



RE

Does belief in Akhirah (life after death) help Muslims to lead good lives? (2 sections) (SOT U2.12)

How could Humanists lead good lives? (SOT U2.10)

Is anything ever eternal? (SOT U2.5, U2.11)

How significant is it that Mary was Jesus' mother? (SOT 2.3)

What is the best way for a Muslim to show commitment to God? (SOT U2.8)

Y6

What is the best way for a Hindu to show commitment to God? (SOT U2.7)

Is the Christmas story true? (SOT U2.2)

Does belief in the Trinity help Christians make better sense of God as a whole? (SOT U2.1)

How significant is it for Christians to believe God intended Jesus to die? (SOT U2.6)

Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? (SOT U2.7)

What is the best way for a Christian to show commitment to God? (SOT U2.4)

Y5

Do people need to go to church to show they are Christians? (SOT L2.1)

How important is the prophet Muhammad to Muslims? (SOT L2.9)

Is forgiveness always possible for Christians? (SOT L2.4)

How important is it for Jewish people to do what God asks them to do? (SOT L2.10)

What is the most significant part of the nativity story for Christians today?

How special is the relationship Jews have with God? (SOT L2.10)

Y4

How Special is Allah to Muslims? (SOT L2.9)

Has Christmas lost its true meaning?

Could Jesus heal people? Were these miracles or is there some other explanation? (SOT 2.12)

What is 'good' about Good Friday? (SOT L2.5)

How can Brahman be everywhere and in everything? (SOT 2.7)

Would visiting the River Ganges feel special to a non-Hindu? (SOT L2.11)

Y3

Does completing Hajj make a person a better Muslim?

Does going to Mosque give Muslims a sense of belonging? (SOT 1.8)

How important is it to Christians that Jesus came back to life after His crucifixion? (SOT 1.5)

Does praying at regular intervals help a Muslim in his/her everyday life? (SOT 1.6)

Why do Christians believe God gave Jesus to the world? (SOT 1.3)

Is it possible to be kind to every-one all of the time? (SOT 1.4.1.9)

Y2

Does God want Christians to look after the world? (SOT 1.1.1.2)

What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? (SOT 1.3)

Was it always easy for Jesus to show friendship? (SOT 1.4)

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? (SOT 1.5)

Is Shabbat important to Jewish children? (SOT 1.7)

Are Rosh Hashanah and Yom Kippur important to Jewish children? (SOT 1.7)

Y1

What makes places special? F5

What can we learn from stories? F6

What is Easter? F3

How do people celebrate?

What is Christmas? F2

What makes people special? F4

R

What makes people special?

What is Christmas?

How do people celebrate?

What is Easter?

What can we learn from stories?

What makes places special?

N

HARPER
PRIMARY

Creative
Education
Trust

Subject Rationale:

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in at Harpfield because it makes:

"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non- statutory guidance described in the current national guidance.

By following Discovery RE at Harpfield Primary Academy we intend that Religious Education will:-

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development**

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

	Knowledge	Skills	Vocabulary
Year 6	<p>Theme: Beliefs and Meaning</p> <p>Key question: Does belief in Akhirah (life after death) help Muslims to lead good lives? (2 sections) SMSC: Moral, Social, Cultural British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance. To learn that the concept of Jihad can be interpreted differently leading to different actions and consequences.</p>	<p>Can they give examples of times their choices have been influenced and may have changed when they considered the consequences that might follow? Can they explain how believing in Akhirah influences Muslims to do their best to lead good lives? Can they recognise what motivates or influences them to lead a good life and compare it with what motivates and influences Muslims? Can they give examples of times when they misinterpreted something? Can they explain two different Muslim interpretations of Jihad?</p>	<p>Akhirah, Muhammad, Qu'ran, Five Pillars, Jihad, Ummah.</p>
	<p>Theme: Introduction to Humanism</p> <p>Key question: How could Humanists lead good lives? SMSC: Moral, social, cultural. British Values: Rule of Law, Individual Liberty, Mutual Respect, Tolerance To learn about what Humanists believe is important and how this might affect how they choose to live their lives.</p>	<p>Can they tell you how they demonstrate their empathy for other people? Can they describe some of the things that Humanists believe are important and some of the actions that a Humanist might take to demonstrate empathy? Can they start to see similarities between their way of showing empathy and some of the possible actions of Humanists?</p>	<p>Golden rule, Happy Human.</p>
	<p>Theme: Beliefs and Meaning</p> <p>Key question: Is anything ever eternal? Concept: salvation SMSC: Spiritual, Moral British Values: Mutual Respect, Tolerance To evaluate different beliefs about eternity and to understand the Christian perspective on this.</p>	<p>Can they express the feelings they have when they think about situations or things they would like to last forever? Can they make links between different Christian beliefs and their views on whether anything is ever eternal? Can they reflect on their own beliefs about whether anything is eternal?</p>	<p>Agape, Ten commandments.</p>
	<p>Theme: Christmas</p> <p>Key question: How significant is it that Mary was Jesus' mother? Concept: Incarnation SMSC: Spiritual British Values: Individual Liberty, Mutual Respect, Tolerance To analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.</p>	<p>Can they explain the qualities needed in different people because of the important jobs they are chosen to do? Can they make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation)? Can they start to consider their own response to the Christian belief in the Virgin birth, showing respect to Christian views?</p>	<p>Mary, Virgin Birth, Incarnation, Holy Spirit.</p>
	<p>Theme: Beliefs and Practices</p> <p>Key question: What is the best way for a Muslim to show commitment to God? SMSC: Spiritual, Cultural British Values: Rule of Law, Individual Liberty, Mutual Respect, Tolerance. To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p>	<p>Can they show an understanding of why people show commitment in different ways? Can they describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others? Can they think of some ways of showing commitment to God that would be better than others for Muslims?</p>	<p>Five Pillars, Zakah, Sawm, Qu'ran, Hajj.</p>
Year 5	<p>Theme: Beliefs and Practices</p> <p>Key question: What is the best way for a Christian to show commitment to God? SMSC: Spiritual, Cultural British Values: Rule of Law, Individual Liberty, Mutual respect, Tolerance. To understand how Christians show their commitment to God and to evaluate if there is a best way.</p>	<p>Can they show an understanding of why people show commitment in different ways? Can they describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others? Can they explain why I think some ways of showing commitment to God would be better than others for Christians?</p>	<p>Ten commandments, Confirmation, Lord's Prayer.</p>
	<p>Theme: Beliefs and Moral Values</p> <p>Key question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? SMSC: Spiritual, Moral British Values: Rule of Law, Mutual Respect and Tolerance To understand the impact of certain beliefs on a Hindu's life.</p>	<p>Can they start to express their own views about life after death? Can they compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives? Can they express their own views about Hindu beliefs and whether they make sense to them or not?</p>	<p>Karma, Samsara, Moksha, Bhagavad Gita, Upanishads, Atman, Sadhu.</p>
	<p>Theme: Easter</p> <p>Key question: How significant is it for Christians to believe God intended Jesus to die? Concept: salvation SMSC: Spiritual, Moral British Values: Rule of Law, Mutual Respect, Tolerance To question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>	<p>Can they give an example of someone with a strong sense of purpose for their life and give their opinions on this? Can they start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week? Can they start to express their opinion about Jesus' crucifixion being his destiny/purpose?</p>	<p>Holy Week, Pilate, Herod, Mount of Olives, Garden of Gethsemane.</p>
	<p>Theme: Trinity</p> <p>Key question: Does belief in the Trinity help Christians make better sense of God as a whole? Concept: God SMSC: Spiritual, Social British Values: Individual liberty, mutual respect, tolerance To understand the Christian belief that one God can be present as 3 persons.</p>	<p>Can they explain how other people may have different aspects to their nature? Can they make links between the consubstantial nature of God in 3 persons and the attributes that these persons share? Can they reflect on the Christian belief in The Trinity and some of the sources of this belief and express thoughts on this?</p>	<p>Trinity, God the Father, God the Son, The Holy Spirit, Consubstantial.</p>
	<p>Theme: Christmas</p> <p>Key question: Is the Christmas story true? Concept: Incarnation SMSC: Spiritual, moral British Values: mutual respect, tolerance. To evaluate different accounts of the Christmas story and understand that stories can be true in different ways.</p>	<p>Can they start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways? Can they start to explain the Christian belief that Jesus was the Incarnation of God? Can they start to express an opinion on whether the Christmas story is true and what this might mean to Christians?</p>	<p>Advent, incarnation.</p>
	<p>Theme: Prayer and Worship</p> <p>Key question: What is the best way for a Hindu to show commitment to God? SMSC: Spiritual, moral, cultural British Values: Rule of Law, Mutual respect and tolerance To understand how Hindus show their commitment to God and to evaluate if there is a best way.</p>	<p>Can they show an understanding of why people show commitment in different ways? Can they describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others? Can they express why I think Hindus might choose different ways to show commitment to God?</p>	<p>Puja tray, Mantra, Brahman, Vedas, Purusharthas, Dharma, Karma.</p>

Substantive Knowledge

Thinking like a Philosopher

Vocabulary

Year 4

Theme: Payer and Worship Christianity

Key question: Do people need to go to church to show they are Christians? **Concept:** Gospel
SMSC: Spiritual, Social **British Values:** Individual liberty, Mutual respect and tolerance.
 To be able to know how important going to church is to show someone is Christian.

Can they explain some of the feelings their special place gives them and suggest why that is?
 Can they describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism?
 Can they start to understand the impact a Christian's special place has on him/her?

Gospel, church, baptism, Eucharist, worship, daily life, prayer, John the Baptist, Holy Communion.

Theme: The 99 names of Allah Islam

Key question: How important is the prophet Muhammad to Muslims?
SMSC: Spiritual, Moral, Cultural **British Values:** Rule of Law, Individual liberty, Mutual respect and tolerance.
 To be able to the prophet Muhammad and his role and importance to Muslims.

Can they explain who is special to them and say why?
 Can they rank and/or identify what they feel might be the most important parts of the life of Muhammad to a Muslim?
 Can they explain their reasons for choosing certain facts about Muhammad's life above others?

Muhammad, Muslim, trustworthy, respect, Allah, zakat, Shahadah, salat, sawm, hajj, pilgrimage, commemorate, Islam, Makkah, Saudi Arabia, Ramadan.

Theme: Easter Christianity

Key question: Is forgiveness always possible for Christians? **Concept:** Salvation
SMSC: Spiritual, Moral **British Values:** Rule of Law, Individual liberty, Mutual respect and tolerance.
 To be able to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.

Can they talk about what sort of help they might need to show forgiveness?
 Can they describe what a Christian might learn about forgiveness from a Biblical text?
 Can they show an understanding of how Christians believe God can help them show forgiveness?

Salvation, The Last Supper, forgiveness, anger, revenge, sins. The Lord's Prayer, Peter,

Theme: Passover Judaism

Key question: How important is it for Jewish people to do what God asks them to do?
SMSC: Spiritual, Cultural **British Values:** Rule of Law, Individual liberty, Mutual respect and tolerance.
 To be able to understand how celebrating Passover help Jews show God they value their special relationships with Him .
 To be able to explain how Kashrut (food laws) help Jews show God they value their special relationships with Him.

Can they discuss why they would choose to follow an instruction not to eat certain foods, who they would listen to and why?
 Can they describe some of the things Jews do to show respect to God?
 Can they start to identify how it would feel to keep Kashrut?

Kashrut, Kosher, Passover, Seder Meal, symbolism, authority, Pesach, Hagadah, Matzah, Charoset, Zerah, Beitzah, Maror, Karpas, Chazeret, Exodus, Moses.

Theme: Christmas Christianity

Key question: What is the most significant part of the nativity story for Christians today? **Concept:** Incarnation
SMSC: Spiritual, Cultural **British Values:** Mutual respect and tolerance.
 To be able to understand the symbolism of the Christmas story.
 To be able to think about what the different parts mean to Christians today.

Can they design a symbolic object to show the significance of Christmas or the Christmas holiday to them?
 Can they describe one thing a Christian might learn about Jesus from a Christmas symbol?
 Can they ask questions about what Christmas means to Christians and compare this with what it means to them?

Incarnation, Christmas symbols, angel, star, gifts, Christingle, Frankincense, Myrrh.

Theme: Belief and Practices Judaism

Key question: How special is the relationship Jews have with God?
SMSC: Spiritual, Moral, Cultural **British Values:** Rule of Law, Individual liberty, Mutual respect and tolerance.
 To be able to understand the special relationship between Jews and God.
 To be able to understand the promises they make to each other.

Can they give examples of agreements and contracts and explain how I would feel if one was broken.
 Can they tell you an affirmation/promise they would like to make?
 Can they start to explain what makes Jewish people believe they have a special relationship with God?
 Can they say some of the ways Jewish people express their special relationship with God and start to understand how that might feel?

Covenant, Abraham, Isaac, Moses, Ten Commandments, Synagogue, Torah, Ner Tamid, Mezuzah, Shema, Rabbi, Tallit.

Theme: Pilgrimage Hinduism

Key question: Would visiting the River Ganges feel special to a non-Hindu?
SMSC: spiritual, cultural **British Values:** rule of law, mutual respect and tolerance.
 To be able to know the significance of the River Ganges both for a Hindu and Non-Hindu.

Can they explain why water is important?
 Can they describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it?
 Can they empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges?

Ganga, Varanasi, Brahman, Pilgrimage, funeral customs, River Ganges.

Theme: Hindu beliefs Hinduism

Key question: How can Brahman be everywhere and in everything?
SMSC: Spiritual **British Values:** Rule of Law, Mutual respect and tolerance
 To be able to know the Hindu belief that there is one God with many different aspects.

Can they explain some of the different roles they play whilst still being them?
 Can they describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything?
 Can they recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus?

Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesh, Lakshmi, Puja, omnipresent, deities.

Theme: Easter's forgiveness Christianity

Key question: What is 'good' about Good Friday? **Concept:** Salvation
SMSC: Spiritual, moral **British Values:** mutual respect and tolerance
 To be able to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.

Can they suggest how a person may rescue/help others who are in difficult situations?
 Can they start to tell you why Christians believe Jesus' death is important?
 Can they start to reflect on whether they agree with Christian beliefs about Jesus' death?

Salvation, the Last Supper, Crucifixion, forgiveness, Jesus, Palm Sunday, Cross, Tomb, Bread and Wine, Maundy Thursday, Good Friday, Disciples, Judas.

Theme: Jesus' miracles Christianity

Key question: Could Jesus heal people? Were these miracles or is there some other explanation? **Concept:** incarnation
SMSC: Spiritual **British Values:** mutual respect and tolerance
 To be able to retell Bible stories when miracles have happened.
 To be able to question whether Jesus really did perform miracles.

Can they talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle they would like to see happen today?
 Can they explain one Christian viewpoint about one of Jesus' healing miracles?
 Can they start to say whether they believe Jesus actually healed people or not?

Miracle, paralysed, perception, medicine, incarnation.

Theme: Christmas Christianity

Key question: Has Christmas lost its true meaning? **Concept:** incarnation.
SMSC: spiritual, cultural **British Values:** mutual respect and tolerance
 To be able to find out what the true meaning of Christmas is to Christians.
 To be able to compare the true meaning of Christmas to what Christmas means to us.

Can they explain what Christmas means to them and talk about whether this involves giving and receiving gifts?
 Can they start to explain the Christian belief that Jesus was God in human form and why God gave him to the world?
 Can they start to tell you what Christmas means to Christians and what it means to them?

Advent, incarnation, symbols, Jesus, salvation.

Theme: Allah Islam

Key question: How Special is Allah to Muslims?
SMSC: Moral, Cultural **British Values:** Rule of Law, Individual liberty, Mutual respect and tolerance.
 To be able to know why Muslims show respect to Allah.
 To be able to know how Muslims show respect to Allah.

Can they describe how they demonstrate their respect for other people?
 Can they describe some of the attributes (names) of Allah and some of the actions that a Muslim might take to demonstrate respect to Allah?
 Can they start to see similarities between their way of showing respect and some of the ways Muslims may show respect for Allah?

Appreciate, respect, the Qur'an, Sura, calligraphy, calligrams, attributes.

Year 3

	Knowledge	Skills	Vocabulary	
Year 2	Theme: Hajj. Islam	Key question: Does completing Hajj make a person a better Muslim? SMSC: spiritual, moral, cultural British Values: Rule of Law, Individual Liberty, Mutual Respect and Tolerance To be able understand what happens during Hajj.	Can they recall a special journey and why it was special to them? Can they remember some of the events that happen during Hajj and start to explain why these are important to Muslims? Can they start to think about the significance of Hajj to a Muslim?	Journey, Mecca, Hajj, Qu'ran, Five Pillars, pilgrimage
	Theme: Community and Belonging. Islam	Key question: Does going to a Mosque give Muslims a sense of belonging? SMSC: spiritual, cultural British Values: Rule of Law, Individual Liberty, Mutual Respect and Tolerance To understand why Muslims visit the Mosque. To be able to explore whether this gives them a sense of belonging.	Can they understand how meeting in a certain place could make me feel like I belong? Can they explain what happens when Muslims pray alone or at the Mosque? Can they talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be?	Belonging, Mosque, Muslims, Islam, worship, Hajj, ceremony, Minaret, Minbar, Wudu, prayer mats, Mihrab, Musalla
	Theme: Easter-Christ-anity	Key question: How important is it to Christians that Jesus came back to life after His crucifixion? Concept: Salvation SMSC: spiritual British Values: Rule of Law, Mutual Respect and Tolerance To be able to re-tell the Easter story. To be able to understand what Jesus' resurrection means for Christian.	Can they say what they believe happens to you when you die. Can they recall what Christians believe happened on Easter Sunday? Can they start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion?	Resurrection, salvation, Christians, beliefs, symbol, crucifixion, tomb
	Theme: Prayer at Home. Islam	Key question: Does praying at regular intervals help a Muslim in his/her everyday life? SMSC: spiritual, moral, cultural British Values: Individual Liberty, Mutual Respect and Tolerance To be able to explain what commitment means to us and to Muslims. To know that Muslims pray 5 times a day.	Can they explain how it feels to stop doing something to reach the target set? Can they use the right words to describe how Muslims pray and begin to explain why they do this? Can they start to think through how praying 5 times a day might help in some ways more than others?	Commitment, prayer, Allah, Arabic, Muslims, Islam, Salah, Qu'ran
	Theme: Christmas	Key question: Why do Christians believe God gave Jesus to the world? Concept: Incarnation SMSC: spiritual, moral British Values: Mutual Respect and Tolerance To be able to reflect on the Christmas story and the reason for Jesus' birth.	Can they say how they would help solve a problem by showing love. Can they remember the Christmas story and start to explain that Christians believe Jesus was a gift from God? Can they say why Christians think God gave Jesus to the world?	Advent, beliefs, Christians, incarnation
	Theme: What did Jesus teach? Christianity	Key question: It is possible to be kind to everyone all of the time? Concept: Gospel SMSC: moral, social British Values: Individual Liberty, Mutual Respect and Tolerance To be able to re-tell Bible stories that show kindness. To be able to explore how this makes Christians behave towards other people.	Can they say when they have been kind to others even when it has been difficult? Can they re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness? Can they say if they think that Christians should be kind and give a reason?	Samaritan, parable, neighbour, saviour, Bible, Christians
Year 1	Theme: Rosh Hashanah and Yom Kippur. Judaism	Key question: Are Rosh Hashanah and Yom Kippur important to Jewish children? SMSC: spiritual, cultural British Values: Individual Liberty, Mutual Respect and Tolerance To know what Rosh Hashanah and Yom Kippur means to Jewish people.	Can they say how it feels to say sorry and what they have said sorry for? Can they recall something that either Rosh Hashanah or Yom Kippur is about? Can they choose a picture and give their thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur ?	Rosh Hashanah, Yom Kippur, Shofar, Judaism, Jews, repentant, forgiveness, synagogue,
	Theme: Shabbat. Judaism	Key question: Is Shabbat important to Jewish children? SMSC: spiritual, cultural British Values: Rule of Law, Individual Liberty, Mutual Respect and Tolerance To know what Jewish children do during Shabbat. To understand why it is important to them.	Can they say which day is their favourite day of the week and talk about food they would share in a special meal? Can they use the right names for thigs that are special to Jewish people during Shabbat and explain why? Can they start to make a connection between being Jewish and decisions about behav-	Shabbat, Kippah, Sabbath, synagogue, Challah, Judaism, Jews
	Theme: Easter - Palm Sunday. Christianity	Key question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Concept: Salvation SMSC: spiritual, cultural British Values: Democracy, Rule of Law, Mutual Respect and Tolerance To know that Jesus is special to Christians. To know that His welcome on Palm Sunday shows how special he is to Christians.	Can they talk about a person that they admire? Can they recall parts of the Easter story. Can they recognise some of the symbols from the story? Can they start to show their understanding that Jesus is special to Christians and say why?	Christianity, salvation, Messiah, palm leaves, Palm cross, Palm Sunday
	Theme: Jesus as a friend. Christianity	Key question: Was it always easy for Jesus to show friendship? Concept: Incarnation SMSC: social, moral British Values: Individual Liberty, Mutual Respect and Tolerance To be able to identify when it is easy and difficult to show friendship. To explore when Jesus may have found it difficult.	Can they talk about their friends and they like them? Can they remember a story about Jesus showing friendship and talk about it? Can I say how Jesus tried to be a god friend?	Christianity, incarnation, Bible
	Theme: Christmas. Christianity	Key question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Concept: Incarnation SMSC: spiritual, cultural British Values: Mutual Respect and Tolerance To be able to reflect on the Christmas story. To be able to decide what gifts would be meaningful for Jesus.	Can they talk about a gift that is special to them? Can they remember some of the Christmas story? Can they suggest a gift to give to Jesus?	Gift, Bible, symbolism, incarnation, Frankincense, Myrrh
	Theme: Creation story. Christianity	Key question: Does God want Christians to look after the world? Concept: God/creation SMSC: spiritual, moral British Values: Rule of Law, Mutual Respect and Tolerance To be able to re-tell the Christian creation story. To be able to explore how this influences how Christians behave towards nature	Can they say how it felt to make something? Can they remember the Christian creation story and talk about it? Can they express an opinion about the Christian belief about creation?	Creation, Christians, Bible, sacred

	Knowledge	Skills	Vocabulary
Nursery (Development Matters 3-4) and Reception (Development Matters Rec)	<p>Theme: Special Places. Christianity, Islam, Judaism</p> <p>Key question: What makes places special? Nursery (3-4) and Reception (Rec)</p> <p>1) Homes around the world 2) Homes around the world 3) Our World 4) Churches 5) Mosques 6) Synagogues</p> <p>SEE DISCOVERY RE FOR BREAKDOWN OF AREA OF LEARNING</p>	<p>Through ELG:</p> <p>Communication and Language: Listening, Attention and Understanding</p> <p>Personal, Social and Emotional Development: Self-Regulation, Managing Self and Building Relationships</p> <p>Understand the World: Past and Present , People, Culture and Communities</p>	<p>Church, font, altar, lectern, mosque, minaret, Musalla, Mihrab, Minbar, Qu'ran , Kippah, Jews</p>
	<p>Theme: Stories. Christianity, Islam, Hinduism, Sikhism</p> <p>Key question: What can we learn from stories? Nursery (3-4) and Reception (Rec)</p> <p>RECEPTION: 1) The Boy Who Cried Wolf 2) The Crocodile and the Priest 3) Bilal and the Beautiful Butterfly 4) The Gold-Giving Serpent 5) Best Friends 6) The Lost Coin</p> <p>NURSERY: 1) The Tortoise and the Hare 2) 2) The Crocodile and the Priest) Bilal and the Beautiful Butterfly 4) The Gold-Giving Serpent 5) Best Friends 6) The Lost Sheep</p> <p>SEE DISCOVERY RE FOR BREAKDOWN OF AREA OF LEARNING</p>	<p>Through ELG:</p> <p>Communication and Language: Listening, Attention and Understanding</p> <p>Personal, Social and Emotional Development: Self-Regulation, Managing Self and Building Relationships</p> <p>Understand the World: Past and Present , People, Culture and Communities</p>	<p>Parable, Allah, Brahmin, Sadhana, Guru Nanak, Muslim, Sikh, Hindu, Christian</p>
	<p>Theme: Easter. Christianity</p> <p>Key question: What is Easter? Concept: Salvation Nursery (3-4) and Reception (Rec)</p> <p>1) Signs of Spring 2) Spring into Life 3) Easter 4,5 and 6) Easter continued</p> <p>SEE DISCOVERY RE FOR BREAKDOWN OF AREA OF LEARNING</p>	<p>Through ELG:</p> <p>Communication and Language: Listening, Attention and Understanding</p> <p>Personal, Social and Emotional Development: Self-Regulation, Managing Self and Building Relationships</p> <p>Understand the World: Past and Present , People, Culture and Communities</p>	<p>Jesus, Palm Sunday, The Last Supper, cross, tomb, miracles, prayer , symbols, seasons,</p>
	<p>Theme: Celebrations. Hinduism</p> <p>Key question: How do people celebrate? Nursery (3-4) and Reception (Rec)</p> <p>1) Celebrating New Year 2) Chinese New Year 3) Chinese New Year continued 4) Persian New Year 5) Persian New Year continued 6) Holi</p> <p>SEE DISCOVERY RE FOR BREAKDOWN OF AREA OF LEARNING</p>	<p>Through ELG:</p> <p>Communication and Language: Listening, Attention and Understanding</p> <p>Personal, Social and Emotional Development: Self-Regulation, Managing Self and Building Relationships</p> <p>Understand the World: Past and Present , People, Culture and Communities</p>	<p>Resolution, traditions, Nowruz, Holi, Vishnu, Hindu, Rangoli pattern</p>
	<p>Theme: Christmas. Christianity</p> <p>Key question: What is Christmas? Concept: Incarnation Nursery (3-4) and Reception (Rec)</p> <p>1) Giving 2) Saying thank you 3) The Christmas Story 4) The Shepherds 5) The Wise Men 6) Christmas</p> <p>SEE DISCOVERY RE FOR BREAKDOWN OF AREA OF LEARNING</p>	<p>Through ELG:</p> <p>Communication and Language: Listening, Attention and Understanding</p> <p>Personal, Social and Emotional Development: Self-Regulation, Managing Self and Building Relationships</p> <p>Understand the World: Past and Present , People, Culture and Communities</p>	<p>Mary, Joseph, Jesus, gold, Frankincense, Myrrh, gift, Bible, shepherds, angels, wise men, Saviour</p>
	<p>Theme: Special People. Christianity and Judaism</p> <p>Key question: What makes people special? Nursery (3-4) and Reception (Rec)</p> <p>1) Families 2) Friends 3) Role Models 4) Jesus 5) Moses</p> <p>SEE DISCOVERY RE FOR BREAKDOWN OF AREA OF LEARNING</p>	<p>Through ELG:</p> <p>Communication and Language: Listening, Attention and Understanding</p> <p>Personal, Social and Emotional Development: Self-Regulation, Managing Self and Building Relationships</p> <p>Understand the World: Past and Present , People, Culture and Communities</p>	<p>Jesus, Moses, Christianity, Judaism, God, miracle, Ten Commandments</p>