



Early Years Framework – Linked to ‘Development Matters’

Nursery	Personal, Social and Emotional Development – Making Relationships	Personal, Social and Emotional Development – Sense of Self	Personal, Social and Emotional Development – Understanding Emotions
	Children begin to experience belonging through relationships with familiar people and develop early awareness of others, laying the foundations for understanding community, kindness and respect. (Birth to Three) Children develop friendships, understand that people have different beliefs and experiences, and begin to show respect and empathy—supporting early understanding of community, belonging and living alongside others. (Three and Four Year Olds)	Children begin to develop a sense of belonging and identity through family and familiar relationships, forming early awareness of what makes them unique and valued within a group. (Birth to Three) Children begin to recognise that they belong to different communities, develop an understanding of fairness and respect, and start to appreciate that people may think, believe and live in different ways. (Three and Four Year Olds)	Children begin to recognise feelings in themselves and others and experience care, kindness and comfort, forming early foundations for understanding empathy and how we treat others. (Birth to Three) Children develop empathy and begin to understand how their actions affect others, supporting learning about kindness, respect and moral choices within different communities and beliefs. (Birth to Three)
Reception	Personal, Social and Emotional Development – Making Relationships	Personal, Social and Emotional Development – Sense of Self	Personal, Social and Emotional Development – Understanding Emotions
	Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking	- Recognises that they belong to different communities and social groups and communicates freely about own home and community - Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination	- Understands their own and other people’s feelings, offering empathy and comfort - Talks about their own and others’ feelings and behaviour and its consequences
ELG	Building Relationship	Managing Self	Self-Regulation

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	- Show sensitivity to their own and to others' needs. Managing Self - Explain the reasons for rules, know right from wrong and try to behave accordingly.	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
ELG	People, Culture and Communities:	The Natural World:	
	- Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	- Explore the natural world around them making observations and drawing pictures of animals and plants.	

Learning Pathways

The logo for 'The Nature of Religion and Belief' pathway, featuring a red circle with a white border. Inside the circle is a stylized white candle with a flame. The text 'The Nature of Religion and Belief' is written in a small, white, sans-serif font around the candle.	Pathway 1: The Nature of Religion and Belief Religions/worldviews involve interconnected patterns of beliefs, practices and values. They are also highly diverse and change in response to new situations and challenges. These patterns of diversity and change can be the cause of debate, tension and conflict or result in new, creative developments. (Based on Big Idea 1: Continuity, Change and Diversity)
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	Pathway 2: Expressing Belief It is often difficult to express deepest beliefs, feelings, emotions and religious experiences using everyday language. Instead, people may use a variety of different approaches including figurative language and a range of literary genres. In addition, people sometimes use non-verbal forms of communication such as art, music, drama and dance that seek to explain or illustrate religious or non-religious ideas or experiences. (Based on Big Ideas 2: Words and Beyond)
	Pathway 3: A Good Life Many people, whether religious or not, strive to live according to what they understand as a good life. Religious and non-religious communities often share an understanding as to the sort of characteristics and behaviours a good person will seek to achieve, as well as dealing with what is, or is not, acceptable moral behaviour. The ideal is usually presented in the lives and character of exemplary members. There are points of agreement and disagreement over the interpretation and application of moral principles both across and within different religions and worldviews. (Based on Big Ideas: A Good Life)
	Pathway 4: Personal Journey Human beings have deeply felt experiences, which they may refer to as being 'religious' or 'spiritual' or simply part of what it means to be human. These experiences can take place in both religious and non-religious contexts and may produce a heightened sense of awareness and mystery, or of identity, purpose and belonging. The experience is sometimes so powerful that it transforms people's lives. As a result, people may change their beliefs and allegiances and on rare occasions the experience of a single person has led to the formation of a new religion or worldview. (Based on Big Idea 4: Making Sense of Life's Experiences)
	Pathway 5: Influence and Authority Religious and non-religious communities interact with wider society and cultures. These communities affect societies by shaping their traditions, laws, political systems, festivals, values, rituals and arts. The patterns of influence vary significantly in different societies and at different points in time. Some societies are influenced predominantly by one religion or worldview, others by several or many. Religions and worldviews often appeal to a highly respected authority or vision, and this can have significant impacts on societies and cultures, whether positive or negative. (Based on Big Idea 5: Influence and Power)

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Pathway 6: The Big Picture

Religions and worldviews provide comprehensive accounts of how and why the world is as it is. These accounts are sometimes called 'grand narratives'. They seek to answer the big questions about the universe and the nature of humanity. These narratives are usually based on approaches to life, texts or traditions, which are taken to be authoritative. People interpret and understand these texts and traditions in different ways. (Based on Big Idea 6: The Big Picture).

Doncaster RE Syllabus:

Believing (Develop learners understanding of religions/worldviews, exploring their commonality and diversity.)	a) Enables learners to develop a broad and balanced understanding of religions/worldviews. b) Empowers learners to develop and use critical thinking skills.	
Belonging (Nurtures pupils awareness of the treasury of diverse beliefs and cultures, as well as sensitivity to the questions and challenges that these can present.)	c) Broaden perspectives of faiths and cultures, encouraging tolerance of diversity. d) Develop their own personal worldview, identity, values and spirituality. e) Contribute to developing learners as positive, participating citizens of the world.	

Core and Focus Units of Work:

Pathways	EYFS	KS1	LKS2	UKS2
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Promoting British Values

Democracy	The R.E. classroom must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil.
Rule of Law	In R.E., pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law.
Individual liberty	Children will learn that religion is a good case study of the balance between individual liberty and the greater good. It is also the right of the parent to withdraw their child from R.E.
Mutual Respect	Children learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions of others. Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions and an expectation is that these must be listened to.
Tolerance	Children consider questions about identity and belonging. Children learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Class and whole school assemblies also help to contribute to the knowledge of special occasions, beliefs and customs. R.E. can challenge pupils to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs.

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	story and family history. · Continue to develop positive attitudes about the differences between people. · Talk about what they see, using a wide vocabulary	story and family history. · Continue to develop positive attitudes about the differences between people. · Talk about what they see, using a wide vocabulary	story and family history. · Continue to develop positive attitudes about the differences between people. · Talk about what they see, using a wide vocabulary	story and family history. · Continue to develop positive attitudes about the differences between people.	story and family history. · Continue to develop positive attitudes about the differences between people. PSED · Develop their sense of responsibility and membership of a community. · Talk about their feelings using words like 'happy', 'sad', 'angry', 'worried'.	story and family history. · Continue to develop positive attitudes about the differences between people. · Begin to understand the need to respect and care for the natural environment and all living things.
Prior Knowledge	children can talk about their family and who they live with	children can talk about familiar places such as home and nursery	children can talk about their own belongings and favourite objects	children can talk about their own experiences of celebrations such as birthdays	children can talk about familiar adults who care for them	children can explore their environment using their senses

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	children recognise familiar adults and peers in their setting children begin to understand simple routines and rules children show awareness of others and begin to form friendships children can talk about things that are important to them (e.g. home, toys, people)	children recognise key people and places in their immediate environment children begin to understand routines and where activities happen children enjoy visiting places and can recall simple experiences children show awareness that places can be important to people	children recognise familiar objects used at home or in nursery children understand that some things are important to them children begin to handle objects carefully when supported children can talk about simple reasons why they like something	children recognise events that feel special or different from everyday routines children enjoy sharing experiences with others (e.g. parties, songs, food) children begin to understand that people celebrate different things children can talk about things that make them feel happy	children recognise people who help them at home and in nursery children begin to form friendships and show care towards others children understand simple rules about helping and sharing children can talk about what makes them feel safe and happy	children show curiosity about nature, animals and the world around them children recognise familiar outdoor spaces and living things children begin to understand simple routines for looking after things (e.g. tidying, watering plants) children can talk about things they like in their world
Key Substantive Knowledge	families are different and can include different people (e.g.	people have special places that are	objects can be special because they are	people celebrate special times for different reasons	there are people who care for us, such as family	the world includes people, animals, plants

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	parents, carers, siblings)	important to them	important to a person	celebrations can include birthdays, festivals and important events	members, carers and teachers	and different environments
	people belong to different groups such as family, nursery and community	special places can include home, nursery, outdoor spaces and places in the community	special objects can be linked to memories, feelings or people	celebrations often involve being with family and friends	people show care by helping, listening, keeping us safe and supporting us	we can learn about the world by exploring, observing and asking questions
	being part of a group means caring for others and being cared for	different people may have different special places	different people have different objects that are special to them some objects are special because of beliefs and religions	different religions celebrate different special times	we can help others through kind actions such as sharing and being gentle	people care for the world in different ways
	some families and communities follow different beliefs and traditions, including Hindu families	some families have special places linked to their beliefs, including Hindu families	different religions have special objects that are respected and cared for	Christian, Muslim, Hindu, Jewish and Sikh communities all have festivals examples include Christmas, Eid, Diwali, Hanukkah and Vaisakhi	different communities have values about helping others and showing kindness	looking after the world means being gentle with living things and keeping places clean
	Hindu families may worship at home or in a mandir and have special ways of	Hindus may go to a mandir to pray and worship, and this is a special place for them special places can make people	examples of special objects include the Bible for Christians, the Qur'an for Muslims, and	celebrations can include special food, clothing, stories, music and decorations traditions and celebrations may be	people from different religions believe helping others is important	different religions believe the world is special and should be cared for Christians, Muslims, Hindus,

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	showing belonging people show kindness, friendship and respect within their family and community everyone is special and belongs to a group	feel safe, happy and calm we should show respect when visiting places that are important to others	artefacts such as a diva lamp in Hinduism or the Torah in Judaism special objects are treated with care and respect	different but are important to people	Christians, Muslims, Hindus, Jews and Sikhs all teach kindness and caring for others helping others makes people feel happy, safe and part of a community	Jews and Sikhs all teach caring for the world simple actions like not wasting, recycling and being kind to nature help protect the world
Sticky Knowledge: Questions in black to be added to the BBQ box – (Big, Brainy Questions) Answers in blue to be added to medium term plans and knowledge organisers	Who belongs in my family? My family is made up of the people I live with or who care for me Who is in my community? People in my community include my friends, teachers and people who help us	What is a special place? A special place is somewhere that is important to you and makes you feel happy or safe Which places are special to me? places like my home, nursery or a favourite place can be special to me	What is a special object? A special object is something that is important to someone Why are some objects special? Objects are special because of memories, feelings or beliefs What special objects do different religions have?	What is a celebration? A celebration is a special time when people come together to feel happy and mark an event why do people celebrate special times? People celebrate to remember important events and spend time together What do people do at celebrations?	Who cares for me? People like my family, carers and teachers care for me How do people care for us? People care for us by helping, listening, keeping us safe and showing kindness How can I help others? I can help others by	What is the world? The world is everything around us including people, animals and nature How do we learn about the world? We learn by looking, exploring and asking questions Why should we care for the world? We care for the

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	What does it mean to belong? Belonging means being part of a group where you feel safe and cared for How do Hindu families show they belong? Hindu families may pray together, celebrate festivals like Diwali and care for each other How can we be a good friend in our community? We can share, help others and be kind	which places are special to Hindu families? A mandir is a special place where Hindu families go to pray and worship Why are some places special? Places are special because of the people, memories or beliefs connected to them How do we behave in special places? We should be calm, kind and respectful in places that are important to others	Different religions have special books and objects such as the Bible, Qur'an and Torah How do people treat special objects? People look after special objects carefully and show respect Do all people have the same special objects? No, different people and religions have different special objects	People may eat special food, wear special clothes, sing, give gifts and spend time with family Do all people celebrate the same things? No, different families and religions celebrate different special times Can we join in and respect other people's celebrations? Yes, we can learn about and respect celebrations that are important to others	sharing, being kind and helping when someone needs it Why is it important to help others? Helping others makes people feel happy, safe and cared for Do all people believe helping others is important? Yes, many different religions teach kindness and helping others	world to keep it safe, clean and healthy for everyone How can we care for the world? We can help by being gentle, not wasting things and looking after plants and animals Do different religions teach caring for the world? Yes, many religions teach that the world is special and should be looked after
End Point	Children understand that they belong to a family, nursery and wider community. they can talk about	Children understand that different people have places that are special to them. they can talk about places	Children understand that objects can be special for different reasons. they can talk about objects that are	Children understand that people celebrate special times in different ways. they can talk about their own experiences of	Children understand that they are cared for by different people and can talk about who helps	Children understand that the world is made up of different living things and environments. they

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	who is important to them and begin to recognise that other people may belong to different families, cultures and belief groups, including Hindu families. Children show kindness and develop early understanding of respect and belonging.	that are important in their own lives and begin to recognise that some places are special because of beliefs and traditions, including the mandir for Hindu families. Children show respect for different places and understand how their behaviour can affect others.	important to them and begin to recognise that some objects are special because of religious beliefs. Children show respect for objects that are important to others	celebrations and begin to recognise that celebrations are important to people from different religions and cultures. Children show respect for different traditions and start to understand similarities and differences between them.	them in their lives. they begin to recognise how they can help others through kind actions and understand that caring and kindness are important across different families, communities and religions. children show increasing empathy and a sense of responsibility within their community.	can talk about what they see around them and begin to understand how to care for it. Children recognise that looking after the world is important and that people from different families and religions believe the world should be treated with care and respect.
Core Key Words	family, home, friends, belong, community, care, kind, share, help, respect, Hindu, mandir, prayer, Diwali	special place, home, nursery, community, mandir, temple, pray, worship, calm, respect	object, special, important, care, respect, share, Bible, Qur'an, Torah, artefact, religion, belief	celebrate, celebration, festival, special time, family, friends, food, gifts, Diwali, Eid, Christmas, Hanukkah, Vaisakhi, religion, culture	care, help, kind, share, family, friends, teacher, safe, community, respect, kindness, religion, support	world, nature, animals, plants, environment, care, look after, gentle, respect, share, recycle, belief, religion
SMSC Links	Spiritual development - come from considering where they belong	Spiritual development - come from thinking about	Spiritual development come from considering special	Spiritual development come from thinking about the festivals and	Spiritual development come from considering how friends and	Spiritual development come from thinking about

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	and who they share their lives with. Moral development - come from considering that other children's families may be different from their own. Social development - come from making friends and learning about what is important to others. Cultural development - come from learning about communities from different religions/worldviews.	a special place in their home or school Moral development - come from considering that other children's families and special places may be different from their own - Social development come from sharing spaces with others and exploring new places together Cultural development - come from visiting and meeting different religion/worldview communities.	objects in their own home and elsewhere. Moral development come from considering that other children's families may be different from their own. Social development come from making friends and learning about what is important to others. Cultural development come from learning about sacred objects from different religions/worldviews.	celebrations they have experienced. Moral development come from learning from and respecting different celebrations. Social development come from sharing celebrations with others and the giving of gifts Cultural development come from considering why some people celebrate religious festivals and others do not.	families help each other. Moral development come from thinking about making the right choices. Social development come from following the rules at home and school. Cultural development come from reflecting on values from different religions/worldviews.	the wonder of creation. Moral development come from considering our responsibility for caring for and looking after our environment. Social development come from sharing spaces with others and exploring together Cultural development come from hearing stories from different religion/worldview communities.

Reception	Autumn 2	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Topic	My Local Area	Our Community	Family and Community	Wider World	Wider World	Wider World
Enquiry Question	E.4 - Who belongs in my family and	E.1 - Which places are special to	E.2 - Why are some objects special?	E.5 - How do people celebrate special times?	E.3 - Who cares for me and how do I	E.6 - How do we understand and care

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	community? (Pathway 4 - Personal Journey)	members of our community? (Pathway 1 - The Nature of Religion and Belief)	(Pathway 2 – Expressing Belief)	(Pathway 5 – Influence and Authority)	help others? (Pathway 3 – A Good life)	for the world? (Pathway 6 – The Big Picture)
Key Concepts	<u>UTW</u> People and Communities - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. - Enjoys joining in with family customs and routines. <u>PSED</u> Understanding Emotions - Understands their own and other people's feelings, offering empathy and comfort - Talks about their own and others' feelings and	<u>UTW</u> People and Communities - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. - Enjoys joining in with family customs and routines. <u>PSED</u> Understanding Emotions - Understands their own and other people's feelings, offering empathy and comfort - Talks about their own and others' feelings and	<u>UTW</u> People and Communities - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. - Enjoys joining in with family customs and routines. <u>PSED</u> Understanding Emotions - Understands their own and other people's feelings, offering empathy and comfort - Talks about their own and others' feelings and behaviour and its consequences Sense of Self	<u>UTW</u> People and Communities - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. - Enjoys joining in with family customs and routines. <u>PSED</u> Understanding Emotions - Understands their own and other people's feelings, offering empathy and comfort - Talks about their own and others' feelings and behaviour and its consequences Sense of Self - Recognises that they belong to different communities and social groups and communicates	<u>UTW</u> People and Communities - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. - Enjoys joining in with family customs and routines. <u>PSED</u> Understanding Emotions - Understands their own and other people's feelings, offering empathy and comfort - Talks about their own and others' feelings and	<u>UTW</u> People and Communities - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. - Enjoys joining in with family customs and routines. <u>PSED</u> Understanding Emotions - Understands their own and other people's feelings, offering empathy and comfort - Talks about their own and others' feelings and



	behaviour and its consequences <u>Sense of Self</u> • Recognises that they belong to different communities and social groups and communicates freely about own home and community. • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination <u>Making Relations</u> • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. ELG - People, Culture and Communities: Know some similarities and	behaviour and its consequences <u>Sense of Self</u> • Recognises that they belong to different communities and social groups and communicates freely about own home and community. • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination <u>Making Relations</u> • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. In order to broaden and deepen their	• Recognises that they belong to different communities and social groups and communicates freely about own home and community. • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination <u>Making Relations</u> • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. ELG - People, Culture and Communities: Know some similarities and differences between different religious and cultural communities	freely about own home and community. • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination <u>Making Relations</u> • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. ELG - People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. In order to broaden and deepen their learning, some pupils might:	behaviour and its consequences <u>Sense of Self</u> • Recognises that they belong to different communities and social groups and communicates freely about own home and community. • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination <u>Making Relations</u> • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. ELG <u>Self-Regulation</u> - Show an understanding of	behaviour and its consequences <u>Sense of Self</u> • Recognises that they belong to different communities and social groups and communicates freely about own home and community. • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination <u>Making Relations</u> • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. ELG <u>Self-Regulation</u> - Show an understanding of
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	differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. In order to broaden and deepen their learning, some pupils might: - Talk about who and what is important to them - Name people who help them in the community	learning, some pupils might: - Notice and talk about special places in their community. - Recall which special places belong to different people. - Name parts of a church, mosque or other place of worship - Describe why places are special to people.	in this country drawing on their experiences and what has been read in class. ELG - The Natural World: Explore the natural world around them making observations and drawing pictures of animals and plants. In order to broaden and deepen their learning, some pupils might: - Talk about who and what is important to them - Notice similarities and differences between different religions and their special objects.	- Notice the meaning behind different religious festivals and why they are important to believers. - Recall how and why different religions celebrate different festivals. - Begin to make connections between how religious beliefs are expressed through worship in festivals.	their own feelings and those of others, and begin to regulate their behaviour accordingly <u>Managing Self</u> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly <u>Building Relationships</u> - Show sensitivity to their own and to others' needs. In order to broaden and deepen their learning, some pupils might:	their own feelings and those of others, and begin to regulate their behaviour accordingly <u>Managing Self</u> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly <u>Building Relationships</u> - Show sensitivity to their own and to others' needs. <u>People, Culture and Communities:</u> - Know some similarities and differences between
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					• Talk about special people in the community who help • Recall some stories about Jesus and Prophet Mohammed. • Name some special rules that people follow	different religious and cultural communities in this country drawing on their experiences and what has been read in class. <u>The Natural World:</u> Explore the natural world around them making observations and drawing pictures of animals and plants.
Prior Knowledge	The children are new to school so assessment of prior learning needs to take place.	E.4 - Who belongs in my family and community?	E.4 - Who belongs in my family and community? E.1 - Which places are special to members of our community?	E.4 - Who belongs in my family and community? E.1 - Which places are special to members of our community? E.2 - Why are some objects special?	E.4 - Who belongs in my family and community? E.1 - Which places are special to members of our community? E.2 - Why are some objects special? E.5 - How do people celebrate special times?	E.4 - Who belongs in my family and community? E.1 - Which places are special to members of our community? E.2 - Why are some objects special? E.5 - How do people celebrate special times? E.3 - Who cares for me and how do I help others?
Future learning	C1.4 – Year 1 – Autumn 2 - How and	C1.1 – Year 1 – Summer - What does	C1.2 – Year 2 – Spring - How are symbols	C1.5 – Year 2 – Summer 1 - Why are festivals	C1.3 – Year 2 – Autumn2 - How can	C1.6 – Year 1 – Autumn 1 - Which

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	why do some people pray? F1.13 – Year 2 – Summer 2 - What do religions/worldviews say about our wonderful world? CL2.4 – LK2 – Autumn 2 – Cycle B - Why do lives of the Gurus inspire Sikh believers? CU2.4 – UK2 – Summer 1 – Cycle B - How might pilgrimage transform people's lives? FU2.13 – UK2 – Summer – Cycle A - Why are rites of passage important?	it mean to belong to a community if belief? CL2.1 – LK2 – Autumn 1 – Cycle B - How do Jews remember God's covenant? CU2.1 – UK2 – Autumn 1 – Cycle A - What do Hindu people believe?	used to welcome new life? CL2.2 – LK2 – Spring 1 – Cycle B - How do different people express their spirituality? CU.2 – UK2 – Autumn 2 – Cycle A - How do Sikhs express their beliefs? FU2.13 – UK2 – Summer – Cycle A - Why are rites of passage important?	important in a community? CL2.5 – LK2 – Autumn 2 – Cycle A - What faiths and beliefs can be found in our country and community? FL2.13 – LK2 – Spring 2 – Cycle B - Why do people follow inspirational leaders? CU2.5 – UK2 – Spring – Cycle B - How and why do Jewish communities celebrate their festivals? FU2.15 – UK2 – Summer 2 – Cycle B - What is Humanism?	we make good choices? CL2.3 – How do the five pillars help Muslims to lead a good life? FL2.13 – LK2 – Spring 2 – Cycle B - Why do people follow inspirational leaders? CU2.3 – UK2 – Spring – Cycle A - What values do people live by? FU2.15 – UK2 – Summer 2 – Cycle B - What is Humanism?	books and stories are important? F1.11 – Year 1 – Spring 2 - How do stories help Hindus live their lives? F1.13 – Year 2 – Summer 2 - What do religions/worldviews say about our wonderful world? F1.14 – Year 2 – Autumn 1 - What stories from the Bible have been retold over many years? F1.15 – Year 1 – Spring 1 - What did Jesus teach and how did he live? CL2.6 – LK2 - Spring – Cycle A - How do ancient stories influence modern celebrations? FL2.11 – LK2 – Summer – Cycle B - How do creation stories help people understand the world?
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						FL2.14 –LK2 – Summer 1 – Cycle A - How are stories of Holy Week important to Christians? CU2.6 – UK2 – Autumn – Cycle B - What do Bible narratives say about covenant?
Key Substantive Knowledge	- Recognises that we belong in our homes, families and local area. - Describes the features of their house and state their address. - Talks about their friends and say what qualities friends should display. - Explains what being a friend means.	- Describes what the word 'special means' to them. - Identifies special places in their locality. - Understands why places are special for other people. - Knows that the church is a special place for Christians - Talks about why churches are special places for Christians.	- Recognises that all families and homes are different and special. - Names members of their family, especially those who live in their home. - Notices differences and similarities between different homes. - Talks about special objects and explains why they are special. - Describes how to show respect	- Describes their own celebrations and begin to notice the celebrations which are important to others. - Describes what happens at the Harvest festival. - Talks about why Christians celebrate the Harvest. - Talks about celebrations and begin to notice the celebrations which are important to others. - Identifies how Jewish people celebrate Rosh	- Recognises rules they are familiar with at school and home and talk about why they are needed. - Identifies ways they can be helpful to others. - Talks about the importance of Jesus for Christians. - Recalls why Jesus is a special person for Christians	- Notices changes that occur throughout the seasons. - Names something that Christians believe was created by God. - Talks about Shabbat as a day of rest with no work linked to the seventh day of creation. - Talks about the role of the Khalifa –

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	• Talks about how they should treat others • Talks about the groups they belong to e.g. my family, my class, my school, my place of worship. • Talks about people in school and their roles • Explores and finds out about faith groups that they and others belong to. • Talks about faith groups that they and others belong to. • Talks about the special friends of Jesus. • Listens carefully to a story about Jesus' and say	• Describes how the mosque as a special place for Muslims. • Describes how the Gurdwara as a special place for Sikhs • Talks about the Mandir as a special place for Hindus • Identifies some features they have which are the same and which are different	• Recognises that touching a Mezuzah reminds Jewish people about God • Talks about the Mezuzah including the scroll inside, recognising the script as writing • Talks about the Torah as a special book for Jewish people. • Makes comparisons between an adult Bible and a child's version • Talk about objects that are special for Christians • Talks about the Qur'an as a special book for Muslims • Knows how Hindu families worship at home.	Hashanah at home and in the synagogue. • Compares how different religions celebrate similar beliefs. • Talks about Chinese cultural festivals and how Chinese people celebrate the Mid-Autumn Festival. • Understands that Hindus celebrate the happy ending to the story. • Talks about stories which is important to Sikhs. • Talks about how Sikhs celebrate the good example of Guru Hargobind in caring for others. • Describes how Jewish people celebrate Hannukah. • Identifies how Christians and others celebrate Christmas and Easter. • Describes what happens during	• Talks about Prophet Mohammed as a special person for Muslims. • Understands that Buddhists think it is important to care for all living things. • Knows that Hindus think it is important to care for all living things. • Talks about people in the wider world who need help	someone who looks after the world. • Explores the Hindu story of creation. • Talks about the responsibility of looking after the world either as a believer or non-believer.
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	what happened in the story. - Talks about how Jesus gave a good example of friendship. - Talk about our families. - Notices how Hindu brothers and sisters show that they belong to each other.			Chinese New Year celebrations. - Recognises that Hindu people celebrate Holi and describe what happens during the second day of Holi. - Talks about how and why Sikh people celebrate Vaisakhi. - Talks about how Jewish people celebrate Pesach		
Sticky Knowledge: Questions in black to be added to the BBQ box – (Big, Brainy Questions) Answers in blue to be added to medium term plans and knowledge organisers	- Where do we live? We live in Askern which is situated in a city called Doncaster. - Where do we belong? We are part of our community and belong with our families. - What makes a good friend?	What is a special place? A "special place" is a location that holds particular significance or meaning for an individual or group, often due to emotional connections, personal experiences, or cultural importance.	What makes a home? A house becomes a home through a combination of physical space, personal experiences, and emotional connections. It's more than just a structure; it's a place where you feel safe, comfortable, and loved, filled with things and people that are important to you.	- What is a celebration? A celebration can be a festive party commemorating some joyous occasion. - What is the Christian festival of Harvest? The Christian Harvest festival is a celebration of the end of the harvest season, giving thanks to God for the provision of food and resources. - What is the Jewish festival of Rosh Hashanah?	- Why do we need rules? Rules are essential for maintaining order, safety, fairness, and a sense of predictability in society. - How does the life and example of Jesus teach people about how to care for others?	- What does the word creation mean? In religion, "creation" generally refers to the act by which God, or a supreme being, brings the universe and everything within it into existence. - What is the Christian story of Creation?

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	A good friend is someone who supportive, loyal, honest, and trustworthy. - What does it mean to belong to a faith community? A faith community is a group of people who believe the same things as each other about God or the religion they follow. - How does the life and example of Jesus teach people about friendship? Jesus' life and teachings offer lessons about friendship, emphasizing love, friendship, and trust. He demonstrated this by spending time	- What makes that place special? A place becomes special through a combination of its unique physical characteristics, the activities and experiences it offers, and the social connections and memories associated with it. - Which places are special for Muslims? For Muslims, the most sacred places are Mecca, Medina, and Jerusalem, in that order of significance. - Why are these places special for Muslims? Mecca, Medina and Jerusalem are important to Muslims because these cities are home	- What artefacts are special to Jewish people? Jewish people treasure several significant artefacts, each holding deep religious and cultural meaning. Key items include the Torah scroll, which contains the Five Books of Moses, and is central to Jewish worship and study. - What books are special to Jewish people? The most special and foundational book in Judaism is the Torah, also known as the Five Books of Moses. It is considered the word of God and contains the early history of the Jewish people and laws for living a moral life. - What artefacts and books are	Rosh Hashanah is the Jewish New Year festival, a two-day celebration typically occurring in September or October. It marks the beginning of the Jewish High Holy Days and is a time for reflection, repentance, and prayer. - Which culture celebrates the Mid-Autumn or Moon Festival? The Mid-Autumn Festival, also known as the Moon Festival, is primarily celebrated in Chinese culture. - Which Chinese legend is remembered at the Mid-Autumn Festival? The Mid-Autumn Festival is primarily associated with the legend of Chang'e. - How and why is Diwali celebrated? Diwali, also known as the Festival of Lights, is a five-day celebration observed by Hindus,	Jesus' life and teachings emphasize caring for others through selfless service, compassion, and love. - How does the life and example of the Prophet Mohammed teach people about caring for others? The life and teachings of the Prophet Muhammad emphasize caring for others through acts of kindness, compassion, and empathy. - What do Buddhist stories tell us about how we can care for others? Many Buddhists try to live a peaceful life and help others at their temple, at their	The Christian creation story, primarily found in the first two chapters of Genesis, describes God creating the world in six days, resting on the seventh. God creates light, the sky, land, sea, sun, moon, stars, and all living creatures, including humans, who are made in God's image. What do Jewish people believe about creation? Judaism teaches that God created the world and everything in it. The creation story, found in the Book of Genesis, describes how God created the heavens and the earth in six days, resting on the seventh.
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	with his followers, sharing meals, and ultimately laying down his life for them. How do Hindu families demonstrate love between brothers and sisters? Hindu families celebrate the love between brothers and sisters primarily through the festival of Raksha Bandhan, where sisters tie a sacred thread called a rakhi on their brothers' wrists. This symbolizes the sister's love and prayers for her brother's well-being, and the brother's vow to protect her. The festival is a time for family gatherings,	to the holiest mosques and sites in Islam, holding immense religious and historical importance. - Which places are special for Sikhs? For Sikhs, the most important places are gurdwaras (Sikh temples) and locations associated with the Sikh Gurus. - Why are these places special for Sikhs? In Sikhism, the most important places are gurdwaras, which are Sikh places of worship. These are not just for prayer, but also serve as community centers, places for learning, and even for providing food and shelter.	special to Christians? For Christians, the Bible is the most important book, considered the sacred text containing God's word. Other significant artifacts include the cross, the crucifix. Additionally, various other items like the Advent wreaths, and nativity sets hold special significance within Christian traditions and worship. What artefacts and books are special to Muslims? In Islam, the Quran and the Hadith are the most important books. The Quran is considered the literal word of God revealed to Prophet Muhammad, while the Hadith contains his teachings and actions.	Sikhs, and Jains to commemorate the triumph of good over evil, light over darkness, and knowledge over ignorance. - What is the Jewish festival of Hannukah? Hanukkah, also known as the Festival of Lights. It is an eight-day celebration that involves lighting a nine-branched candelabrum called a menorah (or hanukkiah). - What is the Christian festival of Christmas? Christmas is a Christian festival celebrating the birth of Jesus Christ. - Who celebrates Holi? Holi is primarily celebrated by Hindus as a religious and cultural festival. It's also known as the "Festival of Colors" and is celebrated by throwing colored powder and water at each other. - How and why is Eid ul-Fitr celebrated?	home, in their community and anywhere else they go. - What do Hindu stories tell us about how we can care for others? Hinduism teaches that accepting responsibility for the natural world brings good karmic consequences for everyone. - How and why do people raise funds for charities? People raise funds for charities through various methods to support the charity's mission and work.	- What are some of the things that happen at Shabbat? Shabbat is celebrated with three services in the synagogue. These take place on Friday evening, Saturday morning and Saturday evening. These services include readings from scripture (including the Torah), prayers and hymns. There are also special blessings. - How and why do Muslims believe we should care for creation? Muslims believe they have a responsibility to care for creation because Allah is the Creator of all things, and they are entrusted as
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	exchanging gifts, and reinforcing the bond between siblings.	Which places are special for Hindus? For Hindus, several places hold special significance. The "Sapta Puri," or seven sacred cities, are highly revered: Ayodhya, Mathura, Haridwar, Varanasi (also known as Kashi), Kanchipuram, Dwarka, and Ujjain.	What artefacts are special to Hindu families? Hindu families often cherish specific artifacts related to worship, ceremonies, and rites of passage. These include murtis (statues or images of deities), prayer beads (malas), bells, incense, diyas (oil lamps), and ceremonial items like the aarti lamp and puja trays.	Eid al-Fitr, also known as the "Festival of Breaking the Fast," is a Muslim holiday that marks the end of Ramadan, a month of fasting. - When is the Sikh festival of Vaisakhi? The Sikh festival of Vaisakhi is celebrated annually on April 13 or 14. - What happens before and during Lent? Lent, a 40-day period of preparation for Easter, begins with Ash Wednesday and culminates on Easter Sunday. - What is the Christian festival of Easter? Easter is a Christian festival commemorating the resurrection of Jesus Christ from the dead, an event which is believed to have occurred on the third day after his crucifixion. - What is the Jewish festival of Pesach?		stewards of the earth. - What is the Hindu story of Creation? Hinduism does not have a single creation story, but rather a collection of narratives about the origin of the universe, often involving cyclical creation and destruction. - How can we look after our world? To protect our planet, we can implement various practices in our daily lives, including reducing energy consumption, conserving water, minimizing waste, and promoting sustainable practices in our consumption and lifestyle choices.
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				Pesach, also known as Passover, is a major Jewish festival commemorating the Exodus from Egypt, celebrating the Israelites' liberation from slavery. What is important to Muslims at Eid Al Adha? Eid al-Adha, also known as the "Feast of Sacrifice," is a major Islamic festival centered around the themes of sacrifice, obedience, and generosity.		
End Point	The children will understand the concept of 'belonging' and have a sense of belonging to a family, school, community and the wider world. The children will be able to talk about and describe where they live and who lives with them in their home, as well as understanding other	The children will be able to talk about and describe special places for themselves and learn about special places for religious people. The children will also have experienced places of worship - including the objects, practices and people associated with them.	The children will have explored the concept of expressing beliefs through special objects and books. The children will be able to talk about and describe their homes and who lives with them. They will be able to talk about objects in their homes that are special to them and have been introduced to the idea	The children will understand that religious festivals are an important part of the faith and they will be able to describe how some festivals take place.	The children will have begun to develop an awareness of the wider world in which we live through supporting local and national charities.	The children will have had the opportunity to investigate, take an interest in and look after the natural world. Religious beliefs and stories about creation have been explored and children will have developed an understanding of how believers value and take care of the

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	aspects of belonging to different communities, including religious communities.		of sacred objects and their importance and meaning for some people.			world due to their beliefs about creation.
Core Key Words	home, family, school, community, friends, disciples, Rakhi	God, holy, pray, priest, worship, Bible, church, Gurdwara, Guru Granth Sahib, Langar, mosque, Qur'an, special, holy, precious	home, family, school, community, special artefacts, special books – Bible, Quran, God, prayer, Judaism, Hebrew, Mezuzah, dedicate, holy, love, precious	festivals, celebrations specifically: Harvest, Rosh Hashanah, Sukkot, the Mid-Autumn Festival, Diwali, Hannukah, Advent and Christmas, Mardi Gras, Chinese New Year, Holi, Vaisakhi, Pesach, Lent/Easter, Ramadan/Eid, religion, culture	home, family, school, community, charity, good manners, rules, care, kindness, duty (dharma)	creation, responsibility, nature, caring for the world, names for God/Gods in different religions.
SMSC Links	Spiritual development - come from considering where they belong and who they share their lives with. Moral development - come from considering that other children's families may be different from their own.	Spiritual development - come from thinking about a special place in their home or school Moral development - come from considering that other children's families and special places may be	Spiritual development come from considering special objects in their own home and elsewhere. Moral development come from considering that other children's families may be different from their own. Social development come from making friends and learning	Spiritual development come from thinking about the festivals and celebrations they have experienced. Moral development come from learning from and respecting different celebrations. Social development come from sharing celebrations with others and the giving of gifts	Spiritual development come from considering how friends and families help each other. Moral development come from thinking about making the right choices. Social development come from following the rules at home and school.	Spiritual development come from thinking about the wonder of creation. Moral development come from considering our responsibility for caring for and looking after our environment. Social development come from sharing

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	Social development - come from making friends and learning about what is important to others. Cultural development - come from learning about communities from different religions/worldviews.	different from their own - Social development come from sharing spaces with others and exploring new places together Cultural development - come from visiting and meeting different religion/worldview communities.	about what is important to others. Cultural development come from learning about sacred objects from different religions/worldviews.	Cultural development come from considering why some people celebrate religious festivals and others do not.	Cultural development come from reflecting on values from different religions/worldviews.	spaces with others and exploring together Cultural development come from hearing stories from different religion/worldview communities.
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KS1 Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Topic	New Life	Worship	Christianity	Hinduism	Community
Enquiry Question	C1.6 – How are symbols used to welcome new life?	C1.4 – How and why do people pray? (Pathway 4)	F1.15 – What did Jesus teach and how did he live? (Pathways 3 and 6)	F1.11 – How do stories help Hindus live their lives? (Pathways 3 and 6)	C1.1 - What does it mean to belong in a community of belief? (Pathway 1)
Key Concepts – Linked to the Doncaster Syllabus	Pupils working towards the age related expectations will: - Recognise that some religions have special ceremonies to welcome a new baby. - Identify a simple symbol used in a welcoming ceremony.	Pupils working towards the age-related expectations will: Talk about what some believers say and do when they pray. Pupils working at the age-related expectations (ARE) for KS1 will be able to:	Pupils working towards the age-related expectations will: - Listen and respond to stories from the life and teachings of Jesus. - Talk about right or wrong by referring to	Pupils working towards the age related expectations will: Recognise that stories sometimes have a hidden meaning. Pupils working at the age related expectations (ARE) for KS1 will be able to describe how:	Pupils working towards the age-related expectations will: - Talk about places of worship - Explore and begin to name some special objects and symbols. Pupils working at the age-related expectations (ARE) for KS1 will:



	• Talk about their own experiences of welcoming a new baby or family member. • Recall some features of a Christian baptism or naming ceremony. • Begin to recognise that different religions welcome new life in different ways. Pupils working at the age-related expectations (ARE) for KS1 will be able to: • Describe how Christians and members of another faith use symbols to welcome new life. • Identify and explain the meaning of key symbols used in welcoming ceremonies (e.g. water, candle, naming rituals). • Compare similarities and differences	• Talk about how prayer makes people wonder at the world and ask big questions about life. • Retell a story about someone whose experience or encounter changed their life. • Notice what someone might do or say when they pray. In order to broaden and deepen their learning, some pupils might: • Explain similarities and differences between how people pray. • Consider and evaluate the significance of prayer in the lives of people today	the teachings of Jesus. • Name and retell a key event for Christians during Holy week or Easter. Pupils working at the age-related expectations (ARE) for KS1 will: • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas about how beliefs affect how Christians live their lives, such as: fasting, supporting the homeless and poor, campaigning, using examples of local or well-known Christians. • Name and retell key events in the final days of Jesus' ministry, including: Palm Sunday; the last supper; crucifixion; the empty tomb. Recall how these are	• Stories can teach us important lessons about ourselves and the world. • Stories can help us with life's big questions or mysteries either with answers or deeper questions. • Religions and worldviews use stories to help pass on their own teachings around these big questions. • Various forms of literary & creative expression in religious and other worldviews preserve these stories. In order to broaden and deepen their learning, some pupils might: • Explain which of the Hindu stories had the biggest effect on them and why.	• Name some 'precious', 'sacred' or 'holy' objects and places. • Recognise some religions / worldviews represented in the school, locality and elsewhere in the UK. • Express ideas about 'holy' or important objects and places. In order to broaden and deepen their learning, some pupils might: • Explain why places of worship are special for some people and say how this is demonstrated. • Describe and compare details of rituals, symbols and practices and ask thoughtful questions.
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	between welcoming ceremonies from different religions. • Explain why welcoming ceremonies are important for families and faith communities. • Reflect on ways that people show love, belonging and commitment when welcoming a new baby. • Use appropriate religious vocabulary such as <i>baptism</i>, <i>christening</i>, <i>symbol</i>, <i>welcome</i>, <i>commitment</i> and <i>community</i>. In order to broaden and deepen their learning, some pupils might: • Explain the meaning and significance of a range of symbols used in welcoming ceremonies.		remembered in Holy Week and Easter. In order to broaden and deepen their learning, some pupils might: • Suggest meanings of some of Jesus' parables • Explain how the teachings of Jesus influence some Christians today. • Discuss the sequence of events during Holy Week and Easter.		
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| | <ul style="list-style-type: none">• Compare and contrast how Christians and members of other faiths welcome new life into their communities.• Discuss why symbols are important in religious and non-religious celebrations.• Make links between welcoming ceremonies and the concepts of belonging, commitment and identity.• Ask and respond to thoughtful questions about why families choose particular welcoming ceremonies.• Explain how symbols can represent beliefs, values and promises.• Reflect on their own experiences of being welcomed into groups, communities or celebrations and | | | | |
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	compare these with religious practices. • Use a wider range of religious vocabulary accurately when describing ceremonies and symbols. • Consider similarities and differences between religious welcoming ceremonies and secular naming ceremonies. • Evaluate why welcoming a new life is considered an important event by many families and faith communities. •				
Prior Knowledge	EYFS – Summer 2 - E.6 – How do we understand and care for the world?	EYFS – Autumn 2 - E.4 – Who belongs in my family and community?	EYFS – Summer 1 – Who cares for me and how do I help others? EYFS – Summer 2 – How do we understand and care for the world? C1.6 – Year 1 – Autumn 1 – Which books and stories are important?	EYFS – Summer 1 – Who cares for me and how do I help others? EYFS – Summer 2 – How do we understand and care for the world? C1.6 – Year 1 – Autumn 1 – Which books and stories are important?	EYFS - E.1 – Autumn 2 - Which places are special to members of our community?

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				F1.15 –Year 1 – Spring 1 - What did Jesus teach and how did he live?	
Future Knowledge	F1.11 – Y1 – Spring 2 - How do stories help Hindus to live their lives? F1.13 – Y2 – Summer 2 - What do religions/worldviews say about our wonderful world? F1.14 – Year 2 – Autumn 1 - What stories from the Bible have been retold over many years? F1.15 – Year 1 – Spring 1 - What did Jesus teach and how did he live? CL2.6 – LK2 Cycle B – Spring - How do ancient stories influence modern celebrations? FL2.11 – LK2 – Cycle B – Summer - How do creation stories help people understand the world? FL2.14 – LK2 – Cycle A – Summer 1 - How are the stories of Holy Week important to Christians?	F1.13 – Year 2 – Summer 2 - What do religions/worldviews say about our wonderful world? CL2.4 – LK2 – Cycle B – Autumn 2 - Why do the lives of the Gurus inspire Sikh believers? CU2.4 – Cycle B – Summer 1 - How might pilgrimage transform people's lives? FU2.13 – Cycle A – Summer - Why are rites of passage important?	C1.3 – Year 2 – Autumn 2 – How to make good choices. F1.14 – Year 2 – Autumn 1 – Which stories from the Bible have been retold over many years? F1.13 – Year 2 – Summer 2 - What do religions/worldviews say about our wonderful world? CL2.3 – LK2 – Cycle A – Summer 2 - How do the five pillars help Muslims to lead a good life? FL2.12 – LK2 – Cycle A – Autumn 1 - How does the Bible help Christians to live a good life? FL2.13 – LK2 – Spring 2 – Cycle B - Why do people follow inspirational leaders? FL2. 14 – LK2 – Cycle A – Summer 1 - How are stories of Holy Week important to Christians? CU2.3 – UK2 – Cycle A – Spring - What values do people live by? CU2.6 – CUK2 – Cycle B – Autumn - What do Bible narratives say about covenant?	C1.3 – Year 2 – Autumn 2 – How to make good choices. F1.11 – Y1 – Summer 1 – How do stories help Hindus to live their lives? F1.13 – Year 2 – Summer 2 - What do religions/worldviews say about our wonderful world? CL2.3 – LK2 – Cycle A – Summer 2 - How do the five pillars help Muslims to lead a good life? FL2.13 – LK2 – Spring 2 – Cycle B - Why do people follow inspirational leaders? CU2.3 – UK2 – Cycle A – Spring - What values do people live by?	CL2.1 – LK2 – Cycle B – Autumn 1 - How do Jews remember God's covenant? CU2.1 – UK2 – Autumn 1 – Cycle A - What do Hindu people believe?

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Key Substantive Knowledge	- Many religions have special ceremonies to welcome a new baby into a family, faith group or community. - Christians may welcome a baby through a baptism or christening. - Water is an important symbol in Christian baptism and represents cleansing and a new beginning. - A candle may be used in baptism to symbolise Jesus as the Light of the World. - Parents and godparents make promises to help a child grow in faith. - Jewish families may welcome baby boys through a Brit Milah and baby girls through naming ceremonies. - Muslims may welcome a new baby	- Understands the meaning behind prayer and suggest reasons for doing it. - Recognises the Lord's prayer as an important prayer for many Christians. - Expresses ideas about why prayer is important to Christians. - Recognises some symbols of Muslim faith that can help them to focus on prayer. - Describe how and why Buddhists meditate.	- Describes key events in the life of Jesus. - Recognises that Jesus chose special friends, (disciples) to be his helpers - Retells the story of the feeding of the five thousand and suggest how this miracle might encourage Christians to live their lives. - Explores and talks about how Jesus taught Christians to forgive others. - Expresses ideas about how Jesus told people to love God and to love one another.	- Recognises that many stories have a message - Retells the story about Ganesha and the party - Retells the story of the Four Friends - Retells the story of the Six Men and the Elephant - Talks about what is meant by a mystery - Talks about what whether a story can have a true meaning even if it hasn't actually happened. - Retells the story about Mother Ganges comes to India - Retells the story about Krishna	- Talks about what it means to belong - Recognises and talks about some religious symbols - Talks about what makes a place special. - Talks about what Christians do in Church to show they belong. - Recognises that being together in church helps Christians know they belong to God's big family. - Names some of the artefacts found in Christian churches and talk about how they are used. - Recalls ways Muslims prepare themselves for worship through their clothing and wudu. - Talks about how Muslims show they belong by what they wear and what they do.
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	by whispering a call to prayer into the baby's ear and holding an Aqiqah celebration. • Symbols are objects, actions or signs that represent important beliefs and ideas. • Welcoming ceremonies help people feel that they belong to a family, faith group and community. • Different religions may use different symbols, but all celebrate the arrival of a new life. • Families of all faiths and beliefs often celebrate the birth of a baby in special ways. • Belonging is an important idea in many religions and communities.				• Identifies some important parts of a mosque and why they are important. • Names the synagogue as an important place of worship and community in Judaism • Talks about some important parts of the synagogue and describe their purpose. • Suggests similarities and differences between two different places of worship and how people show they belong there. • Identifies the main features of a Gurdwara.
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Sticky Knowledge: Questions in Memory Boxes	What is a welcoming ceremony? A welcoming ceremony is a special event that celebrates the arrival of a new baby and welcomes them into a family, faith group or community. How do Christians welcome a new baby? Christians may welcome a baby through a baptism or christening. What is a baptism? A baptism is a Christian ceremony that welcomes a person into the Christian faith. Why is water used in a baptism? Water is a symbol of cleansing, new life and belonging to God. What does a baptism candle symbolise? A candle symbolises Jesus as the Light of the World. Who makes promises at a baptism? Parents and godparents make promises to help	• What is prayer? Prayer is generally understood as a form of communication with a higher power, whether that be God, a deity, or a spiritual realm. • What prayer is special to Christians? The Lord's Prayer, also known as the "Our Father," is a special prayer for Christians. • How and why do Christians pray? Christians pray to communicate with God and build a personal relationship with Him. • What actions and objects help Muslims to pray? Muslims use several actions and objects to facilitate their prayers (Salah). These include performing ablution (wudu), facing the qibla (direction of Mecca), using a prayer	• Who were Jesus' disciples? Jesus' disciples, also known as the twelve apostles, were a group of men chosen by Jesus to be his closest followers and to spread his teachings. Their names are: Simon Peter, Andrew, James (son of Zebedee), John, Philip, Bartholomew, Matthew, Thomas, James (son of Alphaeus), Thaddaeus, Simon the Zealot, and Judas Iscariot. • How did Jesus show caring? Jesus healed the sick, fed the hungry, and forgave those who wronged him, even demonstrating empathy by weeping for others. His teachings emphasized love, forgiveness, and the importance of serving	• How do stories tell us something about ourselves and the world? The stories we tell ourselves are a reflection of our inner lives, mirroring how we experience the world and define our identity. • What is truth? Truth is generally understood as the quality or state of being in accord with fact or reality. • How can the same thing look different to different people? The same object or situation can appear different to different people due to variations in individual perception, influenced by factors like physical differences in vision, past experiences, and personal biases. These differences can lead to varied interpretations and emotional responses. • What is a mystery?	• What symbols and signs show belonging? Symbols and signs that indicate belonging can range from physical objects and visual representations to shared language, customs, and traditions. • What makes a place special? A place can be special for a multitude of reasons, often a combination of personal connection, unique characteristics, and the activities or experiences associated with it. • How do Christians show they belong to a church? Christians demonstrate their belonging to a church through a variety of actions, including participating in church services, engaging in community activities, and using religious symbols and artefacts. • What might you see inside a church? Inside a church, you might see various religious symbols, architectural features, and spaces dedicated to
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	the child learn about the Christian faith. What is a symbol? A symbol is an object, action or sign that represents an important idea or belief. How do Jewish families welcome a new baby? Jewish families may hold a naming ceremony, and baby boys may take part in a Brit Milah ceremony. How do Muslim families welcome a new baby? Muslim families may whisper a prayer into the baby's ear and celebrate with an Aqiqah. Why are welcoming ceremonies important? They help a child feel loved, valued and part of a family and community. What do welcoming ceremonies show about belonging? They show that the child is an important member of a family, faith group or community.	mat, and sometimes employing prayer beads (misbaha). The most important aspect is the sincere intention (niyyah) and focus on God during prayer. - How and why do Muslims pray? Muslims pray (Salat) five times a day as a fundamental act of worship, one of the Five Pillars of Islam. Prayer is a way to connect with Allah (God), seek guidance, forgiveness, and blessings, and fulfil their religious duty. - How do Hindus pray at home? Hindus worship at home through a practice called puja, which often involves a home shrine, offerings, and the use of all five senses. - How do Buddhists meditate?	others, particularly the vulnerable. - How did Jesus heal people? Jesus healed people through various methods, primarily involving faith and physical touch. - What did Jesus teach about generosity? Jesus taught that generosity, or giving freely to others, is a core aspect of faith and discipleship. - What was the most important rule that Jesus gave? The most important rule Jesus gave is to love God with all your heart, soul, and mind, and to love your neighbour as yourself.	A mystery is something that is difficult or impossible to understand or explain. - How do Hindus treat other people? Hindus are encouraged to treat all living beings, including other people, with respect, kindness, and non-violence. - How do Hindus care for the world? Hindus care for the world through principles of non-violence (ahimsa), service to others (seva), and a belief in the interconnectedness of all beings and the natural world. - What do Hindus believe about God in the World? Hindus believe in one supreme God, known as Brahman, who is the ultimate reality and the source of all existence. - How can Hindus express their beliefs?	worship. Common elements include the altar, lectern, pulpit, and pews. You might also see a baptismal font, a crucifix, and stained glass windows, often depicting religious figures or scenes. - How do Muslims prepare themselves for worship and prayer? Muslims prepare for prayer by performing ritual washing called Wudu and making a conscious intention (Niyyah) to pray. - What might you see inside a mosque? Inside a mosque, you might see an ablution area for pre-prayer washing, a prayer hall where Muslims gather to worship, and a mihrab, a niche indicating the direction of Mecca. You may also find a minbar, a pulpit used by the imam for sermons, and decorative elements like mosaics. - What does it mean to belong to a synagogue?
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	Do all religions welcome new life in the same way? No, different religions have different ceremonies and symbols, but they all celebrate new life. What do symbols help people to do? Symbols help people express important beliefs, values and feelings. What do families celebrate when a baby is born? Families celebrate the arrival of a new life and welcome the baby into their family and community.	Buddhist meditation primarily focuses on developing mindfulness, concentration, and insight. Techniques vary, but a common approach involves focusing on the breath, observing thoughts and sensations without judgment, and cultivating loving-kindness.		Hindus express their beliefs through a variety of practices, including worship at home or in temples, celebrating festivals, performing rituals, engaging in charitable work, and adhering to a code of conduct based on dharma.	A synagogue is a place where Jewish people go to worship. A Jewish person is someone who follows the religion of Judaism. Although the synagogue is a place for worship, many are also used as a place to study or as a community centre. In some places a synagogue is known as a temple. How do Sikhs show that they belong in the Gurdwara? Sikhs demonstrate their belonging in a Gurdwara by participating in various rituals and customs that emphasize equality, respect, and community.
End Point	The children will understand that different religions use special symbols and ceremonies to welcome new life. They will be able to describe how symbols such as water and candles are used in Christian baptism and explain why welcoming ceremonies are important for families, faith communities and a sense of	The children will be able to retell a story about someone whose experience or encounter changed their life. They will also be able to explain why prayer is so important to people of faith.	The children will be able to tell the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years.	The children will be able to talk about the views of different religions/beliefs regarding the origins of the world. They will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. The children will be able to	The children will be able to tell the difference between ordinary everyday things and things that some 'people call 'sacred', 'holy' or 'special'. They will understand that many people belong to religions / worldviews, each of which has their 'holy' or 'special' things, which are set apart by the way they are treated and what people connect them with.

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	belonging. Pupils will also recognise that different faiths welcome new babies in different ways while sharing common themes of love, celebration and community.			compare and contrast the different creation stories.	
Core Key Words	Symbol, welcome, new life, baby, ceremony, celebration, baptism, christening, font, water, candle, godparent, promise, belonging, community, faith, Christianity, Judaism, Islam, naming ceremony, Brit Milah, Aqiqah, family, love, commitment.	Christian , Lord's Prayer, symbol, communication, reflection, Muslim , wudu, salah, Sikh, Guru Nanak, guru, Buddhist, Buddha, meditate, Hindu, shrine, puja, Jew, blessing, Shema, reflection, prayer and reflection spaces	God, Christ, Jesus, Christian, Gospel, disciple, parables, baptism, crucifixion, resurrection	Deity, Hindu , monk, Panchatantra, Vedas, mystery, atman, Namaste, Ganga, Brahma, meditation, avatar, Krishna, compassion	belong , symbol, faith , community , place of worship, special, Christian , church , together, worshippers, church, artefacts, Muslims , mosque, wudu, dome, minaret, quibla wall, Torah, synagogue, Jews, traditions
SMSC Links	Spiritual Reflect on the meaning of belonging and being welcomed into a family or community. Explore why symbols are important in expressing beliefs and values. Consider what new life means to different people and faiths.	Spiritual development come from thinking about the ways people pray, and looking for links to their own lives; Moral development come from considering issues that Christians, Buddhists, Hindus and Muslims might pray about;	Spiritual development come from reflecting on the stories Jesus told and looking for links to their own lives. Moral development come from considering making the right choices in life and thinking about how people are treated.	Spiritual development come from exploring the significance of holy writings and the impact these have on the lives of believers. Also through considering ways they can learn from the examples of these special stories. Moral development come from considering the morals and teachings of the stories.	Spiritual development come from experiencing quietness and thinking about the way reverence and ritual add to the worship experience of believers. Moral development come from considering issues of respect when visiting other places of worship, and hearing about how other people live. Social development come from exploring questions about the lives of our friends, the school

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	Moral Understand the importance of love, care and responsibility towards babies and young children. Reflect on the promises made by parents and carers during welcoming ceremonies. Recognise the value of treating all families with respect. Social Explore how families and communities celebrate significant life events together. Understand how welcoming ceremonies bring people together and strengthen community bonds. Discuss ways in which people can show kindness, support and inclusion. Cultural Learn about Christian, Jewish and Muslim welcoming ceremonies.	Cultural development come from engaging with the culture and worship of local communities.	Social development come from exploring questions about the calling of people in the community; the importance of friendship. Cultural development come from engaging with the Christian culture and beliefs.	Social development come from working together on a class project and through class discussion and questions. Cultural development come from considering similarities in the teachings of different faiths.	community and the area in which we live. Cultural development come from visiting places of worship and meeting representatives of a worshipping community.
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	Recognise similarities and differences in how different faiths celebrate new life. Develop respect for diverse beliefs, traditions and family practices.				
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KS1 Cycle 2	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Topic	Holy Books	Morality	Sacred Places	Belonging	Wider World
Enquiry Question	F1.14 - What stories from the Bible have been retold over many years? (Pathway 6)	C1.3 – How can we make good choices? (Pathway 3)	C1.2 - How are symbols used to welcome new life? (Pathway 2)	C1.5 - Why are festivals important in a community? (Pathway 5)	F1.13 – What do religions/worldviews say about our wonderful world? (Pathways 4 and 6)
Key Concepts – Linked to the Doncaster Syllabus	Pupils working towards the age-related expectations will: - Begin to recognise prophets as messengers from God. - Respond to stories about figures from the Old Testament such as Noah, Abraham, Isaac,	Pupils working towards the age-related expectations will: Explore and talk about different rules using examples from stories and real life Pupils working at the age-related expectations (ARE) for KS1 will be able to:	Pupils working towards the age-related expectations will: - Explore and talk about different ways to welcome a new baby Pupils working at the age-related expectations (ARE) for KS1 will be able to: - Recognise and name some symbols used to welcome a new baby. - Express ideas about the symbols they would use to welcome a baby. - Recognise some similarities and differences between the welcoming ceremonies. In order to broaden and deepen their learning, some pupils might:	Pupils working towards the age-related expectations will: - Recognise that celebrations are very special occasions. - Talk about a celebration they have experienced. Pupils working at the age-related expectations (ARE)	Pupils working towards the age-related expectations will: - Talk about the world and creation. - Listen to a range of religious and non-religious stories about creation and begin to retell them.

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	Jacob and Joseph. - Describe in their own words how Jesus is special to Christians. Pupils working at the age-related expectations (ARE) for KS1 will: - Recall and name some of the early prophets in the Old Testament, retelling stories about figures such as Noah, Abraham, Isaac, Jacob and Joseph. Give examples of trusting or forgiving others and making choices. - Retell, respond to questions and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe	- Notice characteristics in the lives of people who are held as examples by religions / worldviews. - Talk about and suggest meanings for teachings about right and wrong from different religions / worldviews. In order to broaden and deepen their learning, some pupils might: - Explore a range of stories relating to religious and non-religious rules, suggesting some meanings - Make links between their own values and religious values and rules	- Suggest reasons for some of the symbols used to welcome a baby. - Make links between the symbols and rituals used by different faith communities. - Explore some of the words used to welcome new babies.	for KS1 will be able to: - Name some celebrations and talk about how these are celebrated. - Talk about their experiences and feelings connected to celebrations or customs. - Recognise some similarities and differences between festivals and celebrations. In order to broaden and deepen their learning, some pupils might: - Compare some common features of celebrations e.g. preparations, sharing food, being with family and friends. - Give examples and respond to questions about	- Talk about how to care for the planet. Pupils working at the age-related expectations (ARE) for KS1 will: - Ask and respond to questions about the world and creation. - Recognise and retell religious and non-religious stories and beliefs about creation and suggest some meanings. - Begin to express ideas and opinions about how to care for the planet. In order to broaden and deepen their learning, some pupils might: - Explore a range of stories and beliefs about creation and
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	Jesus is special and call him the 'Son of God'. In order to broaden and deepen their learning, some pupils might: Identify how some figures in the Old Testament are important in other religions.			the meanings of religious celebrations	begin to look for links. Explore ideas about caring for the planet and explain why they are important to religious and non-religious people.
Prior Knowledge	EYFS – Summer 2 - E.6 – How do we understand and care for the world? C1.6 – Year 1 – Autumn 1 - Which books and stories are important? F1.11 – Y1 – Spring 2 - How do stories help Hindus to live their lives? F1.15 – Year 1 – Spring 1 - What did Jesus teach and how did he live?	EYFS – Summer 1 - E.3 - Who cares for me and how do I help others? F1.15 – Year 1 – Spring 1 - What did Jesus teach and how did he live? F1.11 – Year 1 – Spring 2 - How do stories help Hindus live their lives?	EYFS – Spring 1 - E.2 - Why are some objects special?	EYFS – Spring 2 - E.5 - How do people celebrate special times?	EYFS – Autumn 2 - E.4 – Who belongs in my family and community? C1.4 – Year 1 – Autumn 2 - How and why do people pray?
Future Knowledge	F1.13 – Y2 – Summer 2 - What do religions/worldviews say about our wonderful world? CL2.6 – LK2 Cycle A – Spring - How do ancient	CL2.3 – LK2 – Summer 2 – Cycle A - How do the five pillars help Muslims to lead a good life? FL2.12 – LK2 – Autumn 1 – Cycle A -	CL2.2 – LK2 – Spring 1 – Cycle B - How do different people express their spirituality? CU2.2 – UK2 – Autumn 2 – Cycle A - How do Sikhs express their beliefs?	CL2.5 – LK2 – Autumn 2 – Cycle A - What faiths and beliefs can be found in our country and community? FL2.13 – LK2 – Spring 2 – Cycle B - Why do	CL2.4 – LK2 – Cycle B – Autumn 2 - Why do the lives of the Gurus inspire Sikh believers? CU2.4 – Cycle B – Summer 1 - How might

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	stories influence modern celebrations? FL2.11 – LK2 – Cycle B – Summer - How do creation stories help people understand the world? FL2.14 – LK2 – Cycle A – Summer 1 - How are the stories of Holy Week important to Christians?	How does the Bible help Christians to live a good life? FL2.13 – LK2 – Spring 2 – Cycle B - Why do people follow inspirational leaders? CU2.3 – UK2 – Spring 2 – Cycle A - What values do people live by? FU2.15 – UK2 – Summer 2 – Cycle B - What is Humanism?		people follow inspirational leaders? CU2.5 – UK2 – Spring – Cycle B - How and why do Jewish communities celebrate their festivals? FU2.15 – UK2 – Summer 2 – Cycle B - What is Humanism?	pilgrimage transform people's lives? FU2.13 – Cycle A – Summer - Why are rites of passage important?
Key Substantive Knowledge	- Expresses ideas about who brings us messages and why. - Retells the story of Jonah from the Old Testament. - Suggests ideas about what the job of a prophet was. - Recognises that Christians believe prophets were called by God to share His messages.	- Talks about what makes a happy classroom and ways they can help - Expresses ideas about how you would behave without positive guidance in your life. - Recognises the Ten Commandments and talks about their importance	- Explains how we welcome people to our class and why this is important. - Identifies symbols and routines in school and begin to explain why they are important. - Describes what a new baby needs. - Explores the meaning of names. - Describes how names are chosen in the Sikh faith. - Sequences the symbolic events of a Naam Karan, Sikh naming ceremony. - Explores and talks about how babies are welcomed in the Christian faith. - Identifies symbols and symbolic events in a christening.	- Suggests reasons for celebrating birthdays. - Talks about what celebration means. - Gives examples of how we celebrate special occasions. - Notices what happens at a Harvest Festival - Recognises that Christians celebrate Harvest	- Notices details and respond to questions about the world around them. - Recognises the emotions associated with being creative and appreciate that people can be creative in different ways. - Talks about how some questions are difficult to answer - begin to ask and respond to questions

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	• Suggests what it means to trust someone. • Gives examples of good and bad choices. • Gives an example of forgiving someone. • Begins to understand a covenant as a promise. • Recognises that Christians believe that God gave Jesus to the world.	• Expresses ideas about the challenges of obeying the ten commandments. • Responds to questions about the teaching of Jesus that people should love God and love their neighbour. • Talks about the Muslim commitment to the 5 pillars of Islam. • Talks about the Hindu belief that everyone is born with the divine soul (atmaa/atman) and so they respect all creatures.	• Talks about examples of different practices when welcoming a baby, such as a dedication or thanksgiving service. • Explores and talks about how Muslims welcome a new baby. • Explains why sharing is important in the Aqiqah. • Explores and talks about how Humanists welcome a new baby. • Creates a class poem to welcome a new baby. • Compares how babies are welcomed into the world.	Festival to show gratitude • Retells the story behind Sukkot. • Expresses ideas about how and why the festival of Sukkot is celebrated. • Notices details about aspects of the festival of Diwali. • Expresses ideas about how the festival of Diwali is celebrated. • Suggests reasons for Sikhs lighting lamps during the celebration of Diwali. • Talks about similarities and differences between Hindu and Sikh	about the world and creation. • Recognises and retells Jewish/Christian stories and beliefs about the origins of the world. • Recognises and retells Islamic stories and beliefs about the beginning of the world. • Recognises and retells Buddhist and Sikh stories and beliefs about the beginning of the world. • Recognises that people have varying ideas about the origins of the world, including non-religious worldviews. • Retells a story about someone whose experience or
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		• Notices how Buddhists show compassion to themselves and the world. • Retells and suggests the meaning of a non-religious story.		celebration of Diwali. • Talks about and responds sensitively to the practice of fasting. • Expresses ideas about the importance of the Muslim celebration of Eid following fasting at Ramadan • Recognises that celebrations are special occasions for people and communities. • Suggests some similarities and differences between religious and non-religious celebrations.	encounter changed their life. • Expresses ideas and opinions about how to care for the planet. • Recognises the importance of a collective responsibility to look after our planet.
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Sticky Knowledge: Questions in black to be added to the BBQ box – (Big, Brainy Questions) Answers in blue to be added to medium term plans and knowledge organisers	- How are important messages passed on? Important messages are passed on through various channels depending on the context and urgency. These include verbal communication (face-to-face, phone calls), written communication (emails, letters, text messages), and non-verbal cues (body language, tone of voice). - What is the story of Jonah? The biblical story of Jonah and the Whale tells of a prophet named Jonah who is commanded by God to preach repentance to the city of Nineveh. Jonah	- Does it matter if we keep to the rules? Rules are there to keep you safe, to keep others safe, and to let everyone have a nice, happy life. - What are the Ten Commandments? 1) You shall have no other Gods before me. 2) You shall not make idols. 3) You should not take the name of the Lord your God in vain. 4) Remember the Sabbath day, to keep it holy. 5) Honour your father and your mother. 6) You shall not murder. 7) You shall not commit adultery. 8) You shall not steal.	- How do we make people feel welcome? To make people feel welcome, focus on creating a positive and inclusive atmosphere through friendly greetings, active listening, and genuine interest in their well-being. - How is a new baby welcomed into a family? A new baby's arrival is typically celebrated with joy and love, involving various traditions and practices to welcome the newest member into the family. - How do Sikhs welcome new life? Sikhs celebrate the birth of a child with a naming ceremony called Naam Karan, which typically takes place at the gurdwara (Sikh place of worship) about two weeks after the birth. - How do some Christians welcome new life (baptism)? Many Christians welcome new life through the practice of baptism, a symbolic act of purification and spiritual rebirth. It signifies a person's commitment to following Jesus Christ and is often seen as an initiation into the Christian faith and community. - How do some Christians welcome new life (dedication)? Some Christians welcome new life through dedication, often involving a special service where parents commit to raising their child in	- How are birthdays celebrated in our families and communities? Birthdays are celebrated in families and communities with a variety of customs and traditions, often involving gift-giving, parties, and special meals. - How do some Christians celebrate Harvest? Christians celebrate Harvest as a time to give thanks to God for the provision of food and resources, often through church services, decorating with seasonal produce, and donating food to those in need.	- What do Christian and Jewish stories say about how the world began? Both Christianity and Judaism share the same creation story, detailed in the first book of the Bible, Genesis. It describes God creating the world in six days, with distinct acts of creation each day, culminating in God resting on the seventh day. - What do Islamic stories say about how the world began? In Islam, the creation of the world is attributed to Allah, who brought everything into existence with a single command, "Be!". The Quran describes a process
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	initially disobeys and tries to flee by ship. God sends a great storm, which the sailors attribute to Jonah's presence. Jonah admits his disobedience and is thrown overboard, whereupon he is swallowed by a giant fish (often depicted as a whale). In the fish's belly, Jonah repents and prays for forgiveness. God commands the fish put Jonah out on dry land. Jonah then obeys God's command and successfully delivers the message of repentance to Nineveh, which leads to the city's repentance and God's forgiveness. What is the story of Abraham?	9) You shall not bear false witness against your neighbour. 10) You shall not covet. - How do Christians make good choices? Christians make good choices by seeking God's guidance through prayer, studying the Bible, and seeking counsel from trusted spiritual leaders. - How do Muslims make good choices? Muslims strive to make good choices by integrating faith, consultation, and careful consideration into their decision-making process. - How do Hindus make good choices (Dharma)? Hindus make good choices by aligning	a Christian faith. This service, distinct from baptism, focuses on the parents' and church family's commitment to the child's spiritual development. - How do Muslims welcome new life? Muslims welcome new life with several traditions, including reciting the Adhan in the baby's right ear, giving the baby something sweet to taste, and performing the Aqiqah ceremony. - How do Humanists welcome new life? Humanists welcome new life through naming or welcoming ceremonies, which are non-religious celebrations marking a child's arrival. - How are symbols used to welcome new life? Symbols play a significant role in welcoming new life across various cultures and religions, often representing purity, rebirth, and hope. Water, particularly in baptism, is a common symbol in Christianity, signifying cleansing and the beginning of a spiritual life. Other symbols like the lotus flower (representing purity and rebirth in Hinduism and Buddhism), the rising sun, and sprouting plants also symbolize new beginnings.	- How do Jews celebrate Sukkot? Sukkot, also known as the Feast of Booths, is a week-long Jewish holiday celebrated by building and dwelling in a temporary hut called a sukkah, shaking the Four Species (lulav and etrog), and rejoicing in the harvest. - How do Hindus celebrate Diwali? Hindus celebrate Diwali, the festival of lights, by illuminating their homes with diyas (oil lamps) and candles, decorating with rangoli (colourful designs), exchanging gifts and sweets, and enjoying feasts. - What happens during the Sikh celebration of	where the heavens and the earth were initially joined together and then separated. Allah then created the sun, moon, stars, and all living creatures, including angels, jinn, and humans. The story of Adam and Eve, the first humans, is also a central part of the Islamic creation narrative. What do other religious worldviews say about how the world began? Different religious worldviews offer diverse perspectives on the origin of the world, often rooted in their respective scriptures and traditions. Many religions believe a divine being created
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	Abraham left Ur, in Mesopotamia, because God called him to found a new nation in an undesignated land that he later learned was Canaan. He obeyed unquestioningly the commands of God, from whom he received repeated promises and a covenant that his “seed” would inherit the land. What is the story of Esau and Jacob? The story of Esau and Jacob, detailed in Genesis 25-27, centers around twin brothers whose lives were marked by rivalry and deception. Esau, the elder, was a hunter, while Jacob, the	their actions with Dharma, which encompasses duty, righteousness, virtue, and morality. - How do Hindus and Buddhists make good choices (Karma)? In both Hinduism and Buddhism, making good choices, which lead to positive karma, involves actions motivated by generosity, compassion, and wisdom, while avoiding actions driven by greed, hatred, and delusion. - How do stories help people to make good choices? Stories automatically prompt individuals to imagine themselves in a situation without you having to explicitly ask.		Bandi Chhor Divas? Bandi Chhor Divas often coincides with Diwali, the Hindu festival of lights. Sikhs celebrate by lighting up their homes and Gurdwaras (Sikh temples), participating in celebratory processions (nagar kirtan), and sharing meals at the community kitchen (langar). - How do Muslims observe Ramadan? Muslims celebrate Ramadan by fasting from dawn to sunset, engaging in increased prayer, reciting the Quran, and performing acts of charity. - Why do people and communities	the universe, while others focus on cyclical processes or emanations. - What do non-religious worldviews say about how the world began? Non-religious worldviews, such as those of atheists and humanists, generally explain the origin of the universe through scientific theories like the Big Bang Theory, rather than relying on a supernatural creator. They believe the universe began with a massive expansion from an extremely dense state, and that life evolved through natural processes like evolution. - How do different people help to
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	younger, was more of a homebody. Esau infamously traded his birth right (the right to inherit the family blessing and position) to Jacob for a bowl of stew. Later, Jacob, with his mother Rebekah's encouragement, deceived their blind father Isaac to receive Esau's birthright blessing, further fuelling the brothers' conflict. • What is the story of Noah? The biblical story of Noah tells of a global flood sent by God to punish humanity's wickedness, but also of Noah, a righteous man, who is instructed to build an ark to save himself,			choose to celebrate? Celebrations can be a way to mark significant moments, express joy, and reinforce a sense of belonging. They also offer opportunities to learn about different cultures and perspectives, promoting tolerance and appreciation for diversity.	protect the planet? Different people can contribute to protecting the planet in various ways, from individual actions to collective efforts and policy changes. Individuals can reduce their environmental impact through conscious consumption, waste reduction, and supporting sustainable practices.
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	his family, and two of every animal species. After the floodwaters recede, God makes a covenant with Noah, promising never to destroy the world with a flood again. • What is the story of Jesus' birth? The story of Jesus' birth, is recounted in the Gospels of Matthew and Luke. It tells of Mary, betrothed to Joseph, being visited by the angel Gabriel who announces she will conceive a son, Jesus, through the Holy Spirit. They travel to Bethlehem for a census, where Jesus is born in a stable and laid in a manger. Shepherds and later wise men				
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	(Magi) visit the newborn, recognising him as the Messiah and bringing gifts.				
End Point	The children will have developed their understanding of how Christians interpret messages about God through stories of the Old Testament. The children will be able to talk about prophets as messengers and how Christians are guided by them in answering big questions about choices, forgiveness and trust.	The children will understand how people always face moral choices. They will be able to talk about the importance of rules and how they affect society. The children will be able to describe the moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars and the ways in which Buddhists and Hindus make good choices.	The children will be able to describe how symbols are used when welcoming new life. They will be able to talk about initiation rites from Christianity, Islam and Sikhism including infant baptism, dedication, the naam karan and the aqiqah and be aware that there are other rituals and ceremonies as well, including non-religious ceremonies. They will show an understanding of the symbolic food, objects and practices that can be used when welcoming new babies into communities.	The children will have considered the concept of celebration and how it links a number of ideas together: the ways in which we celebrate special events and how religions mark festival days. The children will have a greater understanding of celebrations such as Harvest festival, Eid ul Fitr, Sukkot, Diwali and Bandi Chhor Divas.	The children will have focussed on considering the ways in which religious and non-religious individuals and organisations show care and concern for the planet.

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Core Key Words	Old Testament, Word of God. prophet, command, trust, choice, forgiveness, promise, covenant Saviour / Messiah	compliment, choice, rule, consequence, positive, negative, commandment, obey, pillar, obligation, commitment, Buddhist, Buddha, karma, atman, Ganesh, dana, moral, value, guidelines	promises, Godparents, sponsors, rituals, prayers, symbols, Baptism, aqiqah, naam karan	celebration, special occasion, gratitude, Christian, harvest festival, gift, Jewish people, Sukkot, shelter, Ramadan, fasting, Eid, Hindu, Diwali, Diva, Sikh Guru, Hargobind, Bandi Chhor, divas, preparation, invitation, decoration	Christians, world, Muslims, caretakers / stewardship, God, responsibility, created/creator, recycle, natural, reuse Wonderful Environment
SMSC Links	Spiritual development come from thinking about and reflecting on Old Testament stories. Moral development come from learning about how different people make the right choices Social development come from respecting others' choices and knowing what it means to trust someone.	Spiritual development come from thinking about reasons for the choices people make, and looking for links to their own lives; Moral development come from considering making the right choices in life and thinking about the fairness of some people being	Spiritual development come from thinking about the ways that people express beliefs through symbols and actions. Social development come from exploring events in the lives of children in school, and in the local community. Cultural development come from engaging with the local Muslim, Sikh and Christian communities, through welcoming visitors into school.	Spiritual development come from thinking about the ways people celebrate and looking for links to their own lives. Cultural development come from exploring celebrations within local communities. Social development come from working with others to talk about and plan a celebration Moral development come from	Spiritual development come from exploring beliefs and values related to the world around us. Moral development come from developing and expressing personal values and views. Social development come from understanding how communities can be

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	Cultural development come from awareness of some of the well-known stories from the Bible.	less fortunate than others. Social development come from exploring questions about local leaders and role models in the community; Cultural development come from engaging with the culture and beliefs of local faith communities.		considering the importance of thankfulness and respecting other people's traditions	diverse yet have similar ideals. Cultural development come from exploring and respecting diversity in beliefs and values.
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Progression of Skills:

	Reception	Year 1	Year 2
Thinking about Religion and Belief	They understand that different people have different beliefs,	Recall features of religious, spiritual and moral stories and other forms	Retell religious, spiritual and moral stories

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	attitudes, customs and traditions and why it is important to treat them with respect.	of religious expression Recognise and name features of religions and beliefs	Identify how religion and belief is expressed in different ways Identify similarities and differences in features of religions and beliefs
Enquiring, Investigating and Interpreting	They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression	Recognise that some questions about life are difficult to answer Ask questions about their own and others' feelings and experiences Identify possible meanings for symbols and other forms of religious expression
Beliefs and Teachings (what people believe)	They understand that different people have different beliefs, attitudes, customs and traditions and	Recount outlines of some religious stories	Retell religious stories and identify some religious beliefs and teachings

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	why it is important to treat them with respect.		
Practices and Lifestyles (What people do)	They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	Recognise features of religious life and practice	Identify some religious practices, and know that some are characteristic of more than one religion
Expression and Language (how people express themselves)	They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	Recognise some religious symbols and words	Suggest meanings in religious symbols, language and stories
Identity and experience (making sense of who we are)	They can talk about the things they enjoy, and are good at, and about the things they don't find easy.	Identify aspects of own experience and feelings, in religious material studied	Respond sensitively to the experiences and feelings of others, including those with a faith

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Meaning and Purpose (making sense of life)	They can talk about the things they enjoy, and are good at, and about the things they don't find easy.	Identify things they find interesting or puzzling, in religious materials studied	Realise that some questions that cause people to wonder are difficult to answer
Values and commitments (making sense of right and wrong)	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.	Identify what is of value and concern to themselves, in religious material studied	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong

