

By the time they leave Wilkinson Primary School, the children will have used these skills and been given the opportunity to develop these attitudes in order to learn about and learn from religion

These statements are the expected standards for each year group and will need to be differentiated in order to support the less able and challenge the more able.

<p>Following the agreed Syllabus for RE in Wolverhampton, the children will be taught to develop skills by studying the following themes:</p> <ul style="list-style-type: none"> • Creation and the Natural World • Community and Relationships • Worship • Tradition • Occasions and Celebrations • Symbolism 	<p>Following the agreed syllabus for RE in Wolverhampton, the children will learn about the following religions.</p> <p>Year 1: Christianity and Judaism Year 2: Christianity, Judaism and Islam Year 3: Christianity, Hinduism, Sikhism Year 4: Christianity and Judaism Year 5: Christianity, Sikhism and Hinduism Year 6: Christianity and Islam</p>
<p align="center">AT1</p> <p align="center">Learning About Religion</p>	<p align="center">AT2</p> <p align="center">Learning From Religion</p>
<p>In order to gain knowledge and understanding of the nature of religion, including beliefs, teachings and practices, the children will be taught to use the following skills :</p>	<p>In order to begin to form beliefs and values of their own the children will be encouraged to develop the following attitudes:</p>
<p>Investigation – this includes:</p> <ul style="list-style-type: none"> • asking relevant questions; • knowing how to use a variety of sources in order to gather information; • knowing what may count as good evidence in understanding religion(s). 	<p>Self-esteem / Self-Awareness – by providing opportunities for them to:</p> <ul style="list-style-type: none"> • recognize their own uniqueness as human beings, and affirm their self worth; • feel confident about their own beliefs and identity and share them without fear of embarrassment or ridicule; • develop a realistic and positive sense of their own religious and spiritual ideas; • become increasingly sensitive to the impact of their ideas and behaviour upon other people.
<p>Interpretation – this includes:</p> <ul style="list-style-type: none"> • the ability to draw meaning from artefacts, works of art, poetry and symbolism; • the ability to interpret religious language; • the ability to suggest meanings of religious texts. • The ability to explain the beliefs of others’ and how these beliefs are followed on a practical and spiritual way. 	<p>Curiosity – by providing opportunities for them to:</p> <ul style="list-style-type: none"> • explore religious ideas through reflection, empathy and imagination; • look beyond surface impressions; • look for answers and seek after truth; • search for meanings in life; • consider the personal relevance of religious questions.

<p>Reflection – this includes:</p> <ul style="list-style-type: none"> the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions. 	<p>Respect – by providing opportunities for them to:</p> <ul style="list-style-type: none"> recognize the needs and concerns of others; avoid ridiculing others; recognize the rights of others to hold their own views; appreciate that people’s religious beliefs are often deeply felt; develop a balanced sense of self-worth and value.
<p>Evaluation – this includes:</p> <ul style="list-style-type: none"> the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience. 	<p>Empathy* – this includes:</p> <ul style="list-style-type: none"> developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.
<p>Analysis – this includes:</p> <ul style="list-style-type: none"> distinguishing between opinion, belief and fact; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions. 	<p>Self-understanding – this includes:</p> <ul style="list-style-type: none"> the ability to draw meaning from significant experiences in their own and others’ lives and from religious questions and answers. The ability to reflect on their own ideas of identity and belonging, meaning, purpose, truth and values and commitment.
<p>Synthesis – this includes:</p> <ul style="list-style-type: none"> linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole. 	<p>Appreciation and Wonder: -by providing opportunities for them to</p> <ul style="list-style-type: none"> explore the natural world around them.
<p>Application – this includes:</p> <ul style="list-style-type: none"> making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values. 	<p>* the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation</p>
<p>Expression – this includes:</p> <ul style="list-style-type: none"> the ability to articulate ideas, beliefs and values; the ability to respond to religious ideas, beliefs and questions through a variety of media. The ability to use subject specific vocabulary. The ability to explain their ideas and thoughts. 	

Year 1					
Autumn 1 The Creation Story Does God want Christians to look after the world?	Autumn 2 The Christmas Story What gift would I have given to Jesus if HE had been born in my town and not in Bethlehem?	Spring 1 Jesus as a Friend Was it always easy for Jesus to show friendship?	Spring 2 Easter – Palm Sunday Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Summer 1 Shabbat Is Shabbat important to Jewish Children?	Summer 2 Chanukah Does celebrating Chanukah make Jewish children feel closer to god?
<p>Self-Awareness and understanding: Share their own beliefs about how the world was created and aspects of nature.</p> <p>Reflect: on how they will choose to treat the world and whether what they have learned about has changed their ideas.</p> <p>Empathy: Be sensitive to how their behaviours might make others feel.</p> <p>Curiosity/ Appreciation and Wonder: Appreciate and wonder at the world and nature.</p> <p>Respect: develop an awareness of the importance of respecting the environment.</p> <p>Investigation and Interpretation: use books and pictures to find out about what Christians believe about creation.</p> <p>Ask simple questions.</p> <p>Expression: Illustrate what happened on each day of creation in a variety of ways.</p> <p>Analysis: Sort images in order to respond to the question “Which of these would God be proud of?”</p> <p>Reflection and Expression: Give reasons for why they think God</p>	<p>Self-esteem / Self-Awareness: Reflect on how it feels to receive and give a gift.</p> <p>Synthesis and Investigation: Match objects to people in the Christmas story and be aware of the symbolism of the gifts given to Jesus.</p> <p>Expression: respond to ideas in the Christmas story by creating symbolic objects.</p> <p>Application: Draw links between gift giving in society and gift giving the Christmas story.</p> <p>Expression and self-understanding: reflect on what they have learnt about the Christmas story to decide what they would give to Jesus. Explain their thoughts about their choice.</p> <p>MA – Evaluation: Begin to think about why Jesus is a special gift from God.</p>	<p>Empathy: show an understanding of how others might feel in response to their own actions / the actions of others.</p> <p>Self-Understanding: the ability to draw meaning from their own experiences and the experiences of others and to reflect on their own values.</p> <p>Respect: recognise the feelings of others and that it is important to avoid upsetting them.</p> <p>Investigation and Interpretation: use books and pictures to find out about what Christians believe in order to answer the question: “Was it always easy for Jesus to show friendship?”</p> <p>Ask questions about the stories that have heard (What and when questions suggested in MTP)</p> <p>Interpretation and Expression: Explain how the stories show how Jesus helped people.</p> <p>Synthesis and Evaluation: decide in which story it might have been most difficult for Jesus to show friendship. Explain their answer</p> <p>Self-Awareness: develop a positive sense of their own beliefs and values and how these impact on others.</p> <p>Reflection and Empathy: How do they think the people in the stories felt about what Jesus did?</p>	<p>Self-Understanding and Esteem: the ability to draw meaning from their own experiences and the experiences of others and to reflect on their own values.</p> <p>Feel able to share who is important to them</p> <p>Empathy: The ability to consider the feelings and experiences of others; to “see the world through their eyes”.</p> <p>Curiosity: Discuss anything that they may find puzzling about what they have learnt</p> <p>Investigation and Interpretation: use pictures and film clips to interpret the way people welcome the Queen.</p> <p>Use stories, pictures and film clips to learn about what the Bible says about how Jesus was welcomed into Jerusalem.</p> <p>Sequence the Easter story</p> <p>Reflection and Application: Reflect on how the Queen may feel about how people welcome her and what her subjects may feel about her.</p> <p>Draw similarities and difference between how they welcome important people into their home with what they have seen.</p> <p>Explore how Christians may welcome Jesus today, explain their ideas.</p> <p>Reflect on how Jesus was welcomed as a king, but did not look like one or behave like one.</p> <p>Analysis: Explore similarities and differences between royal / celebrity visits and how Jesus entered Jerusalem.</p>	<p>Reflect: share which day of the week is the most special for them and why.</p> <p>Discuss how it feels to eat special food together.</p> <p>Investigation: using sources to find out what Jewish children do during Shabbat, what they eat and what happens in the synagogue during this time.</p> <p>Explore the significance of the food eaten, the blessings said, the proceedings of the ceremony and family time using videos and accounts.</p> <p>Evaluation and Empathy: Sort contrasting thought bubbles to show the importance of Shabbat.</p> <p>Interpretation: Ability to suggest why Jewish children celebrate Shabbat and why it is important.</p> <p>Self-understanding: Recognising that sometimes the things we do in our own lives and with our families can be more important to us and hold more significance than attending someone’s party outside of the family tradition.</p> <p>Appreciation and wonder: design a class ceremony including special food to bring the ceremony to life.</p>	<p>Self-esteem/ Self-awareness: develop a positive sense of their own spiritual ideas by discussing how they would celebrate a special occasion.</p> <p>Empathy: Consider the effect that lighting candles has on children celebrating Chanukah.</p> <p>Self Esteem and Self Awareness. Children share their thoughts about things that they are thankful for.</p> <p>Investigation: watch videos of Jewish children playing the Driedel. Discover using videos, stories and photo’s what Chanukah is and who celebrates it.</p> <p>What happens during the festival?</p> <p>Application: ability to make links between what Jewish Children do and what they do.</p> <p>Analysis and Expression: sort pictures, making decisions about which would help a Jewish child feel closer to God. Explain their thinking.</p>

would / wouldn't be proud of particular actions.			<p><u>Interpretation:</u> Begin to understand why pilgrims today recreate this event.</p> <p><u>Expression:</u> recreate the event of Jesus entering Jerusalem.</p>		
Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What did Jesus Teach?</p> <p>Is it possible to be kind to everyone all of the time?</p>	<p>Christmas: Jesus as a gift from God</p> <p>Why did God give Jesus to the world?</p>	<p>Passover</p> <p>How important is it for Jewish people to do what God asks them to do?</p>	<p>Easter: Resurrection</p> <p>Is it true that Jesus came back to life again?</p>	<p>The Covenant</p> <p>How special is the relationship Jews have with God?</p>	<p>Does completing Hajj make a person a better Muslim?</p>
<p><u>Reflection:</u> I can remember something Jesus said or did to be kind.</p> <p><u>Expression:</u> I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p><u>Expression:</u> I can tell you some ways Christians try to follow Jesus' example of being kind.</p> <p><u>Empathy:</u> I can say why I think Christians should be kind and understand why this might sometimes be difficult.</p> <p><u>Appreciation and wonder:</u> I can say if I think Christians should be kind.</p> <p><u>Self-understanding:</u> I can say if I think Christians</p>	<p><u>Reflection:</u> I can remember some of the Christmas story.</p> <p><u>Expression:</u> I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God to the world.</p> <p><u>Application:</u> I can explain how Jesus coming to the world shows Christians they should love/help people and the world.</p> <p><u>Self-understanding:</u> I can start to say why Christians think God gave Jesus to the world.</p> <p>I can give a reason why Christians think God gave Jesus to the world.</p> <p><u>Curiosity:</u> I can reflect on whether God should send Jesus again, now.</p>	<p><u>Interpretation:</u> I can use the right vocabulary to tell you something Jews do at part of their religious practice.</p> <p><u>Reflection/ Interpretation:</u> I can talk about the Seder meal, or another Jewish practice, with some detail.</p> <p><u>Expression:</u> I can describe some of the things Jews choose to do to show respect for God.</p> <p><u>Self-understanding:</u> I can start to say what I think is the most important thing Jews do to show they are doing what God asks</p> <p>I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</p> <p><u>Curiosity and Empathy:</u> I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.</p>	<p><u>Reflection:</u> I can recall parts of the Easter story.</p> <p><u>Interpretation:</u> I can recall what Christians believe happened on Easter Sunday.</p> <p>I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them.</p> <p><u>Self-understanding:</u> I can talk about what I think happened to Jesus.</p> <p><u>Appreciation and wonder:</u> I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p><u>Appreciation and Wonder:</u> I can tell you a different explanation as to what might have happened to Jesus after the empty tomb</p> <p><u>Curiosity:</u> and begin to explain what Christians believe about Jesus'</p>	<p><u>Reflection:</u> I can remember a story about a person important to Jews.</p> <p><u>Interpretation:</u> I can tell a story and say about Abraham or Moses why he is so important to Jews.</p> <p><u>Evaluation:</u> I can start to explain what makes Jewish people believe they have a special relationship with God and understand the roles of Abraham and Moses in this.</p> <p><u>Curiosity:</u> I can talk about an agreement Jewish people make with God and say if this is important.</p> <p><u>Self-understanding:</u> I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.</p> <p><u>Empathy:</u> I can tell you some of the ways Jewish people express their special relationship with God</p> <p><u>Respect:</u> and start to understand how special that might be for them.</p>	<p><u>Interpretation:</u> I can use the right words to tell you about some parts of the Hajj.</p> <p><u>Reflection:</u> I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p><u>Application:</u> I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God.</p> <p><u>Empathy:</u> I can start to imagine how it might feel to be on the Hajj.</p> <p><u>Self-understanding:</u> I can start to think about the significance of Hajj to a Muslim.</p> <p><u>Empathy and Respect:</u> I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.</p>

should be kind and give a reason.			resurrection. I can add my own thoughts about this.		
Year 3					
Autumn 1 Diwali Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Autumn 2 Christmas Has Christmas lost its true meaning?	Spring 1 Jesus' miracles Could Jesus really heal people? Were these miracles or is there some other explanation?	Spring 2 Easter - Forgiveness What is 'good' about Good Friday?	Summer 1 Hindu Beliefs How can Brahman be everywhere and in everything?	Summer 2 Prayer and Worship What is the best way for a Sikh to show commitment to God?
<p><u>Investigation:</u> I can tell you some of the things Hindus do during Diwali.</p> <p><u>Reflection:</u> I can describe some of the things Hindus do at home or at the temple during Diwali.</p> <p><u>Reflection:</u> I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali.</p> <p><u>Application:</u> I can describe some of the ways Hindus celebrate Diwali and start to understand which of these may bring the greatest sense of belonging.</p> <p><u>Expression:</u> I can explain how Diwali can bring a sense of belonging to Hindus.</p>	<p><u>Reflection:</u> I can remember the Christian nativity story.</p> <p><u>Interpretation:</u> can tell you what the nativity story tells Christians about Jesus (given to the world by God)</p> <p><u>Application:</u> I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p><u>Synthesis:</u> I can make the links between Christian beliefs about Christmas and the way they celebrate it.</p> <p><u>Expression:</u> I can explain the true meaning of Christmas for Christians.</p> <p><u>Self-understanding:</u> I can talk about what I most</p>	<p><u>Reflection:</u> I can remember a story about Jesus healing someone and talk about it.</p> <p><u>Investigation and interpretation:</u> I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus.</p> <p><u>Application:</u> I can explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p><u>Expression:</u> I can explain two different ways Christians might interpret one of Jesus' healing miracles.</p> <p><u>Expression:</u> I can show I understand that stories like Jesus' healing miracles can have meaning whether they actually happened or not.</p> <p><u>Self-understanding:</u> I can talk about something that puzzles or interests me regarding one of Jesus' healing miracles.</p>	<p><u>Investigation:</u> I can recognise symbols relating to the Last Supper and Jesus' death and talk about them.</p> <p><u>Interpretation:</u> I can say what some of these symbols represent e.g. cross: cross/bread/wine</p> <p><u>Reflection:</u> I can start to tell you why Christians believe Jesus' death is important.</p> <p><u>Evaluation:</u> I can start to explain why some people see Jesus' death as 'good'</p> <p><u>Interpretation:</u> I can explain the symbolism of the cross for Christians.</p> <p><u>Curiosity:</u> I can talk about what I find puzzling or interesting about The Last Supper or Jesus' death</p> <p><u>Curiosity:</u> I can ask questions about The Last Supper and Jesus' death</p>	<p><u>Reflection:</u> I can remember a Hindu god and use its correct name.</p> <p><u>Expression:</u> I can tell you about some Hindu gods and start to explain their significance to Hindus.</p> <p><u>Expression:</u> I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p><u>Application:</u> I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.</p> <p><u>Synthesis:</u> I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives.</p> <p><u>Self-understanding:</u> I can ask questions about what I find puzzling about this god.</p>	<p><u>Interpretation:</u> I can use the right names for things that are special to Sikhs (Diwali, Karah Parshad, Gurdwara)</p> <p><u>Reflection:</u> I can talk about some of the ways Sikhs share.</p> <p><u>Application:</u> I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.</p> <p><u>Evaluation:</u> I can use the right religious words to describe some of the practices and experiences Sikhs have which enable them to follow God's rule of sharing and explain why this is important to them.</p> <p><u>Evaluation and Application:</u> I can explain how taking part in community and family activities gives Sikhs the opportunity to share and express how this might make them feel.</p> <p><u>Self-understanding:</u> I can tell you a time when I share and how I feel when I do this.</p>

<p><u>Self-understanding</u>: I can tell you what I might enjoy about Divali if I were a Hindu</p> <p>Empathy: I can start to empathise with what Hindus feel about Divali.</p> <p><u>Empathy and Respect</u>: I can start to say why Divali might bring a sense of belonging to Hindus.</p> <p><u>Self-understanding</u>: I can start to explain how I might feel if I celebrated Divali.</p> <p><u>Curiosity</u>: I can give my own views on whether I would feel a sense of belonging if I celebrated Divali.</p>	<p>enjoy about Christmas if I celebrate it.</p> <p><u>Respect</u>: I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.</p> <p><u>Empathy and Respect</u>: I can start to tell you what Christmas means to Christians and what it means to me.</p> <p><u>Empathy</u>: I can recognise that Christmas means different things to different people.</p> <p><u>Self-understanding and Respect</u>: I can explain my beliefs about the true meaning of Christmas and compare them to Christian beliefs about the meaning of Christmas.</p>	<p><u>Self-understanding</u>: I can identify some of the questions people ask about Jesus' healing miracles</p> <p><u>Curiosity and Self-understanding</u>: I can start to say whether I believe Jesus actually healed people or not.</p> <p><u>Self-esteem/ Self-awareness</u>: I can say whether either of these interpretations make sense to me and give my reasons.</p> <p><u>Curiosity</u>: I can begin to talk about how faith might be involved in believing Jesus could perform miracles.</p>	<p><u>Respect and Curiosity</u>: I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p> <p><u>Self-understanding</u>: I can reflect on whether I agree with Christian beliefs about why Jesus died and suggest my own explanation/s.</p>	<p><u>Self-understanding</u>: I can ask questions about what Hindus believe.</p> <p><u>Respect</u>: I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> <p><u>Curiosity</u>: I can reflect on Hindu beliefs and express thoughts on these.</p> <p><u>Respect and Empathy</u>: I can give my own and others' views on questions about God and can start to explain why religion is important to many people.</p>	<p><u>Empathy</u>: I can begin to understand how it might feel to be a Sikh taking part in an event, e.g. the Langar.</p> <p><u>Curiosity</u>: I can begin to tell you if I think sharing is important or not to Sikhs.</p> <p><u>Reflection</u>: I can identify what a Sikh's behaviour.</p> <p><u>Respect</u>: I can say how Sikh beliefs influence their everyday lives (e.g. how important sharing is to them) and why.</p>
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Year 4					
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Beliefs and Practices</p> <p>How special is the relationship Jews have with God?</p>	<p>Christmas</p> <p>What is the most significant part of the Nativity story for Christians today?</p>	<p>Passover</p> <p>How important is it for Jewish people to do what God asks them to do?</p>	<p>Easter</p> <p>Is forgiveness always possible?</p>	<p>Beliefs and Practices</p> <p>What is the best way for a Jew to show commitment to God?</p>	<p>Prayer and Worship</p> <p>Do people need to go to church to show they are Christians?</p>
<p><u>Reflection</u>: I can remember a story about a person important to Jews.</p> <p><u>Analysis</u>: I can tell a Jewish story and say something Jewish people believe.</p> <p><u>Expression</u>: I can start to explain what makes Jewish people believe</p>	<p><u>Reflection and Investigation</u>: I can talk about some symbols in the Christmas story.</p> <p><u>Interpretation</u>: I can explain what some of the symbols in the Christmas story mean to Christians.</p> <p><u>Investigation</u>: I can describe one thing a Christian might learn</p>	<p><u>Interpretation</u>: I can use the right vocabulary for some things that are special to Jews.</p> <p><u>Investigation</u>: I can tell you about some of the things Jews can and can't eat if they keep Kosher.</p> <p><u>Interpretation</u>: I can describe some of the things Jews do to show respect to God</p> <p><u>Reflection</u>: I can identify and describe some of the ways Jews</p>	<p><u>Reflection</u>: I can remember a Christian story about forgiveness and talk about it.</p> <p><u>Interpretation</u>: I can recall a Christian story about forgiveness and say what it tells people about how to treat each other.</p> <p><u>Reflection</u>: I can describe what a Christian might learn</p>	<p><u>Interpretation</u>: I can use the right names for things that are special to Jews</p> <p><u>Reflection</u>: I can describe one of the ways Jews show commitment to God.</p> <p><u>Expression</u>: I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p>	<p>I can use the right names for places/ceremonies or symbols that are special to Christians.</p> <p>I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion.</p> <p>I can describe some of the ways Christians use churches to</p>

<p>they have a special relationship with God.</p> <p><u>Synthesis:</u> I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God.</p> <p><u>Application:</u> I can understand how Jewish people remind themselves of their special relationship with God and can tell you how this relationship (covenant) started.</p> <p><u>Self-understanding:</u> I can talk about an agreement Jewish people make with God and say if this is important.</p> <p><u>Empathy and Self-understanding:</u> I can start to explain the significance of an aspect of Jews' relationship with God.</p> <p><u>Empathy and Curiosity:</u> I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p><u>Empathy:</u> I can start to relate to how Jews feel about their special relationship with God.</p> <p><u>Respect:</u> I can start to understand how challenging it might be for a Jewish person to live up to their special covenant with God.</p>	<p>about Jesus from a Christmas symbol</p> <p><u>Investigation and Application:</u> I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth)</p> <p><u>Reflection:</u> I can explain how many aspects of the Christmas story reflect the Christian belief that Jesus is the incarnation of God.</p> <p><u>Self-awareness/ Self-esteem:</u> I can talk about something I find interesting about Christmas symbols.</p> <p><u>Self-understanding:</u> I can ask questions about something I find puzzling in the Christmas story.</p> <p><u>Self-understanding:</u> I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p><u>Curiosity:</u> I can reflect on how I feel about Christian beliefs about Christmas.</p> <p><u>Respect and Self-awareness:</u> I can begin to reflect on whether or not the Christian meaning of Christmas is meaningful to me.</p>	<p>try to do as God asks and start to explain why they feel it is important to do so.</p> <p><u>Expression:</u> I can give examples of how, because Jews believe they are in a special covenant with God, they try to show Him their respect and gratitude by doing as He asks them to do.</p> <p><u>Appreciation and Wonder:</u> I can talk about what I find interesting about the Jewish food laws or the Seder meal or another way Jews choose to do as God asks them.</p> <p><u>Curiosity:</u> I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.</p> <p><u>Empathy:</u> I can start to identify how it would feel to keep Kashrut.</p> <p><u>Respect:</u> I can give you my opinion as to whether these ways are important to Jews.</p> <p><u>Curiosity:</u> I can explain my opinion as to which ways may be more or less important for Jews to show respect to God.</p>	<p>about forgiveness from a Biblical text.</p> <p><u>Evaluation:</u> I can explain how Christians might try to put into practice Jesus' teachings about forgiveness.</p> <p><u>Expression:</u> I can explain how Jesus' teachings about forgiveness might be difficult but beneficial to Christians.</p> <p><u>Self-awareness:</u> I can talk about what I find tricky about forgiveness.</p> <p><u>Appreciation and Wonder:</u> I can think about how easy it is to forgive people.</p> <p><u>Curiosity:</u> I can ask important questions about how forgiveness is possible.</p> <p><u>Self-esteem/ Self-awareness:</u> I can give my opinion about how people should live their lives and suggest what Jesus might say.</p> <p><u>Self-awareness/ Curiosity:</u> I can give my opinion about forgiveness and discuss whether this is always possible, reaching my own conclusion</p>	<p><u>Evaluation:</u> I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others.</p> <p><u>Expression:</u> I can explain why it is important for Jews to show their commitment to God and can describe different ways they choose to do this.</p> <p>I can start to express an opinion about what might be important to Jews.</p> <p>I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.</p> <p>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p> <p>I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.</p> <p>I can express my opinion as to what would be the best way for a Jew to show commitment to God and give reasons.</p>	<p>worship/celebrate Holy Communion or participate in baptism.</p> <p>I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others.</p> <p>I can give a range of ways that Christians can show their beliefs and explain why they may or may not feel it is important to "show" they are Christians.</p> <p>I can talk about one of my special places.</p> <p>I can respectfully question whether Christians need churches.</p> <p>I can start to understand the impact a Christian's special place has on him/her.</p> <p>I can say why I think the church may or may not be important to Christians.</p> <p>I can tell you my opinion on whether Christians should keep their beliefs private or be public about them</p>
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Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prayer and Worship	Christmas	Hindu Beliefs	Easter	Prayer and Worship	Beliefs and Practices
What is the best way for a Hindu to show commitment to God?	Is the Christmas story true?	How can Brahman be everywhere and in everything?	Did God intend Jesus to be crucified and if so was Jesus aware of this?	What is the best way for a Sikh to show commitment to God?	What is the best way for a Christian to show commitment to God?
<p><u>Interpretation:</u> I can use the right names for things that are special to Hindus</p> <p><u>Reflection:</u> I can talk about one of the ways Hindus show commitment to God.</p> <p><u>Interpretation:</u> I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways</p> <p><u>Evaluation:</u> I can 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.</p> <p><u>Interpretation:</u> I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this.</p>	<p><u>Reflection:</u> I can remember an account of the Christmas story and talk about it.</p> <p><u>Interpretation:</u> I can tell you the Christmas story and recognise there are different accounts of it.</p> <p><u>Application:</u> I can describe what a Christian learns from the Christmas story</p> <p><u>Expression:</u> I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p><u>Analysis:</u> I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation).</p> <p><u>Respect/ Curiosity:</u> I can talk about what I find interesting or puzzling in the Christmas story,</p> <p><u>Curiosity:</u> I can talk about some differences in the accounts of the Christmas</p>	<p><u>Reflection:</u> I can remember a Hindu god and use its correct name.</p> <p><u>Interpretation:</u> I can tell you about some Hindu gods and start to explain their significance to Hindus.</p> <p><u>Expression:</u> I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p><u>Analysis:</u> I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives</p> <p><u>Expression and interpretation:</u> I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives.</p> <p><u>Curiosity:</u> I can tell you about what I find puzzling about this god.</p> <p><u>Respect/ Self-esteem:</u> I can start to express my response to Hindu beliefs.</p>	<p><u>Reflection:</u> I can remember some events in Holy Week and talk about them.</p> <p><u>Reflection:</u> I can retell some events from Holy Week and say some things that Christians believe about Jesus.</p> <p><u>Interpretation:</u> I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny.</p> <p><u>Analysis and Evaluation:</u> I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p><u>Analysis and Evaluation:</u> I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence.</p> <p><u>Curiosity:</u> I can talk about what I find puzzling in the Easter story.</p>	<p><u>Interpretation:</u> I can use the right names for things that are special to Sikhs</p> <p><u>Reflection:</u> I can talk about one of the ways Sikhs show commitment to God.</p> <p><u>Interpretation:</u> I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p><u>Evaluation:</u> I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p><u>Interpretation:</u> I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this.</p> <p><u>Self-understanding</u> I can say how I feel about something special to Sikhs.</p> <p><u>Respect/ Curiosity:</u> I can say why I think this might be a good way of showing commitment to God</p>	<p><u>Interpretation:</u> I can use the right names for things that are special to Christians.</p> <p><u>Reflection:</u> I can talk about one of the ways Christians show commitment to God.</p> <p><u>Interpretation:</u> I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p><u>Evaluation:</u> I can 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.</p> <p><u>Interpretation:</u> I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this.</p> <p><u>Self-understanding/ awareness/ esteem</u> I can talk about how I feel towards an issue that is important to me.</p>

<p><u>Self-awareness/ self-esteem/ Empathy:</u> I can start to express an opinion about what might be important to Hindus.</p> <p><u>Empathy:</u> I can talk about something that is important to Hindus and express understanding as to why this might be important to me if I were a Hindu</p> <p><u>Respect/ Self-esteem:</u> I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons</p> <p><u>Respect:</u> I can express why I think Hindus might choose different ways to show commitment to God</p> <p><u>Curiosity:</u> I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.</p>	<p>story that make people ask questions</p> <p><u>Curiosity:</u> I can start to explain that true can mean different things relating to the Christmas story.</p> <p><u>Respect/ Self-esteem:</u> I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p><u>Respect/ Self-esteem:</u> I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.</p>	<p><u>Respect:</u> I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> <p><u>Curiosity:</u> I can express my understanding of how Brahman can/cannot be in everything.</p> <p><u>Curiosity/ self-awareness:</u> I can give my own views on the Hindu belief in Brahman.</p>	<p>I can talk about some events that happened during Holy Week and ask a relevant question.</p> <p><u>Curiosity:</u> I can consider important questions about whether Jesus knew He was going to be crucified.</p> <p><u>Self-understanding:</u> I can start to express my opinion about Jesus' crucifixion being his destiny..</p> <p><u>Curiosity/ self-awareness:</u> I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.</p>	<p><u>Respect/ Curiosity:</u> I can start to show I understand that Sikhs make choices about how they show commitment to God.</p> <p><u>Self-understanding</u> I can start to express what I think about the best way a Sikh could show commitment to God.</p> <p><u>Curiosity/ self-awareness:</u> I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.</p>	<p><u>Respect/ Curiosity:</u> I can decide which way I think is the best way for a Christian to show commitment to God.</p> <p><u>Respect/ Curiosity:</u> I can start to understand there are different degrees of commitment and that's up to individual Christians.</p> <p><u>Self-understanding</u> I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p> <p><u>Curiosity/ self-awareness:</u> I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.</p>
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Year 6					
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<p>Autumn 1</p> <p>Beliefs and Practices</p> <p>What is the best way for a Muslim to show commitment to God?</p>	<p>Autumn 2</p> <p>Christmas</p> <p>How significant is it that Mary was Jesus' mother?</p>	<p>Spring 1</p> <p>Beliefs and Meaning</p> <p>Is anything ever eternal?</p>	<p>Spring 2</p> <p>Easter</p> <p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p>	<p>Summer 1</p> <p>Beliefs and Moral Values</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p>Summer 2</p> <p>Beliefs and Meaning</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p>
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<p><u>Interpretation:</u> I can use the right names for things that are important to Muslims.</p> <p><u>Reflection:</u> I can talk about one way Muslims show commitment to God.</p> <p><u>Interpretation:</u> I can describe some of the ways that Muslims choose to show commitment to God.</p> <p><u>Analysis:</u> I can 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.</p> <p><u>Reflection:</u> I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives.</p> <p><u>Self-esteem:</u> I can talk about my own personal commitments,</p> <p><u>Self-understanding:</u> I can decide which way I think is the best way for a Muslim to show commitment to God.</p> <p><u>Curiosity:</u> I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p><u>Empathy and curiosity:</u> I can explain that individuals choose to show different degrees of commitment to their religion and can relate</p>	<p><u>Reflection:</u> I can remember the story of Jesus' birth and talk about it.</p> <p><u>Evaluation:</u> I can tell you some things Christians believe are important about Jesus' mother being Mary.</p> <p><u>Evaluation:</u> I can start to explain the significance of why Mary was chosen as Jesus' mother.</p> <p><u>Synthesis:</u> I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).</p> <p><u>Evaluation/ application:</u> I can explain why it is significant to Christians that Mary was Jesus' mother.</p> <p><u>Curiosity:</u> I can talk about what I find puzzling or interesting about the nativity story.</p> <p><u>Curiosity:</u> I can start to think about some of the questions people ask about Jesus' birth.</p> <p><u>Respect/ self-understanding:</u> I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.</p> <p><u>Respect:</u> I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.</p> <p><u>Self-awareness/ understanding:</u> I can</p>	<p><u>Reflection:</u> I can remember a Christian story about love and talk about it.</p> <p><u>Interpretation:</u> I can re-tell a Christian story about love and begin to explain what this teaches Christians about how they live their lives</p> <p><u>Interpretation:</u> I can describe what a Christian might learn about life after death from a Bible story</p> <p><u>Synthesis:</u> I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p><u>Analysis:</u> I can explain why Christians believe some things are eternal and the difference this makes to them.</p> <p><u>Self-understanding:</u> I can talk about something I can relate to in a Christian story about love.</p> <p><u>Self-understanding:</u> I can start to understand what some of the Christian stories about love mean.</p> <p><u>Curiosity:</u> I can ask important questions about eternity.</p> <p><u>Self-awareness/ understanding:</u> I can reflect on my own beliefs about whether anything is eternal.</p> <p><u>Self-understanding:</u> I can give my own answer to whether anything is eternal and give my reasons.</p>	<p><u>Reflection:</u> I can tell you some festivals that are special to Christians,</p> <p><u>Expression:</u> I can tell you how some Christians try to do good in the world.</p> <p><u>Evaluation:</u> I can describe one way that Christianity seems to be a strong religion today.</p> <p><u>Evaluation:</u> I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p><u>Analysis:</u> I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments.</p> <p><u>Self-understanding:</u> I can talk about who is influential to me,</p> <p><u>Self-understanding:</u> I can tell you about someone who has influenced me and why I respect them</p> <p><u>Self-understanding:</u> I can start to consider whether I think Christianity is a strong religion now.</p> <p><u>Self-understanding/ curiosity:</u> I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p> <p><u>Self-understanding/ curiosity:</u> I can express my opinion as to whether Christianity is a strong</p>	<p><u>Reflection:</u> I can tell you something Muslims believe about how they should try to live good lives.</p> <p><u>Interpretation:</u> I can tell you that Muslims believe in life after death and I can start to understand that this links to how they choose to behave.</p> <p><u>Analysis:</u> I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them.</p> <p><u>Application:</u> I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p><u>Application:</u> I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.</p> <p><u>Curiosity:</u> I can say if this will help a Muslim get to Heaven.</p> <p><u>Self-understanding:</u> I can tell you what I think about life after death.</p> <p><u>Curiosity/ self-awareness:</u> I can identify why leading a good life might be a good idea and why people think this.</p> <p><u>Respect/ self-understanding:</u> I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p><u>Curiosity:</u> I can ask questions about life after death and explore how what I believe about this might influence my life.</p>	<p><u>Reflection:</u> I can tell you about something Muslims believe in.</p> <p><u>Expression:</u> I can tell you some things Muslims believe are wrong/evil.</p> <p><u>Analysis:</u> I can explain what is meant by stereotyping and can recognise some of the ways Muslim people may be stereotyped.</p> <p><u>Synthesis:</u> I can explain two different Muslim interpretations of Jihad.</p> <p><u>Synthesis:</u> I can explain two different Muslim interpretations of Jihad and explore their justifications for these</p> <p><u>Self-understanding/ awareness:</u> I can talk about something I find puzzling or interesting about the Muslim religion.</p> <p><u>Curiosity:</u> I can start to ask questions about why Muslims have different beliefs if they are in the same religion.</p> <p><u>Self-understanding/ Respect:</u> I can start to express my opinion on how Jihad is interpreted by some Muslims.</p> <p><u>Self-understanding/ Respect:</u> I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p><u>Respect/ Empathy/ Curiosity:</u> I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</p>
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this to commitments I make in my life,	explain my own response to the Christian belief in the Virgin birth.		religion now giving reasoned arguments.		
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