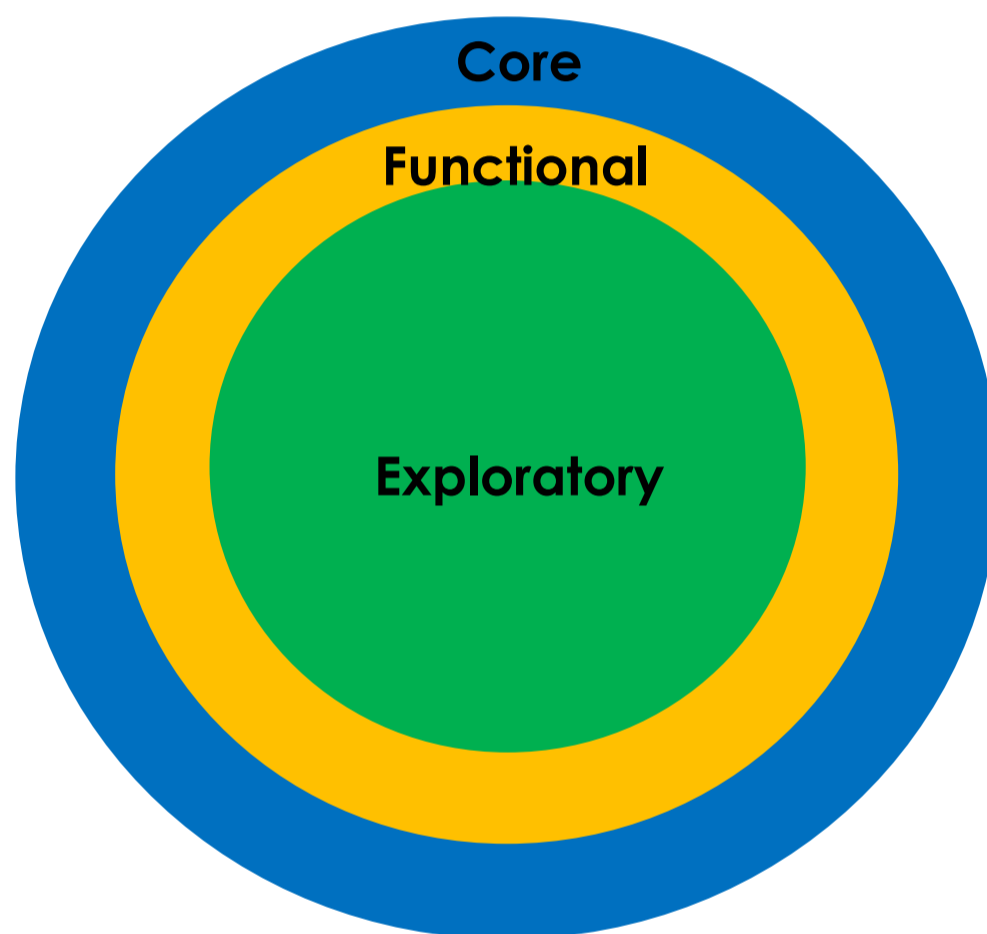


# RE, Culture and Celebration

## Curriculum Map

(broken down into the curriculum tiers)



**INTENT:** To support each child's understanding of themselves as individuals and develop their sense of belonging as part of the wider community so that they can reflect on and accept the similarities and differences in all cultures, beliefs and ways of life thus promoting empathy and a positive future for every child from all backgrounds.

Please note all parents have the right to withdraw their child from all or part of RE.

Let's take a look at the children's experiences of RE, Culture and Celebrations as part of the **Early Years Foundation Stage** at Ladywood School...

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal, Social and Emotional Development</p>	<p><b>PSED curriculum helps our children to develop a positive sense of themselves and others around them enabling them to lead happy and healthy lives. We build strong, warm and supportive relationships with pupils to ensure that they are able to build attachments, understand their emotions and feel safe.</b></p> <ul style="list-style-type: none"> <li>• A strong emphasis on the skills needed to be successful learners including; turn taking, waiting, co-operating with boundaries, working with peers and engaging in adult-led tasks.</li> <li>• Communication support so that our young learners can share their opinions, develop their own preferences and have a positive sense of self.</li> <li>• Educational visits to a range of places such as a café or supermarket which supports pupils in safely exploring their community and having first hand experiences to embed and generalize their learning.</li> <li>• Opportunities to build on social interaction in order to develop relationships with peers, create friendships and resolve conflicts positively.</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p>	<p><b>Our Understanding of the World curriculum supports children in making sense of the world around them. It is important for our pupils to have opportunities to explore their physical world and their community through a range of experiences to increase their knowledge and sense of belonging. Through educational visits and meeting important members of our society we provide first hand experiences to support our pupils in building their understanding of the world around them and also embedding vocabulary.</b></p> <ul style="list-style-type: none"> <li>• Developing our pupils curiosity by role modelling and expressing enthusiasm when noticing the world around us.</li> <li>• Educational visits within the community to explore, learn and develop life-skills in a range of places such as parks, shops, libraries and museums.</li> <li>• Celebrating and learning about a range of faiths and cultures, in order to recognise similarities and differences such as; birthdays, Eid and Chinese New Year.</li> <li>• Pupils to develop their understanding of how to care for animals and their environment through practical experiences such as watching caterpillars grown and caring for plants.</li> <li>• Opportunities to develop and enrich pupils vocabulary through first hand experiences.</li> </ul>
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# How our RE Curriculum Map is broken down into tiers...

	Key Stage 1 (Christians, Jews & Muslims)		Lower Key Stage 2 (Christians, Jews, Muslims & Hindus)		Upper Key Stage 2 (Christians, Jews, Muslims & Hindus)	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploratory Tier</b>	P4 and below	P4 and below	P4 and below	P4 and below	P4 and below	P4 and below
<b>Functional Tier</b>	P5-P6	P5-P6	P5-P8	P5-P8	P8- Agreed Bolton SYLLABUS	P8- Agreed Bolton SYLLABUS
<b>Core Tier</b>	P7-P8	P7-P8	Agreed Bolton SYLLABUS Y1-2	Agreed Bolton SYLLABUS Y1-2	Agreed Bolton SYLLABUS Y3-4	Agreed Bolton SYLLABUS Y3-4

The sections of the Bolton Agreed Syllabus that are being focused on throughout this curriculum map are **‘Making sense of belief’** and **‘Understanding the impact’** (objectives are colour coordinated in purple and red through the document). If an individual child in your class is achieving the objectives on the Developing tier of the curriculum in years 3-6; we will be looking at moving them onto ‘Mastery’ level objectives. These will be looking at **‘Making connections’**.

Please liaise with the RE team to identify specific children that this may be appropriate for.

All children accessing the Engagement Model will be working within the Exploratory Tier.

# Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Christians	Christians	Muslims	Christians	All	Jews
<p><b>Throughout the year,</b> children in the Exploratory Tier are expected to take part in celebrations of personal significance (e.g. birthday/new home celebrations), at a level that is appropriate for the individual child.</p>	<ul style="list-style-type: none"> <li>To actively explore the Cross, that symbolizes Christianity, in a range of different ways (craft activities, sensory tray, Attention Autism groups etc.).</li> <li>To briefly participate in a craft activity to create their own Cross (through a method that is engaging for them).</li> <li>To begin to observe celebration assemblies such as star of the week and to respond to praise for what they have done.</li> <li>To begin to demonstrate a brief appreciation for stillness/quietness - <i>this could be through relaxing music, Tac Pac/ Sherborne sessions etc.</i> (This is the starting point of beginning to look at personal reflection and prayer).</li> </ul>	<p><b>Special stories</b></p> <ul style="list-style-type: none"> <li>To respond during sensory activities relating to Christmas e.g. crafts, tuff tray activities, Attention Autism groups.</li> <li>To experience and observe a Christmas celebration assembly as part of the Ladywood school community.</li> <li>To try on some of the clothes worn by religious figures in the Nativity story (e.g. Wise men, Shepherds etc.).</li> <li>To actively explore the story prompts used to tell the nativity story.</li> </ul>	<ul style="list-style-type: none"> <li>To explore clothes from the Islamic community.</li> <li>To explore some artefacts that are important in Islam (e.g. prayer mat, compass, skull cap).</li> <li>To explore a range of foods and spices that are used in the Islamic community (through touch, smell or taste).</li> <li>To be able to express if their likes and dislikes to foods and spices from the Islamic culture (e.g. through gesture – pushing food away or requesting more).</li> </ul>	<ul style="list-style-type: none"> <li>To experience an Easter celebration assembly as part of the Ladywood school community.</li> <li>To smell, touch or taste foods relating to Easter (e.g. hot cross buns, Easter eggs as part of an egg hunt etc.)</li> <li>To actively explore the story prompts used to tell the Easter story.</li> </ul> <p><b>Special places</b></p> <ul style="list-style-type: none"> <li>To experience a visit to the Church at Easter time.</li> </ul>	<p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>To explore the Ladywood School community by becoming more aware of our school environment (e.g. go for a nature walk around the forest)</li> <li>To begin to show interest in and recognize familiar people (e.g. staff in their class).</li> <li>To greet known people within the Ladywood School environment.</li> <li>To begin to be able to make choices relating to their knowledge of the school environment, (e.g. choosing which area they want to spend time in when motivated to do so—for example, when the ball pool is one of the options).</li> </ul>	<ul style="list-style-type: none"> <li>To visit the Jewish Museum and react to sensory stimuli.</li> <li>To actively explore The Star of David, that symbolizes Judasim, in a range of different ways (craft activities, sensory tray, Attention Autism groups etc.).</li> <li>To briefly participate in a craft activity to create their own Star of David (through a method that is engaging for them).</li> <li>To explore the Torah whilst experiencing Jewish worship.</li> <li>To explore clothes that Jews would wear during worship (e.g. Kippur).</li> </ul>
<p><b>Throughout the year,</b> children in the Functional tier are expected to be aware of their own behavior and recognize their influence over events and other people; as well as show concern and sympathy for those around them (e.g. when distressed).</p>	<ul style="list-style-type: none"> <li>To take part in making their own interpretation of a cross alongside two or three other learners.</li> <li>To begin to appreciate stillness/quietness for longer periods as an adult supports them to participate in short prayers (e.g. putting hands together)</li> <li>To begin to listen and respond to some very simple and relevant prayers.</li> <li>To be aware of their own influence on events as they begin to participate in star of the week celebration assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>To engage in small world play with the Nativity scene/prompts from the Nativity story with two or three other learners.</li> <li>To create their own Christingle with support.</li> <li>To listen and respond to the familiar religious story of the Nativity.</li> <li>To make your own contribution to the celebration of Christmas (e.g. joining in with Christmas cards and crafts/their role in the Christmas show).</li> <li>To begin to be aware of the influence they have on events and other people as part of the Christmas Show.</li> </ul>	<ul style="list-style-type: none"> <li>To respond to the new experience of tasting foods and spices from the Islamic culture and begin to be able to identify which foods they like and don't like using symbols and signs.</li> <li>To engage in Islamic artefacts in a more purposeful way (e.g. showing interest in what the prayer mat/ skull caps are used for and beginning to imitate what an adult does with them).</li> <li>To respond and cooperate with others while making prayer mats in small groups.</li> <li>To listen and respond to Islamic music.</li> </ul>	<ul style="list-style-type: none"> <li>To respond to the religious experience of visiting a Church at Easter time (e.g. through colour, lights, tactile objects, music etc).</li> <li>To listen and begin to respond to the Easter story.</li> <li>To listen to and respond to a range of Easter music, in a variety of ways (E.g. vocalizing, dancing, copying actions etc.)</li> <li>To make your own contribution to celebration of Easter (e.g. joining in with Easter cards and Easter crafts).</li> </ul>	<ul style="list-style-type: none"> <li>To be able to engage briefly in moments of individual reflection and recognize things they have done well.</li> <li>To recognize and identify a range of people that are part of the Ladywood Community.</li> <li>To carry out ritualized actions that are associated with the Ladywood community and their school routine (e.g. hanging up their coat on their peg etc).</li> <li>To be comfortable, confident and happy in their school environment and to feel a part of the school community (e.g. star of the week, recognizing people in the</li> </ul>	<ul style="list-style-type: none"> <li>To show interest on their visit to the Jewish Museum.</li> <li>To take part in making their own interpretation of the Star of David alongside two or three other learners.</li> <li>To participate in making their own Torah scroll and begin to understand that it is very important to Jews (e.g. treating it with care).</li> <li>To participate in making a Kippah that would be worn as part of Jewish worship as they begin to understand their influence over events (e.g. selecting their own craft resources)</li> </ul>
<p><b>Throughout the year,</b> children in the Core tier are expected to be able to make purposeful relationships, understand a range of emotions (including happy, sad, lonely, worried, angry) and to express their own views on religion, the environment and what is right and wrong.</p>	<p><b>God Creation Incarnation Gospel Salvation</b></p> <ul style="list-style-type: none"> <li>To begin to be able to evaluate their own behavior in simple ways (e.g. on the basis of consequence— they have got a star of the week award for something they have done well etc).</li> <li>To take an active role in relevant prayers (e.g. joining in with a familiar prayer or saying the dinner time prayer to the rest of the class).</li> <li>To recognize that Christians pray to God.</li> <li>To begin to recognize that the Cross is an important symbol to Christians and create their own representation.</li> </ul>	<ul style="list-style-type: none"> <li>To look at pictures of themselves celebrating a birthday and understand that Christmas is Jesus's birthday.</li> <li>To take part in role play to retell the nativity story.</li> <li>To show care and concern for baby Jesus in the manger.</li> <li>To create their own Christingle and begin to understand what the orange represents.</li> </ul>	<p><b>God Tawhid Ibadah Iman</b></p> <ul style="list-style-type: none"> <li>To learn more about the Islamic culture by listening to traditional music/songs—What language are they singing in? Can we join in/copy the beat using our own musical instruments? (Gong, drums, percussion)</li> <li>To use some simple adjectives/symbols to describe the taste and/ or smell of each of the Islamic foods and spices.</li> <li>To identify that 'Allah' is very important to Muslims.</li> <li>To recognise that prayer mats, skull caps and compasses are important to Muslims and begin to demonstrate how these are used.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and participate in the story of Easter.</li> <li>To use pictures, symbols and drawings to communicate their ideas about the Easter story (e.g. What is happening in the picture? It makes me feel...).</li> <li>To recognise 'Jesus' as an important person in the Easter story.</li> <li>To recognise the significance of the Church to Christians during our educational visit.</li> </ul>	<p><b>Sacred places Ourselves, others and the world Faith community</b></p> <ul style="list-style-type: none"> <li>To reflect on what makes them happy, sad, excited or upset at school (e.g. looking at our friends, identify our favorite activities and areas etc.).</li> <li>To have a basic understanding of 'right' and 'wrong' - <i>linking to the idea of school rules</i> (children could sort symbols to identify if they are the right or wrong things to do.)</li> <li>To care for our Ladywood School environment (e.g. tidying outside,, putting rubbish in the bin, growing plants etc.)</li> <li>To begin to recognize Ladywood as part of a wider community (e.g. exploring the personalized map of Little Lever which has Ladywood identified on it).</li> </ul>	<p><b>God Torah The People</b></p> <ul style="list-style-type: none"> <li>To find out about aspects of the Jewish religion on their visit to the Jewish Museum.</li> <li>To be able to identify the Star of David on request, from a choice of objects.</li> <li>To begin to recognize that the Star of David is a significant symbol to Jews and create their own representation.</li> <li>To be able to identify the Jewish holy text as the Torah and create their own representation.</li> </ul>

## Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Christians	Jews	Christians	All	Muslims	Christians
<p><b>Throughout the year,</b> children in the Exploratory Tier are expected to take part in celebrations of personal significance (e.g. birthday/new home celebrations), at a level that is appropriate for the individual child.</p>	<p><b>Special stories</b></p> <ul style="list-style-type: none"> <li>To explore the Bible whilst experiencing Christian worship.</li> <li>To explore the resources from the sensory story of 'Jesus calming the storm' / 'Jesus walking on water' (e.g. the water, spray bottle, thunder stick etc).</li> <li>To explore the clothes that Jesus and his disciples wore.</li> </ul>	<ul style="list-style-type: none"> <li>To participate in some traditions of Hanukkah (spinning the dreidle, lighting battery operated candles—menorah).</li> <li>To experience music that would be listened to during Hanukkah.</li> <li>To experience (through smell, touch or taste) the delicacies that are enjoyed during Hanukkah—e.g. <i>Latkes</i>, <i>Sufganiyot</i> etc.)</li> <li>To express their own feelings/likes and dislikes relating to their experience of Hanukkah (using the appropriate Pupil Voice Communication Board).</li> </ul>	<ul style="list-style-type: none"> <li>To react to sensory stimuli whilst out in the community (e.g. buying the ingredients before making pancakes in school).</li> <li>To react to sensory stimuli at school (Attention Autism or sensory activities linked to pancake day).</li> <li>To explore (through taste, touch and smell) their pancakes and toppings.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to anticipate and show pleasure from praise for something they have done.</li> <li>To begin to take pleasure from some of their own personal achievements (e.g. this could be showing more independence in washing their hands, completing a short task or showing pride during star of the week etc).</li> </ul> <p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>To explore our local community in a range of ways (e.g. through walks and educational visits)</li> <li>To recognize themselves through pictures and in mirrors.</li> </ul>	<ul style="list-style-type: none"> <li>To actively explore The Star and Crescent, that symbolizes Islam, in a range of different ways (craft activities, sensory tray, Attention Autism groups etc).</li> <li>To briefly participate in a craft activity to create their own Star and Crescent (through a method that is engaging for them).</li> <li>To explore the Qur'an whilst experiencing Islamic worship.</li> </ul> <p><b>Special places</b></p> <ul style="list-style-type: none"> <li>To react to sensory stimuli during a visit to the Mosque.</li> </ul>	<ul style="list-style-type: none"> <li>To actively explore sensory activities linked to the creation story.</li> <li>To react to sensory stimuli at school (e.g. during Attention Autism sessions linked to the creation story).</li> <li>To begin to celebrate their own personal achievements in relation to each religion (e.g. showing some interest in pictures of themselves engaging in religious activities throughout the year—this could be done through collage).</li> </ul>
<p><b>Throughout the year,</b> children in the Functional tier are expected to be aware of their own behavior and recognize their influence over events and other people; as well as show concern and sympathy for those around them (e.g. when distressed).</p>	<ul style="list-style-type: none"> <li>To begin to explore a familiar religious story with two or three other learners (e.g. Jesus figure in blue slime, can the child show Jesus walking on the water?)</li> <li>To listen and respond to religious sensory stories (for example, Jesus calming the storm or Jesus walking on water).</li> <li>To take part in simple role play of Jesus walking on water and begin to be aware of their influence on these events.</li> </ul>	<ul style="list-style-type: none"> <li>To respond to the new religious experience of Hanukkah (focusing on the music, colour, food, lights, drama and tactile objects).</li> <li>To make their own contribution to the Jewish celebration of Hanukkah (e.g. through artwork, role play and music).</li> <li>To respond to and cooperate with other learners in a small group during Hanukkah celebration activities.</li> <li>To begin to understand more about the Jewish culture by exploring Hebrew writing (e.g. tracing, coping, experimenting etc).</li> </ul>	<ul style="list-style-type: none"> <li>To respond to the new religious experience of pancake day by tasting, smelling and exploring pancakes, mixture and toppings.</li> <li>To begin to engage in very simple moments of individual reflection while we think about our favourite foods (the starting point in learning about Lent).</li> <li>To begin to respond to others and cooperate while making pancake mixture in a small group.</li> <li>To be able to assist in making the pancake batter through carrying out familiar ritualized actions (e.g. stirring when given a spoon, pouring when given a jug etc.)</li> </ul>	<ul style="list-style-type: none"> <li>To engage in moments of individual reflection as we look back at photographs of our favourite visits within our local community.</li> <li>To be aware of their influence on events and other people (focusing on how we keep safe/act whilst out in the community).</li> <li>To become more familiar with their local environment as part of education visits while re-ponding/co-operating with others in group situations.</li> <li>To demonstrate that they can show concern and sympathy for others in distress as we begin to look at what it means to be a good friend (this could be done through observation, role play with dolls etc.)</li> </ul>	<ul style="list-style-type: none"> <li>To respond to the new religious experience of visiting a Mosque (through music, drama, colour, lights, foods or tactile objects).</li> <li>To respond to the Islamic symbol of the Star and Crescent in a range of ways including colour mixing, sensory/tactile shapes and light (sensory room/light box).</li> <li>To create their own interpretation of the Star and Crescent with support from an adult.</li> <li>To explore the Quran and understand their own influence on objects/events by treating it with care.</li> </ul>	<ul style="list-style-type: none"> <li>To take a moment of personal reflection to look at photographs of their religious experiences throughout the year and identify what they have enjoyed most.</li> <li>To take part in small world play linked to the creation story with two or three other learners and be aware of their influence on other people (e.g. sharing, taking turns).</li> <li>To listen and begin to respond to a very simple version of the creation story (e.g. using the 'Kids Bible').</li> </ul>
<p><b>Throughout the year,</b> children in the Core tier are expected to be able to make purposeful relationships, understand a range of emotions (including happy, sad, lonely, worried, angry) and to express their own views on religion, the environment and what is right and wrong.</p>	<ul style="list-style-type: none"> <li>To begin to understand that religious stories carry a moral meaning in a simple way (e.g. Jesus walking on water represented placing our faith in God as he has control over the elements—the sea).</li> <li>To be able to use word, signs or symbols to describe what they think Jesus is like in simple terms.</li> <li>To know that the Christian holy text is the Bible (children could make their own front cover for the Bible)</li> <li>To understand that Christians worship in the Church.</li> <li>To understand that 'God' is very important to Christians.</li> </ul>	<p style="text-align: center;"><b>God Torah The People</b></p> <ul style="list-style-type: none"> <li>To communicate ideas/feelings in response to their experience of the Hanukkah celebration.</li> <li>To realise the significance of Jewish artefacts used to celebrate Hanukkah (E.g. menorah, oil lamp, dreidel etc).</li> <li>To understand that Jews worship in the Synagogue.</li> <li>To know that the Torah is written in Hebrew.</li> </ul>	<p style="text-align: center;"><b>God Creation Incarnation Gospel Salvation</b></p> <ul style="list-style-type: none"> <li>To be able to identify some things that they like as we begin to look at what people may give up at Lent (e.g. chocolate, sweets etc.)</li> <li>To communicate their feelings about making pancakes and what they have enjoyed most about the pancake day celebration.</li> <li>To be able to take turns and share resources while making pancakes, as they begin to understand and respect that other people have needs as well.</li> <li>To begin to understand what Lent is and communicate simple facts about Lent/Jesus using symbols to support (e.g. Christians celebrate Lent/At lent people give things up/Jesus went to the desert for 40 days and 40</li> </ul>	<p style="text-align: center;"><b>Sacred places Ourselves, others and the world Faith community</b></p> <ul style="list-style-type: none"> <li>To be able to identify where is special to them and begin to look at why this is—this could be home, religious venue etc.</li> <li>To understand what it means to be a friend and make their own purposeful relationships with others.</li> <li>To know that Jesus's special friends were named disciples.</li> <li>To reflect on what makes them happy, sad, excited or upset within our local community (e.g. looking back on education visits and identify what we've enjoyed and not enjoyed).</li> <li>To understand that everyone is different and it is important to treat other people with care.</li> </ul>	<p style="text-align: center;"><b>God Tawhid Ibadah Iman</b></p> <ul style="list-style-type: none"> <li>To be able to express their ideas/feelings in response to their visit to the Mosque in simple terms.</li> <li>To begin to recognize the significance of the Star and Crescent to Muslims and create their own representation.</li> <li>To be able to recognize the significance of the Qur'an and identify this as the holy text for Muslims.</li> <li>To understand that Muslims worship in the Mosque and experience a Mosque as part of an educational visit.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to look at our favourite things and make a poster about what makes the world amazing for us (e.g. our favourite animals, our favourite places etc.)</li> <li>To be able to identify 'Who created the world?' (through sign, symbols, gestures and vocalizations).</li> <li>To listen with interest to the creation story and begin to retell parts of the story through small world play.</li> <li>To begin to understand that we need to care for the environment (e.g. growing plants for the garden/litter picking/recycling).</li> </ul>

# Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Christians	Christians	Jews	Hindus	Muslims	Christians
<p><b>Exploratory</b></p> <p>Throughout the year, children in the Exploratory Tier are expected to take part in celebrations of personal significance (e.g. birthday/new home celebrations), at a level that is appropriate for the individual child.</p>	<p><b>God</b></p> <ul style="list-style-type: none"> <li>To engage with story props from the parable of The Lost Son.</li> <li>To visit a Church and react to sensory stimuli.</li> <li>To explore some of the objects used in Christian worship (e.g. cross, Bible etc).</li> </ul>	<p><b>Creation</b></p> <ul style="list-style-type: none"> <li>To actively explore sensory activities linked to the creation story.</li> <li>To briefly engage in play with props/resources linked the creation story (e.g. small world play etc.)</li> <li>To react to sensory stimuli whilst in a community setting (e.g. whilst out on Educational Visits—getting to know our community).</li> </ul>	<p><b>God</b></p> <p><b>Torah</b></p> <p><b>People</b></p> <ul style="list-style-type: none"> <li>To participate in a Jewish celebration (e.g. Shabbat) in a range of ways (e.g. exploring foods/clothing/smells/music).</li> <li>To visit a Synagogue and react to sensory stimuli.</li> <li>To explore some of the objects used in Jewish worship (e.g. Torah, kippah etc).</li> </ul>	<p><b>Introduction to Hinduism</b></p> <ul style="list-style-type: none"> <li>To actively explore Aum, that symbolizes Hinduism, in a range of different ways (craft activities, sensory tray, Attention Autism groups etc).</li> <li>To participate in some traditions of the Hindu Holi Festival (e.g. exploring bright coloured powder paint to make their own creation).</li> <li>To experience music from the Holi Festival.</li> <li>To experience (through smell, touch or taste) the delicacies that are enjoyed during Holi Festival—e.g. <i>Puran Poli, Thandai, Bhang (herb)</i>.</li> </ul>	<p><b>God</b></p> <p><b>Tawhid</b></p> <p><b>Ibadah</b></p> <p><b>Iman</b></p> <ul style="list-style-type: none"> <li>To participate in a Islamic celebration of Eid in a range of ways (e.g. exploring foods/clothing/smells/music).</li> <li>To visit a Mosque and react to sensory stimuli.</li> <li>To explore some of the objects used in Islamic worship (e.g. Qu’ran, prayer mat)</li> </ul>	<ul style="list-style-type: none"> <li>To react and respond to pictures of people they love—parents/carers/family.</li> <li>To briefly engage in a role play wedding with support (e.g. dressing in wedding clothes, listening to wedding music, walking down the aisle etc.) - <i>demonstrating one way in which people show they love each other.</i></li> <li>To be able to recognize and identify a pictures of themselves from a group.</li> </ul>
	<ul style="list-style-type: none"> <li>To respond to the religious experience of visiting a Church in a variety of ways (e.g. showing interest in music, tactile objects, colours, lights etc).</li> <li>To begin to carry out ritualised actions within a religious setting with adult-prompts (e.g. putting our hands together when we pray).</li> <li>To listen to and begin to respond to a religious parable (e.g. The Lost Son).</li> <li>To match pictures to symbols in relation to what they saw in a church.</li> </ul>	<ul style="list-style-type: none"> <li>To find out about aspects of the Christian religion through a sensory version of the creation story.</li> <li>To order the creation story.</li> <li>To understand that God made the world.</li> <li>To begin to know how to look after their friends and people who are important to them.</li> </ul>	<ul style="list-style-type: none"> <li>To respond to the new religious experience of visiting a Synagogue in a variety of ways (e.g. showing interest in music, tactile objects, colours, lights etc).</li> <li>To find out aspects about the Jewish community through artwork and food as we look at Shabbat—the Jewish day of rest.</li> <li>To match pictures to symbols in relation to what they saw in the Synagogue.</li> </ul>	<ul style="list-style-type: none"> <li>To express their own feelings/likes and dislikes relating to their experience of the Holi Festival (using Blank level 1 communication board)).</li> <li>To respond to the new religious experience of the Holi festival (focusing on the music, colour, food, lights, drama and tactile objects).</li> <li>To contribute to the Hindu celebration of Holi with support (e.g. through artwork, role play and music).</li> <li>To engage with the story behind Holi festival.</li> <li>To communicate feelings in response to their experience of Holi festival.</li> <li>To begin to recognize that the Aum is an important symbol to Hindus and create their own representation from an adult model.</li> </ul>	<ul style="list-style-type: none"> <li>To respond to a Islamic celebration of Eid in a range of ways (e.g. exploring foods/clothing/smells/music).</li> <li>To respond to the religious experience of visiting a / Mosque in a variety of ways (e.g. showing interest in music, tactile objects, colours, lights etc).</li> <li>To match pictures to symbols in relation to what they saw in the Mosque.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to recognize who is special to them from a choice).</li> <li>To engage in a role play wedding (e.g. dressing in wedding clothes, listening to wedding music, walking down the aisle etc.) - <i>demonstrating one way in which people show they love each other.</i></li> <li>To begin to recognize the feelings of others and begin to show some concern.</li> <li>To be able to confidently recognize pictures of familiar people (e.g. peers, family, staff) - <i>starting point to recognize each person's uniqueness.</i></li> </ul>
<p><b>Functional</b></p> <p>Throughout the year, children in the Functional Tier are expected to develop their sense of self as an individual and as part of a wider community by improving their understanding of their emotions (happy, sad, excited or lonely) and taking part in group activities where they can communicate their opinions on religion, the environment and what is right and wrong.</p>	<ul style="list-style-type: none"> <li>To make observational comments when visiting a church.</li> <li>To carry out ritualised actions within a religious setting (e.g. putting our hands together when we pray).</li> <li>To re-tell/act out a religious parable with support (e.g. The Lost Son).</li> <li>To be able to answer very simple questions and communicate their ideas and feelings using pictures/symbols, after visiting the Church (e.g. look back on pictures from your education visit and reflect on what you experienced.)</li> <li>To begin to realise the significance of religious artefacts, symbols and places (e.g. during visit to the Church) - <i>identify significant objects from a group etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of their own influence on events and other people in relation to how we look after each other and the world (e.g. <i>understanding that our actions and behavior can upset others or throwing rubbish on the floor is bad for the environment</i>).</li> <li>To find out about aspects of the Christian religion through a role play.</li> <li>To create art work to represent the Creation story.</li> <li>To be able to answer questions and communicate their opinions/responses about the Creation story.</li> <li>To know how to treat living things and their environment with care and concern (<i>this could be how they handles plants/ animals</i>).</li> </ul>	<ul style="list-style-type: none"> <li>To make observational comments when visiting a synagogue.</li> <li>To find out aspects about the Jewish community through drama /music/ artwork as we look at Shabbat—the Jewish day of rest.</li> <li>To be able to answer very simple questions and communicate their ideas and feelings using pictures/symbols, after visiting the Synagogue (e.g. look back at pictures from your education visit and reflect on what you experienced.)</li> <li>To begin to realise the significance of religious artefacts, symbols and places (e.g. during visit to the Synagogue) - <i>identify significant objects from a group etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>To create simple sentences about the religious experience of the Holi festival</li> <li>To make their own contribution to the Hindu celebration of Holi (e.g. through artwork, role play and music).</li> <li>To find out more about the Hindu religion by listening to the story behind Holi festival and answering simple questions linked to the story.</li> <li>To communicate ideas and feelings in response to their experience of Holi festival.</li> <li>To recognize that the Aum is an important symbol to Hindus and create their own representation.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to carry out ritualised actions within a religious setting (e.g. taking part in Wudu before prayer begins).</li> <li>To make their own contribution to the Islamic celebration of Eid and Ramadan (e.g. through artwork, role play, music etc).</li> <li>To be able to answer very simple questions and communicate their ideas and feelings using pictures/symbols, after visiting the Mosque (e.g. look back on pictures from your education visit and reflect on what you experienced.)</li> <li>To begin to realise the significance of religious artefacts, symbols and places (e.g. during visit to the Mosque) - <i>identify significant objects from a group etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>To briefly engage in moments of individual reflection (e.g. thinking and identifying who is special to them).</li> <li>To show concern and sympathy for others who may be in distressed and begin to understand and respect that other people have their own needs (e.g. offering comfort through gestures, facial expressions)</li> <li>To be able to communicate their feelings about what is special to them (e.g. through role play).</li> </ul>
<p><b>Core</b></p> <p>Throughout the year, children in the Core Tier are expected to be aware and understand what makes places sacred in different religions, how it feels to be part of a faith community and to show care for themselves, others and the world.</p>	<p><b>What do Christians believe God is like? [God]</b></p> <ul style="list-style-type: none"> <li>To know what a parable is—what is your favourite parable?</li> <li>To listen to and retell the story of the Lost Son from the Bible—what does this mean to Christians? (recognising God as a loving Father)</li> </ul> <p><b>What makes some places sacred to believers?</b></p> <ul style="list-style-type: none"> <li>To visit a Church and be able to identify Christian symbols and some of the key characteristics.</li> <li>To identify at least 3 objects used in the Christian religion to worship (e.g. cross, Bible etc.) - what are they for and they used and what do they mean?</li> </ul>	<p><b>Who do Christians say made the world? [Creation]</b></p> <ul style="list-style-type: none"> <li>To listen to and what key elements of the Christian creation story (Genesis 1:1-2:3)</li> <li>To recognize that 'Creation' is the beginning of the 'big day' of the Bible—what does this tell us about God?</li> </ul> <p><b>How should we care for others and the world, and why does it matter?</b></p> <ul style="list-style-type: none"> <li>To be able to give a clear and simple account of what Genesis 1 tells Christians and Jews about the natural world—why do Christians and Jews look after the natural world.</li> <li>To give examples on how Christians and Jews can show care for the natural earth.</li> </ul>	<p><b>Who is Jewish and how do they live? [God/Torah/ People]</b></p> <ul style="list-style-type: none"> <li>To retell simple stories used in Jewish celebrations (e.g. Hanukkah/Shabbat) and recognize how this reminds Jews of what God is like.</li> <li>To give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah).</li> </ul> <p><b>What makes some places sacred to believers?</b></p> <ul style="list-style-type: none"> <li>To visit a Synagogue and be able to identify Jewish symbols and some of the key characteristics.</li> <li>To identify at least 3 objects used in Jewish worship (e.g. Torah, kippah etc.) - what are they, how are they used and what do they mean?</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand the meaning behind the Holi festival and why this is an important celebration to Hindus.</li> <li>To be able to retell the story behind Holi festival and give examples of how Holi is celebrated—(paint is thrown, bonfires are lit).</li> <li>To begin to be able to understand the meaning behind some of the traditions of Holi festival (e.g. bonfires are lit to burn away evil spirits. What do the different coloured powders that are thrown represent?)</li> <li>To be able to identify that during Holi Festival we celebrate the Hindu God Krishna.</li> </ul>	<p><b>Who is a Muslim and how do they live? [God/ Tawhid/Ibadah/Iman]</b></p> <ul style="list-style-type: none"> <li>To understand what Muslims believe about Muhammad from stories about the Prophet</li> <li>To give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. fasting during Ramadan to mark when Allah gave the first chapters of the Qur'an to Prophet Muhammad, followed by Eid al-Fitr to break-to fast).</li> <li>To give examples of how Muslims put their beliefs about prayer into action.</li> </ul> <p><b>What makes some places sacred to believers?</b></p> <ul style="list-style-type: none"> <li>To visit a Mosque and be able to identify Muslim symbols and some of the key characteristics.</li> </ul>	<p><b>What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>To recognize that being others is the part in lots of communities—what do we love in our community? why do we love them?</li> <li>To be able to give a simple explanation of what Jesus taught Children about loving each other.</li> <li>To use ICT technology to research on other religious leaders who taught about loving other people—what did they teach?</li> <li>To explore some of the similarities and differences between</li> </ul>

# Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Exploratory	<p><b>Jews</b></p> <p><b>God</b></p> <p><b>Torah</b></p> <p><b>The People</b></p> <p><i>Faith community</i></p> <ul style="list-style-type: none"> <li>To participate in some traditions of Rosh Hashanah (e.g. blowing the Shofar, lighting candles—use battery candles).</li> <li>To experience music that would be listened to during Rosh Hashanah.</li> <li>To experience (through smell, touch or taste) the delicacies that are enjoyed during Rosh Hashanah—e.g. Apples and honey, Challah, honey cake)</li> </ul>	<p><b>Christians</b></p> <p><b>Incarnation</b></p> <p><b>Gospel</b></p> <ul style="list-style-type: none"> <li>To actively participate in our Christmas celebration assembly as part of the Ladywood School community.</li> <li>To briefly explore a nativity scene.</li> <li>To respond during sensory activities relating to Christmas e.g. crafts, tuff tray activities, Attention Autism groups.</li> <li>To respond to familiar Christmas music through eye gaze, gesture, movement etc.</li> </ul>	<p><b>Muslims</b></p> <p><b>God</b></p> <p><b>Tawhid</b></p> <p><b>Ibadah</b></p> <p><b>Iman</b></p> <p><i>Faith community</i></p> <ul style="list-style-type: none"> <li>To explore what clothes might be worn at a Muslim wedding.</li> <li>To make and explore (through smell, touch or taste) some delicacies and spices that may be present at a Muslim wedding.</li> <li>To explore resources and props used during our Muslim wedding role play, for extended periods of time.</li> <li>To experience music that would be played at a Muslim wedding.</li> </ul>	<p><b>Christians</b></p> <p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>To participate in our Easter celebration assembly as part of the Ladywood School community.</li> <li>To explore a range of religious objects linked to the story of Easter (e.g. the cross, the bible).</li> <li>To go shopping for and explore different foods that are linked to Easter (e.g. hot cross buns, Easter Eggs).</li> <li>To respond during sensory activities relating to Easter (e.g. making cards, crafts, tuff tray activities, Attention Autism groups).</li> </ul>	<p><b>Hindus</b></p> <p><b>Introduction to Hinduism</b></p> <ul style="list-style-type: none"> <li>To visit a Hindu temple and react to sensory stimuli.</li> <li>To be able to wear and explore clothes from the Hindu culture that may be worn for worship</li> <li>To explore a range of religious objects linking to Hinduism.</li> </ul>	<p><b>Christians</b></p> <p><i>Understanding ourselves and the world around them</i></p> <ul style="list-style-type: none"> <li>To briefly engage with sensory props linked to the story of 'The Good Samaritan.'</li> <li>To recognize themselves and begin to recognize 1 or 2 familiar peers/staff/ family members (through pictures, videos, in the mirror etc).</li> <li>To respond to praise for what they have done and celebrate personal achievements (e.g. For completing a short task - this is the beginning of learning about right and wrong.)</li> </ul>
Functional	<ul style="list-style-type: none"> <li>To respond to the new religious experience of the Rosh Hashanah (focusing on the music, colour, food, lights, drama and tactile objects).</li> <li>To make a contribution to the Jewish celebration of Rosh Hashanah with support (e.g. through artwork, role play and music).</li> <li>To express their own feelings/likes and dislikes relating to their experience of Rosh Hashanah (using the appropriate Pupil Voice Communication Board).</li> </ul>	<ul style="list-style-type: none"> <li>To express own likes and dislikes relating to the celebration of Christmas (using the appropriate Pupil Voice communication board).</li> <li>To explore a nativity scene for an extended period.</li> <li>To respond to 'who' and 'what' questions about the Nativity story from a choice of symbols.</li> <li>To order at least 3 pictures to retell the Nativity Story.</li> <li>From a choice of 2 symbols, to identify things which may make people happy, sad, lonely etc.</li> </ul>	<ul style="list-style-type: none"> <li>To learn more about the Islamic culture by taking part in a role play Islamic wedding ceremony—begin to look at the concept of arranged marriages.</li> <li>To identify people who are special to them from a choice.</li> <li>To match pictures to objects of Islamic religious artefacts.</li> <li>To begin to understand how we can treat others with care by selecting a symbol from a choice of actions e.g. smile, hug, share.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and begin to respond to the Easter story.</li> <li>To order at least 3 pictures to retell the Easter Story.</li> <li>To begin to answer 'what?' and 'Who?' questions about the Easter Story.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to express own feelings in relation to Hindu experiences (Pupil voice)</li> <li>To respond to the new religious experience of visiting a Hindu temple in a variety of ways (e.g. showing interest in music, tactile objects, colours, lights etc).</li> <li>To begin to carry out ritualised actions as in religious setting (e.g. understanding that it is important to remove shoes and wash your hands when entering the temple).</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and begin to respond to the story of The Good Samaritan.</li> <li>To begin to sort actions which are right and wrong.</li> <li>To order at least 3 pictures to retell The Good Samaritan.</li> </ul>
Core	<p><b>Who is Jewish and how do they live? [God/Torah/ People]</b></p> <ul style="list-style-type: none"> <li>To listen to and recognise a Jewish prayer (Shema)</li> <li>To make links between Jewish ideas of God found in stories and how Jews live.</li> <li>To be aware that Jews remember God in different ways (e.g. mezzuzah, on Shabbat).</li> <li>To understand how and why Rosh Hashanah is celebrated by Jews.</li> </ul> <p><b>What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>To recognise some symbols of belonging within the faith community.</li> </ul>	<p><b>Why does Christmas matter to Christians? [Incarnation]</b></p> <ul style="list-style-type: none"> <li>To know that stories of Jesus' life come from the Gospels.</li> <li>To be able to retell the story of Jesus' birth.</li> <li>To be able to give a simple explanation of why Jesus is important to Christians.</li> <li>To give examples of how Christians use the Nativity story to guide their actions at Christmas.</li> </ul> <p><b>What is the 'good news' Christians believe Jesus brings? [Gospel]</b></p> <ul style="list-style-type: none"> <li>To listen to stories from the Bible and recognise a link to their own lives.</li> </ul>	<p><b>Who is a Muslim and how do they live? [God/ Tawhid/Ibadah/Iman]</b></p> <ul style="list-style-type: none"> <li>To listen to and recognise the meaning behind the words of Shirkah and understand that this is very important to Muslims.</li> <li>To be able to identify and simply explain some of the key beliefs of Muslims (e.g. Shirkah and 99 names of Allah).</li> <li>To begin to understand why Muslims may make the pilgrimage to Mecca during their Ibadah.</li> <li>To give examples of how Muslims use the shirkah to show what matters to them.</li> </ul>	<p><b>Why does Easter matter to Christians? [Salvation]</b></p> <ul style="list-style-type: none"> <li>To show a link/understanding of 'incarnation' and 'salvation' and recognise these within the Easter story.</li> <li>To listen and retell stories of Holy Week and Easter from the Bible.</li> <li>To identify moments from these stories where Jesus is helping people (Salvation).</li> <li>To understand how Christians celebrate Jesus's death and resurrection at Church during Easter.</li> </ul>	<ul style="list-style-type: none"> <li>To visit a Hindu Temple—mandir -and be able to document some of the key features (children could take their own photos to document what they have seen).</li> <li>To be able to identify and label key features of the Mandir.</li> <li>To join in with Hindu worship and begin to understand why things are done in a certain way (e.g. why do we wash our hands before prayer?)</li> </ul>	<p><b>How should we care for others and the world, and why does it matter?</b></p> <ul style="list-style-type: none"> <li>To listen to the story of 'The Good Samaritan'.</li> <li>To give examples of ways that we can help others in our communities.</li> <li>To explore ideas of good and bad/right and wrong.</li> <li>To show an understanding of how we can help other people by voting for a charity that you would like to donate money to and organising a small fund raising.</li> </ul>

Throughout the year, children in the Exploratory Tier are expected to take part in celebrations of personal significance (e.g. birth-day/new home celebrations), at a level that is appropriate for the individual child.

Throughout the year, children in the Functional Tier are expected to develop their sense of self as an individual and as part of a wider community by improving their understanding of their emotions (happy, sad, excited or lonely) and taking part in group activities where they can communicate their opinions on religion, the environment and what is right and wrong.

Throughout the year, children in the Core Tier are expected to be aware and understand how and why their own faith community celebrates their faith, how it feels to be themselves, others and the world around them.

# Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Christians</b>	<b>Hindus</b>	<b>Christians</b>	<b>Jews</b>	<b>Muslims</b>	<b>Christians</b>
<p><b>Throughout the year</b>, children in the Exploratory Tier are expected to take part in celebrations of personal significance (e.g. birthday/new home celebrations), at a level that is appropriate for the individual child.</p>	<p style="text-align: center;"><b>Creation</b></p> <ul style="list-style-type: none"> <li>To actively explore sensory props relating to the Creation story for a more extended period of time.</li> <li>To actively take part in a simple craft activity of the Earth to represent the Christian idea of the Creation story.</li> <li>To briefly participate in a range of 'tidying', 'cleaning' and 'caring' activities as we look at how we should look after ourselves/other things and to celebrate this as a personal achievement <i>(this could be as simple as washing hands or putting rubbish in the bin)</i>.</li> </ul>	<p style="text-align: center;"><b>Introduction to Hinduism</b></p> <ul style="list-style-type: none"> <li>To participate in some traditions of the Diwali Festival (e.g. exploring lights in a range of ways—sensory room, interactive sensory programme, light box etc.)</li> <li>To experience music from the Diwali Festival.</li> <li>To experience (through smell, touch or taste) the delicacies that are enjoyed during Diwali Festival—e.g. <i>Kheer, Mithai, Samosa</i> etc.).</li> </ul>	<p style="text-align: center;"><i>Faith community</i></p> <ul style="list-style-type: none"> <li>To react to sensory stimuli in a community setting (e.g. whilst out on Educational Visits—getting to know our community).</li> </ul> <p style="text-align: center;"><i>Significant events</i></p> <ul style="list-style-type: none"> <li>To respond to praise for what they have done and to join in celebrating personal achievements.</li> <li>To briefly show interest in/engage with pictures of themselves during significant moments in their own lives (e.g. birthday's, family celebrations etc.) - <i>Can the children recognize themselves?</i></li> </ul>	<p style="text-align: center;"><b>God</b></p> <p style="text-align: center;"><b>Torah</b></p> <p style="text-align: center;"><b>The People</b></p> <ul style="list-style-type: none"> <li>To explore, smell and taste food from the Jewish community.</li> <li>To experience music and prayers from the Jewish community.</li> </ul> <p style="text-align: center;"><i>Sacred buildings</i></p> <ul style="list-style-type: none"> <li>To visit a Synagogue and react to sensory stimuli.</li> </ul>	<p style="text-align: center;"><b>God</b></p> <p style="text-align: center;"><b>Tawhid</b></p> <p style="text-align: center;"><b>Ibadah</b></p> <p style="text-align: center;"><b>Iman</b></p> <ul style="list-style-type: none"> <li>To experience clothes, music and prayers from the Islamic community.</li> <li>To explore Islamic worship (e.g. taking shoes off, Wudu, prayer mats etc).</li> </ul> <p style="text-align: center;"><i>Sacred buildings</i></p> <ul style="list-style-type: none"> <li>To visit a Mosque and react to sensory stimuli.</li> </ul>	<p style="text-align: center;"><b>God</b></p> <ul style="list-style-type: none"> <li>To begin to engage briefly with a sensory story from the Bible.</li> <li>To actively explore a range of religious objects relating to the Christianity and God.</li> </ul> <p style="text-align: center;"><i>Sacred building</i></p> <ul style="list-style-type: none"> <li>To visit a Church and react to sensory stimuli.</li> </ul>
	<p><b>Who do Christians say made the world? [Creation]</b></p> <ul style="list-style-type: none"> <li>To listen to and retell key elements of the Christian creation story using pictures prompts (Genesis 1:1-2:3)</li> <li>To begin to understand that 'creation' is the beginning of the 'big story' of the bible through listening, watching stories and making comments.</li> <li>To begin to understand how to care for the natural world e.g. by switching off lights and taps.</li> </ul>	<ul style="list-style-type: none"> <li>To express their own feelings/likes and dislikes relating to their experience of the Diwali Festival (through gesture, pushing objects away/using the Blank Level 1 Communication Board).</li> <li>To be beginning to understand that Diwali is the Festival of Lights.</li> <li>To listen and show interest in the story of Diwali.</li> </ul>	<p><b>What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>To begin to recognise that loving others is important in lots of communities.</li> </ul> <p><b>How should we care for others and the world, and why does it matter?</b></p> <ul style="list-style-type: none"> <li>To be able to listen to a religious story that highlights each person's value and uniqueness (e.g. The Lost Sheep or The Lost Coin)</li> <li>To communicate how we can care for and be kind to others when given a choice (e.g. giving to charity)..</li> </ul>	<ul style="list-style-type: none"> <li>To express their own feelings, likes and dislikes in relation to their visit to the Synagogue (using Pupil Voice communication boards).</li> </ul> <p><b>Who is Jewish and how do they live? [God/Torah/ People]</b></p> <ul style="list-style-type: none"> <li>To retell simple stories used in Jewish celebrations (e.g. Hanukkah/Shabbat) using picture prompts and props.</li> <li>To give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot) from a choice of three.</li> </ul> <p><b>What makes some places sacred to believers?</b></p> <ul style="list-style-type: none"> <li>To identify at least 3 objects used in Jewish worship (e.g. Torah, skull cap) from a choice.</li> <li>To copy an adult model of how Jews worship.</li> </ul>	<ul style="list-style-type: none"> <li>To express their own feelings, likes and dislikes in relation to their visit to the Mosque (using Pupil Voice communication boards).</li> </ul> <p><b>Who is a Muslim and how do they live? [God/ Tawhid/Ibadah/Iman]</b></p> <ul style="list-style-type: none"> <li>To listen to the words of <i>Shahadah</i> and understand that this is very important to Muslims.</li> </ul> <p><b>What makes some places sacred to believers?</b></p> <ul style="list-style-type: none"> <li>To identify at least 3 objects used in Islamic worship from a choice. (e.g. Quran, prayer mat).</li> <li>To copy an adult model of how Muslims worship.</li> </ul>	<ul style="list-style-type: none"> <li>To express their own feelings, likes and dislikes in relation to their visit to the Church (using Pupil Voice communication boards).</li> </ul> <p><b>What do Christians believe God is like? [God]</b></p> <ul style="list-style-type: none"> <li>To listen to and retell the story of the Lost Son from the Bible using picture prompts/props/costumes.</li> </ul> <p><b>What makes some places sacred to believers?</b></p> <ul style="list-style-type: none"> <li>To identify at least 3 objects used in the Christian religion to worship (e.g. cross, Bible) .</li> <li>To copy an adult model of how Christians worship.</li> </ul>
<p><b>Throughout the year</b>, children in the Functional Tier are expected to be aware and understand what makes places sacred in different religions, how it feels to belong to a faith group and to show care for themselves, others and the world around them.</p>	<p><b>Who do Christians say made the world? [Creation]</b></p> <ul style="list-style-type: none"> <li>To recognise that 'Creation' is the beginning of the 'big story' of the Bible.—what does this tell us about God?</li> </ul> <p><b>How should we care for others and the world, and why does it matter?</b></p> <ul style="list-style-type: none"> <li>To be able to give a clear and simple account of what Genesis 1 tells Christians and Jews about the natural world.—<i>why do Christians and Jews look after the natural world.</i></li> <li>To give examples on how Christians and Jews can show care for the natural earth.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to understand that Diwali is the Festival of Lights.</li> <li>To be able to give some examples of how Diwali is celebrated by Hindus.</li> <li>To understand that Hindu's have more than one god.</li> <li>To participate in the celebration of Diwali in school .</li> </ul>	<p><b>What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>To recognise that loving others is important in lots of communities.—<i>Who do we love in our community? Why do we love them?</i></li> <li>To be able to give a simple explanation of what Jesus taught Christians about loving each other.</li> <li>To use ICT technology to research another religious leader who taught about loving other people.—<i>What did they teach?</i></li> <li>To explore some of the similarities and differences between marriages in different two different cultures.—<i>How do they show they love each other?</i></li> </ul> <p><b>How should we care for others and the world, and why does it matter?</b></p> <ul style="list-style-type: none"> <li>To be able to listen to a religious story that highlights each person's value and uniqueness (e.g. The Lost Sheep or The Lost Coin) and to be able to give an example of the key belief—<i>God loves all people</i> etc.</li> </ul>	<p><b>Who is Jewish and how do they live? [God/Torah/ People]</b></p> <ul style="list-style-type: none"> <li>To retell simple stories used in Jewish celebrations (e.g. Hanukkah/Shabbat) and recognise how this reminds Jews of what God is like.</li> </ul> <p><b>What makes some places sacred to believers?</b></p> <ul style="list-style-type: none"> <li>To visit a Synagogue and be able to identify Jewish spiritual leaders and some of the key characteristics.</li> <li>To identify at least 3 objects used in Jewish worship (e.g. Torah, skull cap) - and explain what are they, how are they used and what do they mean?</li> <li>To know how Jews worship in the Synagogue and who they worship to.</li> <li>To understand Jewish beliefs about worship.</li> </ul>	<p><b>Who is a Muslim and how do they live? [God/ Tawhid/Ibadah/Iman]</b></p> <ul style="list-style-type: none"> <li>To be able to identify and simply explain some of the key beliefs of Muslims (e.g. Shahadah and 99 names of Allah).</li> <li>To understand what Muslims believe about Muhammad from stories about the Prophet.</li> </ul> <p><b>What makes some places sacred to believers?</b></p> <ul style="list-style-type: none"> <li>To visit a Mosque and be able to identify Muslim spiritual leaders and some of the key characteristics.</li> <li>To identify at least 3 objects used in Islamic worship (e.g. Quran, prayer mat) - and explain what are they, how are they used and what do they mean?</li> <li>To know how Muslims worship in the Mosque and who they worship to.</li> <li>To understand Muslim beliefs about worship.</li> </ul>	<p><b>What do Christians believe God is like? [God]</b></p> <ul style="list-style-type: none"> <li>To know what a parable is—what is your favourite parable?</li> <li>To listen to and retell the story of the Lost Son from the Bible—what does this mean to Christians? (<i>recognising God as a forgiving Father</i>).</li> </ul> <p><b>What makes some places sacred to believers?</b></p> <ul style="list-style-type: none"> <li>To visit a Church and be able to identify Christian spiritual leaders and some of the key characteristics.</li> <li>To identify at least 3 objects used in the Christian religion to worship (e.g. cross, Bible) - and explain what are they, how are they used and what do they mean?</li> <li>To know how Christians worship at the Church and who they worship to.</li> <li>To understand Christian beliefs about worship.</li> </ul>
<p><b>Throughout the year</b>, children in the Core Tier are expected to be able to look at the similarities and differences between different life events. Children should also be able to show care for the world and make it a better place.</p>	<p><b>What do Christians learn from the creation story? [Creation/Fall]</b></p> <ul style="list-style-type: none"> <li>To make a timeline to represent the Bible's 'big story' starting with God and the Creation story.</li> <li>To identify Christian beliefs</li> </ul>	<p><b>What do Hindus believe God is like? [Brahman/atman]</b></p> <ul style="list-style-type: none"> <li>To be able to identify some Hindu deities and give an simple explanation of how they help Hindu's describe God.</li> </ul>	<p><b>How and why do people mark the significant events of life?</b></p> <ul style="list-style-type: none"> <li>To understand the meaning behind a baptism in the Christian community.</li> <li>To be able to highlight some of the significant events of life.</li> </ul>	<p><b>How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]</b></p> <ul style="list-style-type: none"> <li>To be able to identify some Jewish beliefs about God, sin and forgiveness and give a brief description of their meaning.</li> </ul>	<p><b>How do festivals and worship show what matters to a Muslim? [Ibadah]</b></p> <ul style="list-style-type: none"> <li>To listen to sections of Surah 1 of the Qur'an and recall some beliefs about Allah.</li> <li>To recognize and describe</li> </ul>	<p><b>What is it like for someone to follow God? [People of God]</b></p> <ul style="list-style-type: none"> <li>To listen to the story of Noah's Ark and recall the promises Noah and his family made to God after the flood.</li> </ul>

# Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Jews	Christians	Muslims	Christians	Christians	Hindus
<p><b>Throughout the year</b>, children in the Exploratory Tier are expected to take part in celebrations of personal significance (e.g. birth day/new home celebrations), at a level that is appropriate for the individual child.</p>	<p><b>God</b></p> <p><b>Torah</b></p> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>To actively engage in Jewish worship (Shabbat).</li> <li>To experience the celebration of Yom Kippur—the Day of Atonement and explore how it is marked in the Jewish community.</li> </ul> <p><i>Faith community</i></p> <ul style="list-style-type: none"> <li>To react to sensory stimuli in a community setting (e.g. recognizing familiar and key places within their community.)</li> </ul>	<p><b>Incarnation/Christmas</b></p> <ul style="list-style-type: none"> <li>To respond to sensory stimuli related to Christmas (e.g. sensory crafts, sensory tuff tray activities/light room activities etc.)</li> <li>To observe and be happy to participate in the Christmas production.</li> </ul>	<p><b>God</b></p> <p><b>Tawhid</b></p> <p><b>Ibadah</b></p> <p><b>Iman</b></p> <ul style="list-style-type: none"> <li>To actively engage in Islamic worship (e.g. removing shoes, taking part in Wudhu, listening to Islamic prayer/music etc.).</li> <li>To explore, smell and taste food from the Islamic community.</li> </ul> <p><i>Faith community</i></p> <ul style="list-style-type: none"> <li>To react to sensory stimuli in a community setting (e.g. recognizing familiar and key places within their community.)</li> </ul>	<p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>To respond to sensory stimuli related to Easter (e.g. during sensory activities/ Attention Autism sessions).</li> <li>To observe and be happy to participate in our Easter celebration assembly as part of the Ladywood School community.</li> <li>To express own feelings, likes and dislikes relating to the Easter celebration (using Pupil Voice communication boards).</li> <li>To explore artefacts related to Easter with increasing purpose.</li> </ul>	<p><b>Gospel</b></p> <ul style="list-style-type: none"> <li>To explore a range of artefacts relating to our world.</li> <li>To recognize ourselves as separate to the people around us (e.g. identifying peers through pictures and in the classroom).</li> <li>To begin to understand how we care for living things (e.g. watering plants, looking after animals/dolls/our friends).</li> </ul>	<p><b>Introduction to Hinduism</b></p> <ul style="list-style-type: none"> <li>To explore the foods/spices that may be present at a Hindu wedding.</li> <li>To observe and try on clothes that may be worn during a Hindu wedding.</li> <li>To experience music that may be played at a Hindu wedding.</li> <li>To explore a range of religious objects related to a Hindu wedding and Dussehra.</li> <li>To observe and participate in the celebration leavers assembly.</li> <li>To respond to praise for what they have done and to join in celebrating personal achievements (as part of leavers assembly).</li> </ul>
	<p><b>Who is Jewish and how do they live? [God/Torah/ People]</b></p> <ul style="list-style-type: none"> <li>To listen to a Jewish prayer (Shema).</li> <li>To become more aware that Jews remember God in different ways (e.g. mezuzah, on Shabbat).</li> </ul> <p><b>What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>To recognize some symbols of belonging within the Jewish community (e.g. Mezuzah, menorah, Kiddush cap, challah bread, kippah)</li> </ul>	<p><b>Why does Christmas matter to Christians? [Incarnation]</b></p> <ul style="list-style-type: none"> <li>To express own feelings, likes and dislikes relating to the Christmas celebration (using Pupil Voice communication boards).</li> <li>To take an active role in our Christmas production.</li> <li>To be able retell the story of Jesus's birth by sequencing pictures with adult support.</li> </ul>	<p><b>Who is a Muslim and how do they live? [God/ Tawhid/Ibadah/Iman]</b></p> <ul style="list-style-type: none"> <li>To begin to understand that Muslims use stories about the Prophet to guide their beliefs and actions (e.g. fasting during Ramadan).</li> </ul> <p><b>What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>To recognize some symbols of belonging within Islam (e.g. calligraphy, picture of the Ka'aba, a prayer cap—taqiyah).</li> <li>To begin to know some of the actions involved in the Muslim welcoming ceremony of Aqiqah.</li> </ul>	<p><b>Why does Easter matter to Christians? [Salvation]</b></p> <ul style="list-style-type: none"> <li>To retell the Easter story using pictures/props/ costumes with adult support.</li> <li>To sequencing 3 pictures of the Easter story with adult support.</li> <li>To reenact the last supper with support.</li> </ul>	<p><b>How should we care for others and the world, and why does it matter?</b></p> <ul style="list-style-type: none"> <li>To listen to the story of 'The Good Samaritan'</li> <li>To explore ideas of good and bad/right and wrong</li> <li>Use symbols to match a unique quality to children in the class.</li> </ul>	<p><b>What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>To explore the foods/spices that may be present at a Hindu wedding and communicate their opinion.</li> <li>From a choice of 3, identify religious objects related to a Hindu wedding and Dussehra on verbal request.</li> <li>To recognize some symbols of belonging within the Hindu community (e.g. Rakhi's)..</li> </ul>
<p><b>Functional</b></p> <p>Throughout the year, children in the Functional Tier are expected to be aware of and understand what makes places sacred in different religions, how it feels to belong to a faith group and to show care for themselves, others and the world around them.</p>	<p><b>Who is Jewish and how do they live? [God/Torah/ People]</b></p> <ul style="list-style-type: none"> <li>To make links between Jewish ideas of God found in stories and how Jews live.</li> <li>To be aware that Jews remember God in different ways (e.g. mezuzah, on Shabbat).</li> <li>To identify at least two traditions in the Jewish culture that they used to express their love (e.g. Brit Bat - welcome ceremony—or the promises made at Jewish ketubah—wedding contact).</li> </ul>	<p><b>Why does Christmas matter to Christians? [Incarnation]</b></p> <ul style="list-style-type: none"> <li>To know that stories of Jesus' life come from the Gospels.</li> <li>To be able retell the story of Jesus's birth.</li> <li>To be able to give a simple explanation of why Jesus is important to Christians.</li> <li>To give examples of how Christians use the Nativity story to guide their actions at Christmas.</li> </ul>	<p><b>Who is a Muslim and how do they live? [God/ Tawhid/Ibadah/Iman]</b></p> <ul style="list-style-type: none"> <li>To give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. fasting during Ramadan).</li> <li>To give examples of how Muslims put their beliefs about prayer into action.</li> <li>To give examples of how Muslims use shahadah to show what matters to them.</li> </ul> <p><b>What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>To understand what Muslims are taught about loving each other (e.g. 'None of you is a good Muslim until you love for your brother and sister what you love for yourself'.</li> <li>To begin to understand the meaning behind some of the actions involved in the Muslim welcoming ceremony of Aqiqah.</li> </ul>	<p><b>Why does Easter matter to Christians? [Salvation]</b></p> <ul style="list-style-type: none"> <li>To show a basic understanding of 'salvation' and recognize these within the Easter story.</li> <li>To retell stories of Holy Week and Easter from the Bible.</li> <li>To understand how Christians celebrate Jesus's death and resurrection at Church during Easter (prayer, bread &amp; wine etc)</li> </ul>	<p><b>What is the 'good news' Christians believe Jesus brings? [Gospel]</b></p> <ul style="list-style-type: none"> <li>To listen to stories from the Bible and recognize a link between 'Gospel' and 'good news' (e.g. Matthew the tax collector)</li> <li>To be able to give a very simple account of what these stories mean to Christians.</li> <li>To learn about some of the instructions that Jesus gives to people about how to behave.</li> <li>To be able to give ways Christians follow teachings about forgiveness, peace and bringing good news to the friendless.</li> <li>To give examples of how Christians put beliefs into practice (e.g. charity and confession)</li> </ul> <p><b>How should we care for others and the world, and why does it matter?</b></p> <ul style="list-style-type: none"> <li>To give examples of each child in classes uniqueness or special skills.</li> <li>To show an understand of how we can help other people why voting for a charity that you would like to donate money to and organising a small fund raising event in school (e.g. bake sale etc.)</li> </ul>	<p><b>Introduction to Hinduism</b></p> <p><b>What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>To be able to explain where we feel like we belong? - <i>We belong at Ladywood/in our families/in our community.</i></li> <li>To understand what Hindu's are taught about loving one another.</li> </ul>
<p><b>Throughout the year</b>, children in the Clarifying Tier are expected to be able to look at the similarities and differences between religions, how it feels to belong to a faith group and to show care for themselves, others and the world around them.</p>	<p><b>How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]</b></p> <ul style="list-style-type: none"> <li>To make links between the story of Exodus and Jews relationships and beliefs about God (e.g. after their escape from Egypt, the Jewish people were given the Ten Commandments) - <i>through text, art, film or drama.</i></li> <li>What does the story of Exodus mean for Jew's today and how does it impact how Jews live? (e.g. taking into account prayers and blessings that Jewish people say throughout the day, celebrating forgiveness/salvation/freedom at festivals.)</li> </ul>	<ul style="list-style-type: none"> <li>To take an active part in the school Christmas production and be able to demonstrate an understanding of <u>why</u> we are celebrating.</li> </ul> <p><b>What kind of world did Jesus want? [Gospel]</b></p> <ul style="list-style-type: none"> <li>To research and identify texts from the Gospel that tell the story and teachings of Jesus (e.g. Jesus calls the first Disciples—Matthew 4:18-22).</li> <li>To make links between the calling of the first disciples and how Christians follow Jesus today ("Fishers of People/Men").</li> </ul>	<p><b>How and why do people try to make the world a better place?</b></p> <ul style="list-style-type: none"> <li>To have an understanding of the Muslim believe in charity (zakah) - what is it? How do Muslims give to charity? What charities might they give to?</li> <li>To identify differences in how people put their beliefs into action.</li> </ul> <p><b>How do festivals and worship show what matters to a Muslim? [Ibadah]</b></p> <ul style="list-style-type: none"> <li>To give examples and describe different types of ibadah.</li> </ul>	<p><b>Why do Christians call the day Jesus died 'Good Friday'? [Salvation]</b></p> <ul style="list-style-type: none"> <li>To recognize the words and show a basic understanding of 'incarnation' and 'salvation' and recognize these within the Easter story.</li> <li>To understand that Christians believe that Jesus came to save people (by showing them how to live).</li> <li>To know the key events of Holy week and what they mean to Christians (e.g. giving examples about the importance/representation of each event).</li> <li>To identify elements from</li> </ul>	<p><b>For Christians, what was the impact of Pentecost? [Kingdom of God]</b></p> <ul style="list-style-type: none"> <li>To be able to make clear links between the story of the Pentecost and Christian's beliefs about the 'kingdom of God' on Earth</li> <li>To be able to give a brief explanation of what Pentecost means to some Christians now and how it might impact on how they live.</li> <li>To be able to give examples of how Christians show their beliefs about the Holy Spirit in worship and how it helps them</li> </ul>	<p><b>What does it mean to be Hindu in Britain today? [Dharma]</b></p> <ul style="list-style-type: none"> <li>To be able to identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and explain what they mean.</li> <li>To make links between Hindu practices and the idea that Hinduism as a way of life (Dharma).</li> <li>To be able to describe how Hindu's in Britain show their faith at home (puja) and within their faith communities ('arti'/'bhajans' at the</li> </ul>