

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	Christmas, Easter, Diwali, Chinese New Year, Birthdays Festivals, Families, Celebrations, Communities, Special Books.					
<b>Year 1</b>	Books and Stories: What do Christians Learn from the Bible?		<b>Religion and Rituals</b>	<b>Easter</b>	Places in Christianity: What makes a place special for Christian people?	
<b>Year 2</b>		People in Christianity: What can we learn from Jesus and St Francis		The Torah: How does the Torah influence the lives of Jewish People		Questions about God: How do a Christian's ideas about God compare with my own?
<b>Year 3</b>		The Church Year: Is Christmas a festival of light or love?		The Church Year: Is Easter Festival of new life of sacrifice?		<b>Buddhism</b>
<b>Year 4</b>		Hinduism: What can we learn from some aspects of the Hindu religion?		Christianity in Act: What difference do Christians make towards addressing some problems in the UK today?		Peace: Why should we give it a chance?
<b>Year 5</b>	Stories of Faith: What can we learn from stories shared by Christians, Jews and Muslims?		Islam: Keeping the Five Pillars		Belief and Actions in the World: Can Christian Aid and Islamic Relief Change the World?	
<b>Year 6</b>		Sikhism in Britain: What is important to a Sikh in Britain today?			<b>Humanism</b>	

Christianity	Hinduism	Islam	Judaism	Sikhism	Buddhism	Humanism	multiple religions covered
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AT1	<p>ELG People, Culture and Communities:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain</p>	<p>1.1.1 Begin to name the different beliefs and practice of Christianity and at least one other religion.</p> <p>1.1.2 To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity,</p> <p>1.1.3 Show how different people celebrate aspects of religion.</p> <p>1.1.4 Pupils are familiar with key words and vocabulary related to</p>	<p>1.2.1 Name the different beliefs and practise of Christianity and at least one other religion and begin to look for similarities between religions.</p> <p>1.2.2 Retell some of the religious and moral stories from the bible and at least one other religious text or special books.</p> <p>1.2.3 Begin to understand what it looks like to be a person of faith.</p> <p>1.2.4 Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.</p>	<p>1.3.1 Recall the different beliefs and practises of Christianity and at least one other religion</p> <p>1.3.2 Retell some of the religious and moral stories from at least three different religious texts and books</p> <p>1.3.3 Understand what it looks like to be a person of faith.</p> <p>1.3.4 Use key words and vocabulary related to Christianity and at least one other religion.</p>	<p>1.4.1 Recall in detail and use the correct vocabulary in regard to the different beliefs and practise of different religions.</p> <p>1.4.2 Begin to compare the similarities of at least three different religious texts or stories.</p> <p>1.4.3. To begin to understand the diversity of belief in different religious texts or stories.</p> <p>1.4.4 Use key words and vocabulary related to Christianity and at least one other religion.</p>	<p>1.5.1 Begin to make connections between different belief and practices of all religions.</p> <p>1.5.2 Begin to compare stories, beliefs and practices from different religions including differences and similarities.</p> <p>1.5.3 To understand and begin to evaluate the diversity of belief in different religions, nationally and globally.</p> <p>1.5.4 Articulate and begin to apply the different responses to ethical questions from a range of different religions</p>	<p>1.6.1 Make connections between different belief and practices of all religions.</p> <p>1.6.2 Make links and compare stories, beliefs and practices from different religions including differences and similarities.</p> <p>1.6.3 To understand and evaluate the diversity of belief in different religions, nationally and globally.</p> <p>1.6.4 Articulate and apply the different responses to ethical questions from a range of different religions</p>

	some similarities and differences	Christianity and may be at least one other religion.					
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AT2	between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	<p>2.1.1 Begin to talk about and find meanings behind different beliefs and practices.</p> <p>2.1.2 Begin to suggest meanings of some religious moral stories.</p> <p>2.1.3 Either ask or respond to questions about what individuals and faith communities do.</p> <p>2.1.4 Express their own ideas creatively.</p>	<p>2.2.1 Talk about and find meanings behind different beliefs and practices.</p> <p>2.2.2 Suggest meanings of some religious and moral stories.</p> <p>2.2.3 Ask and respond to questions about what individuals and faith communities do.</p> <p>2.2.4 Express their own ideas, opinions and talk about their work creatively using a range of different medium.</p>	<p>2.3.1 Suggest and find meanings behind different beliefs and practices.</p> <p>2.3.2 Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.</p> <p>2.3.3 Ask and respond to questions about what individuals and faith communities do and why.</p> <p>2.3.4 Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts.</p>	<p>2.4.1 Respond to meanings behind different beliefs and practices.</p> <p>2.4.2 Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.</p> <p>2.4.3 Express views about why belonging to a faith community is valuable in their own lives.</p> <p>2.4.4 Begin to make connections between their own ideas and others.</p>	<p>2.5.1 Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.</p> <p>2.5.2 Begin to respond thoughtfully to a range of sacred writings/ stories. Provide good reason for what they mean to different faith communities.</p> <p>2.5.3 Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system.</p> <p>2.5.4 Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.</p>	<p>2.6.1 To reflect and respond to the significance of meaning behind different beliefs and practices.</p> <p>2.6.2 Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.</p> <p>2.6.3 Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.</p> <p>2.6.4 Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.</p>
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