming ceremony. • Bar/Bat Mitzvah ceremony (wearing of Tefillin, reading the Torah, party after the ceremony). • Weddings (presence of a Chuppah, exchanging rings, breaking a glass). • Jewish funeral service; washing of the body, family members remain with the body until burial, simple casket, simple service, eulogy, cremation or burial). | <p>Rites of Passage: Judaism</p> <ul style="list-style-type: none"> • Explore the rites of passage with person’s life. Link to Judaism. • Birth • Adulthood • Weddings • Death |

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| <p>Cycle 10 Spring 1</p> | <p>Contemplation (Being curious and Valuing knowledge, Being open, honest and truthful, Being reflective and self-critical, Being attentive to the sacred, as well as the precious)</p> <p>To be confident to communicate and present my views and ideas.</p> <p>To understand the how people’s views and beliefs have a sting influence on their lives.</p> | <p>Contemplation (Being curious and Valuing knowledge, Being open, honest and truthful, Being reflective and self-critical, Being attentive to the sacred, as well as the precious)</p> <p>To be able to communicate and present my views and ideas to others.</p> | <p>Contemplation (Being curious and Valuing knowledge, Being open, honest and truthful, Being reflective and self-critical, Being attentive to the sacred, as well as the precious)</p> <p>To be able to communicate my preferences to others.</p> | <p>Living the Faith – Sikhism</p> <ul style="list-style-type: none"> • Understand key features of the Sikh faith. • Naam Karan; birth naming ceremony. • The three pillars of Sikhism (Kirat Karni - honest living, Vand Chakna - sharing with others and Naam Japna focus on God. • Understand the 5 Ks and the importance to the life of a Sikh: Kesh (uncut hair), Kanga (wooden comb), Kachera (underwear), Kara (bracelet), Kirpan (sword), Turban (to cover uncut hair). | <p>Living the Faith – Sikhism</p> <ul style="list-style-type: none"> • Explore key features of the Sikh faith. • Naam Karan; birth naming ceremony. • The three pillars of Sikhism (Kirat Karni - honest living, Vand Chakna - sharing with others and Naam Japna focus on God. • Understand the 5 Ks and the importance to the life of a Sikh: Kesh (uncut hair), Kanga (wooden comb), Kachera (underwear), Kara (bracelet), Kirpan (sword), Turban (to cover uncut hair). | <p>Living the Faith – Sikhism</p> <ul style="list-style-type: none"> • Explore life as a Sikh. • 5 Ks. • The three pillars of Sikhism. |
| <p>Cycle 10 Spring 2</p> | <p>Commitment (Remembering roots, Being loyal and steadfast, Being hopeful and visionary, Being courageous and confident)</p> <p>To show and understanding of the importance of perseverance when completing a task or goal.</p> <p>To understand the importance of perseverance when following religious rules or rites.</p> | <p>Commitment (Remembering roots, Being loyal and steadfast, Being hopeful and visionary, Being courageous and confident)</p> <p>To be able to show perseverance when completing a task or goal.</p> <p>To understand how religious rites or rules can demand perseverance.</p> | <p>Commitment (Remembering roots, Being loyal and steadfast, Being hopeful and visionary, Being courageous and confident)</p> <p>To be able to complete activities and tasks until completion.</p> | <p>Buildings and Sacred Places: Sikhism</p> <ul style="list-style-type: none"> • Understand the importance of the Gurdwara: The Langar (sharing of food) The Nishan Sahib (flag), community kitchen, four doors, covering head, sitting on the floor). • The rules of dress - Romalla (covering). • Significant Gudwaras; Golden Temple, The Harmandir Sahib. Guru Nanak Darbar Gurdwara. | <p>Buildings and Sacred Places: Sikhism</p> <ul style="list-style-type: none"> • Explore the importance of the Gurdwara: The Langar (sharing of food) The Nishan Sahib (flag), community kitchen, four doors, covering head, sitting on the floor). • The rules of dress - Romalla (covering). Significant Gudwaras; Golden Temple, The Harmandir Sahib. Guru Nanak Darbar Gurdwara. | <p>Buildings and Sacred Places: Sikhism</p> <ul style="list-style-type: none"> • Explore the Gurdwara. • Explore the activities within the Gudwara. • Explore the rules of the Gudwara. • Explore examples of Gudwardas around the UK and beyond. |

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| <p>Cycle 10 Summer 1</p> | <p>Choice (Living by rules, Being accountable and living with integrity, Being temperate, self-disciplined and seeking contentment)</p> <p>To demonstrate an understanding of consequences of actions, both positive and negative.</p> <p>To understand how religion can provide comfort in people's lives.</p> | <p>Choice (Living by rules, Being accountable and living with integrity, Being temperate, self-disciplined and seeking contentment)</p> <p>To understand my actions can have both positive and negative consequences.</p> | <p>Choice (Living by rules, Being accountable and living with integrity, Being temperate, self-disciplined and seeking contentment)</p> <p>To begin to understand actions can have positive or negative consequences.</p> | <p>Buildings and Sacred Places: Judaism</p> <ul style="list-style-type: none"> • Explore the importance of the Synagogue: Ark holding the Torah. The eternal lamp. The Bimah where the Torah is read. Pews where the worshipers sit. • When worship takes place; Friday nights and Saturday mornings. • Examples of Synagogues around Birmingham and the world. • Payer clothes (Yarmulke, Tallkt, Tefflin). • Symbols within Judaism; Menorah, Ner Tamid (Eternal Light), Star of David. | <p>Buildings and Sacred Places: Judaism</p> <ul style="list-style-type: none"> • Explore the Synagogue: Ark holding the Torah. The eternal lamp. The Bimah where the Torah is read. Pews where the worshipers sit. • When worship takes place; Friday nights and Saturday mornings. • Examples of Synagogues around Birmingham and the world. • Payer clothes (Yarmulke, Tallkt, Tefflin) • Symbols within Judaism; Menorah, Ner Tamid (Eternal Light), Star of David. | <p>Buildings and Sacred Places: Judaism</p> <ul style="list-style-type: none"> • Explore the synagogue; buildings, items found within the synagogue. • Clothing wore during prayer. • Symbols and objects found within the synagogue; Star of David, Menorah, Eternal Light. |
| <p>Cycle 10 Summer 2</p> | <p>Compassion (Caring for Others, animals and the Environment. Sharing and Being Generous, Responding to suffering, Being merciful and forgiving, Being fair and just)</p> <p>To understand the ways where people can make a positive and negative contributions in our local and wider communities.</p> <p>To understand how religions promote care and compassion for others.</p> | <p>Compassion (Caring for Others, animals and the Environment. Sharing and Being Generous, Responding to suffering, Being merciful and forgiving, Being fair and just)</p> <p>To understand how people can make a positive or negative contributions in our communities.</p> <p>To explore how religions promote care and compassion for others.</p> | <p>Compassion (Caring for Others, animals and the Environment. Sharing and Being Generous, Responding to suffering, Being merciful and forgiving, Being fair and just)</p> <p>To explore how people can do things to help or harm our local communities.</p> | <p>Sacred Texts: Buddhism, Hinduism, Judaism, Sikhism</p> <ul style="list-style-type: none"> • Understand the significance of the sacred texts. Explore how they are used in worship. • Theravada scriptures and the Mahayana scriptures • Vedas, a collection of hymns praising the Vedic gods. • The Torah, The Talmud • The Guru Granth Sahib, The Daily Prayer Book. • Understand stories from the sacred texts: The Elephant and the Blind Man. The Story of Rama and Sita. Jonah and the Whale. | <p>Sacred Texts: Buddhism, Hinduism, Judaism, Sikhism</p> <ul style="list-style-type: none"> • Explore the significance of the sacred texts and how they are used in worship. • Theravada scriptures and the Mahayana scriptures • Vedas, a collection of hymns praising the Vedic gods. • The Torah, The Talmud • The Guru Granth Sahib, The Daily Prayer Book. • Understand stories from the sacred texts: The Elephant and the Blind Man. The Story of Rama and Sita. Jonah and the Whale. | <p>Sacred Texts: Buddhism, Hinduism, Judaism, Sikhism</p> <ul style="list-style-type: none"> • Explore sacred texts and how they are used in worship. • Explore stories from the sacred texts: The Elephant and the Blind Man. The Story of Rama and Sita. Jonah and the Whale. |

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| <p>Cycle 11 Autumn 1</p> | <p>Creativity (Being Imaginative, Appreciating Beauty Expressing Joy, Being Thankful)</p> <p>To understand how people in our local communities are imaginative and create art and develop art projects to enhance our lives.</p> <p>To explore and response to local religious art and religious art projects.</p> | <p>Creativity (Being Imaginative, Appreciating Beauty Expressing Joy, Being Thankful)</p> <p>To explore how people in our local communities create art and develop art projects to enhance our lives.</p> <p>To explore local religious art and religious art projects.</p> | <p>Creativity (Being Imaginative, Appreciating Beauty Expressing Joy, Being Thankful)</p> <p>To explore different types of art created locally in our communities.</p> <p>To explore local religious art.</p> | <p>Important Times and Dates: Sikhism</p> <ul style="list-style-type: none"> • Understand the traditions and importance of Sikh festivals and holidays (dates, the story of Vaisakhi, how is it celebrated). • Vaisakhi • Bandi Chhor Divas • Gurpurab • Hola Mohalla | <p>Important Times and Dates: Sikhism</p> <ul style="list-style-type: none"> • Explore the traditions and importance of Sikh festivals and holidays (dates, the story of Vaisakhi, how is it celebrated). • Vaisakhi • Bandi Chhor Divas • Gurpurab • Hola Mohalla | <p>Important Times and Dates: Sikhism</p> <ul style="list-style-type: none"> • Explore the Sikh festivals. |
| <p>Cycle 11 Autumn 2</p> | <p>Community (Being modest and listening to others, Cultivating inclusion, identify and belonging, Creating Unity and Harmony, Participating and willing to lead)</p> <p>To develop collaborative skills by being supportive to others to help complete a group activity.</p> <p>To understand the importance of collaboration when celebrating religious events.</p> | <p>Community (Being modest and listening to others, Cultivating inclusion, identify and belonging, Creating Unity and Harmony, Participating and willing to lead)</p> <p>To develop collaborative skills by joining in with a group activity.</p> <p>To explore how people work together to celebrating religious events.</p> | <p>Community (Being modest and listening to others, Cultivating inclusion, identify and belonging, Creating Unity and Harmony, Participating and willing to lead)</p> <p>To take part in a collaborative group activity.</p> <p>To reflect on times and events where we have joined together with others.</p> | <p>Important Times and Dates: Christianity</p> <ul style="list-style-type: none"> • Understand the significance of Christmas. • Advent meanings and customs. The Advent wreath and its symbolism. Advent calendar and its history. Time for Christians to think of others and take practical action. • The Nativity story. • Midnight Mass. • The Christingle Service and the importance of colour. • Christmas Traditions across the world. | <p>Books and Stories – Christianity</p> <ul style="list-style-type: none"> • Explore the significance of Christmas. • Advent meanings and customs. The Advent wreath and its symbolism. Advent calendar and its history. Time for Christians to think of others and take practical action. • The Nativity story. • Midnight Mass. • The Christingle Service and the importance of colour. • Christmas Traditions across the world. | <p>Books and Stories – Christianity</p> <ul style="list-style-type: none"> • Explore the Nativity Story. • Explore Christmas traditions. • Explore Christmas Traditions across the world. |
| <p>Cycle 11 Spring 1</p> | <p>Contemplation (Being curious and Valuing knowledge, Being open, honest and truthful, Being reflective and self-critical, Being attentive to the sacred, as well as the precious)</p> <p>To be able to ask effective questions and begin to notice patterns in information.</p> | <p>Contemplation (Being curious and Valuing knowledge, Being open, honest and truthful, Being reflective and self-critical, Being attentive to the sacred, as well as the precious)</p> <p>To be able to ask questions about new learning.</p> | <p>Contemplation (Being curious and Valuing knowledge, Being open, honest and truthful, Being reflective and self-critical, Being attentive to the sacred, as well as the precious)</p> <p>To be able to ask or respond to questions about new learning.</p> | <p>Other Religions and Beliefs: Humanism</p> <ul style="list-style-type: none"> • Understand people can have non-religious beliefs. • Understand the core features of Humanism: Natural origins of humans and the world, one life, humans are alone in being responsible for making the world a better place and | <p>Other Religions and Beliefs: Humanism</p> <ul style="list-style-type: none"> • Explore how people can have non-religious beliefs. • Explore the core features of Humanism: Natural origins of humans and the world, one life, humans are alone in being | <p>Other Religions and Beliefs: Humanism</p> <ul style="list-style-type: none"> • Explore people have different beliefs and interests. • Explore how people can lead good lives. • Explore how we can lead good lives and make the world a better place. |

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| | To reflect on my own beliefs. | | | <p>they decide their own actions.</p> <p>Understand:</p> <ul style="list-style-type: none"> • Important People for Humanists: Scientists, thinkers, writers and philosophers who have expanded our ideas and understanding of ourselves. • Sacred Texts: Humanists do not have sacred texts, but may find inspiration in fables, traditional tales, children’s stories, fiction that explores human nature. • Celebrations: Many humanists celebrate Easter and spring holidays, Christmas and winter holidays, in entirely secular ways. | <p>responsible for making the world a better place and they decide their own actions.</p> <p>Explore:</p> <ul style="list-style-type: none"> • Important People for Humanists: Scientists, thinkers, writers and philosophers who have expanded our ideas and understanding of ourselves. • Sacred Texts: Humanists do not have sacred texts, but may find inspiration in fables, traditional tales, children’s stories, fiction that explores human nature. • Celebrations: Many humanists celebrate Easter and spring holidays, Christmas and winter holidays, in entirely secular ways. | <ul style="list-style-type: none"> • Explore the reasons why people do good things. |
| Cycle 11 Spring 2 | <p>Commitment (Remembering roots, Being loyal and steadfast, Being hopeful and visionary, Being courageous and confident)</p> <p>To begin to begin to refine my own opinions and beliefs through evaluation and reflection.</p> | <p>Commitment (Remembering roots, Being loyal and steadfast, Being hopeful and visionary, Being courageous and confident)</p> <p>To be able to reflect on how my own opinions or interests have changed over time.</p> | <p>Commitment (Remembering roots, Being loyal and steadfast, Being hopeful and visionary, Being courageous and confident)</p> <p>To explore how my own opinions or interests have changed over time.</p> | <p>Religion Across the Birmingham</p> <ul style="list-style-type: none"> • Understand the religious diversity of Birmingham. • Understand some of the significant religious buildings in Birmingham and their history. • Understand how religious festivals are celebrated across Birmingham. • Understand the religious diversity within the class / school. • Understand the changes in religion over time and the increase in people identifying as non-religious. | <p>Religion Across the Birmingham</p> <ul style="list-style-type: none"> • Explore the religious diversity of Birmingham. • Explore significant religious buildings in Birmingham and their history. • Explore how religious festivals are celebrated across Birmingham. • Explore the diversity within the class / school. • Explore the changes in religion over time and the increase in people | <p>Religion Across the Birmingham</p> <ul style="list-style-type: none"> • Explore the diversity across the class / school and Birmingham. • Explore some of the significant religious buildings and sights in Birmingham. • Explore religious buildings in the local community. • Explore how people celebrate religious festivals across Birmingham. |

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| | | | | <ul style="list-style-type: none"> Understand the changes of religious buildings over time. | <p>identifying as non-religious.</p> <ul style="list-style-type: none"> Explore the changes of religious buildings. | |
| <p>Cycle 11 Summer 1</p> | <p>Choice (Living by rules, Being accountable and living with integrity, Being temperate, self-disciplined and seeking contentment)</p> <p>To be able to reflect on my own beliefs and be able to sensitively express my beliefs, values and opinions.</p> | <p>Choice (Living by rules, Being accountable and living with integrity, Being temperate, self-disciplined and seeking contentment)</p> <p>To be able to reflect and share my beliefs and opinions.</p> | <p>Choice (Living by rules, Being accountable and living with integrity, Being temperate, self-disciplined and seeking contentment)</p> <p>Be able to share my opinions or beliefs with others.</p> | <p>Religion Across the World</p> <ul style="list-style-type: none"> Understand the religious diversity across the World. Understand some of the significant religious buildings in the World and their history. Understand how religious festivals are celebrated across the world and some of the significant festivals. Understand the changes in religion over time and the increase in people identifying as non-religious. | <p>Religion Across the World</p> <ul style="list-style-type: none"> Explore religious diversity across the World. Explore some of the significant religious buildings in the World and their history. Understand how religious festivals are celebrated across the world and some of the significant festivals. Explore the changes in religion over time and the increase in people identifying as non-religious. | <p>Religion Across the World</p> <ul style="list-style-type: none"> Explore the religious diversity of the world. Explore significant religious buildings across the world. Explore how religious festivals are celebrated across the world. |
| <p>Cycle11 Summer 2</p> | <p>Compassion (Caring for Others, animals and the Environment. Sharing and Being Generous, Responding to suffering, Being merciful and forgiving, Being fair and just)</p> <p>I can understand how we can make a positive impact in our communities and in the lives of others.</p> | <p>Compassion (Caring for Others, animals and the Environment. Sharing and Being Generous, Responding to suffering, Being merciful and forgiving, Being fair and just)</p> <p>I can name ways in which I can make a positive impact in my communities.</p> | <p>Compassion (Caring for Others, animals and the Environment. Sharing and Being Generous, Responding to suffering, Being merciful and forgiving, Being fair and just)</p> <p>I can explore ways in which I can make a positive impact in my local community.</p> | <p>Religion, Peace and Conflict</p> <ul style="list-style-type: none"> Describe the key messages from each religions on justice and fairness. Describe the views of each religions on war and conflict. Describe conflicts within the world and the actions of faith leaders to bring peace. | <p>Religion, Peace and Conflict</p> <ul style="list-style-type: none"> Explore each religions views on justice and fairness. Explore each religions view on war and conflict. Explore conflicts within the world and the actions of faith leaders. | <p>Religion, Peace and Conflict</p> <ul style="list-style-type: none"> Explore fairness and what some of the religions studied say about fairness. Explore different forms of conflict. Explore the actions of faith leaders to lead and bring peace. |