

<p><u>EYFS</u></p>	<p><u>Nursery:</u></p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Continue to develop positive attitudes about the differences between people. <p><u>Reception:</u></p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. <p><u>ELG:</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>
<p><u>National Curriculum</u></p>	<p><u>Key Stage 1</u></p> <p><u>Learning about religion and belief Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • Explore a range of religious stories and sacred writings and talk about their meanings • Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate • Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives • Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses • Identify and suggest meanings for religious symbols and begin to use a range of religious words <p><u>Key Stage 2</u></p> <p><u>Learning about religion and belief Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others • describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings • identify and begin to describe the similarities and differences within and between religions • investigate the significance of religion in the local, national and global communities • consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them • describe and begin to understand religious and other responses to ultimate and ethical questions <input type="checkbox"/> use specialist vocabulary in communicating their knowledge and understanding • use and interpret information
<p><u>As a Critical Thinker I will explore the key concepts of...</u></p>	<p>Believing—Religious beliefs, teachings, sources; questions about meaning, purpose and truth</p> <p>Expressing—Religious and spiritual forms of expression; questions about identity and diversity</p> <p>Living—Religious practices and ways of living; questions about values and commitments</p>

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Believing	<p>I know people with different beliefs celebrate different special times throughout the year (Christmas, Diwali, Weddings and Baptism)</p>	<p>I can talk about people's different beliefs and celebrations</p> <p>I can talk about the similarities and differences of some religions</p>	<p>I can talk about religious stories and peoples beliefs about god.</p> <p>I can name and explore a range of celebrations, worship and rituals in religion,</p>	<p>I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they came.</p> <p>I can Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>I can Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>I can make connections between stories in the Bible and what Christians believe about creation, the fall and salvation.</p> <p>I can give examples of how and suggest reasons why Christians use the Bible today</p> <p>I can describe some ways Christians say God is like, with examples from the Bible, using different forms of expression</p> <p>I can discuss my own and others ideas about why Humans do bad things and how people try to put things right</p> <p>I can make connections between some of Jesus' teachings and the way Christians live today</p> <p>I can describe how Christians celebrate Holy week and Easter Sunday</p> <p>I can identify the most important parts of Easter for Christians and say why they are important</p> <p>I can give simple definitions of some key Christian terms and illustrate them with events from holy week and Easter</p>	<p>I can describe some of the ways in which Christians, Hindus and/or Muslims describe God</p> <p>I can ask questions and suggest some of my own responses to ideas about God</p> <p>I can suggest why having a faith or belief in something can be hard</p> <p>I can identify how and say why it makes a difference in people's lives to believe in God</p>	<p>I can outline clearly a Christian understanding of what God is like, using examples and evidence</p> <p>I can give examples of ways in which believing in God is valuable in the lives of Christians and ways in which it can be challenging.</p> <p>I can express ideas about the impact of believing or not believing in God on someone's life</p> <p>I can present different views on why people believe in God or not, including my own ideas.</p> <p>I can outline Jesus' teaching on how his followers should live (</p> <p>I can offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live</p> <p>I can explain the impact Jesus' example and teachings might have on Christians today.</p> <p>I can express my own understanding of what Jesus would do in relation to a moral dilemma from the world today</p>	<p>I can express ideas about how and why religion can help believers when times are hard and give examples</p> <p>I can outline Christian, Hindu and/ or non-religious beliefs about life after death</p> <p>I can explain some similarities and differences between beliefs about life after death</p> <p>I can explain some reasons why Christians and Humanists have different ideas about an afterlife</p>

Airedale Infant and Junior School
Threshold Concepts Attainment Map in Religious Education

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Expressing	I can talk about what I can see.	I can talk about different places of worship.	I recognise some places, artefacts, pictures, symbols and actions from Christianity and other faiths.	<p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>I can describe the practice of prayer in the religions studied</p> <p>I can make connections between what people believe about prayer and what they do when they pray</p> <p>I can describe ways in which prayer can comfort and challenge believers</p> <p>I can describe and comment on similarities and differences between how Christians, Muslims and Hindus pray</p>	<p>I can make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>I can ask questions and give ideas about what matters most to believers in festivals</p> <p>I can identify similarities and differences in the way festivals are celebrated within and between religions</p> <p>I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in my own life</p> <p>I can suggest why some people see life as a journey and identify key milestones</p> <p>I can describe what happens in Christian, Jewish and Hindu ceremonies of commitment and say what these rituals mean.</p> <p>I can suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people</p> <p>I can link up some questions and answers about how believers show commitment with my own ideas about community, belonging and belief</p>	<p>I can make connections between how believers feel about places of worship in different traditions.</p> <p>I can select and describe the most important functions of a place of worship for the community</p> <p>I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>I can present ideas about the importance of people in a place</p>	<p>I can describe and make connections between examples of religious creativity (buildings and art</p> <p>I can show understanding of the value of sacred buildings and art</p> <p>I can suggest reasons why some believers see generosity and charity as more important than buildings and art</p> <p>I can apply ideas about values and from scriptures to the title question</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living	<p>I can identify how my family is the same or different to others.</p> <p>I can identify similarities and differences between people.</p>	<p>I can name and describe people who are familiar to me.</p> <p>I can talk about people's different beliefs and celebrations.</p>	<p>I can name and talk about celebrations, worship and rituals in religions that are familiar to me</p> <p>I can explore how values affect a community and individuals.</p> <p>I can explore how actions can affect other people.</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>I can describe some examples of what Christians do to show their faith, and make connections with their beliefs and teachings.</p> <p>I can describe some ways in which Christians express their faith through hymns and modern worship songs</p> <p>I can suggest at least two reasons why being a Christian is a good thing in Britain today and two reasons why it may be hard</p> <p>I can discuss links between the actions of Christians in helping others and ways in which people of other faiths help others</p>	<p>I can describe some examples of what Hindus do to show their faith, and make connections with their beliefs</p> <p>I can describe some ways in which Hindus express their faith through puja, aarti and bhajans</p> <p>I can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes</p> <p>I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs</p>	<p>I can describe what Christians mean about humans being made in the image of God</p> <p>I can describe some Christian and Humanist values simply</p> <p>I can express my own ideas about some big moral concepts.</p> <p>I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p>	<p>I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammed</p> <p>I can describe and reflect on the significance of the Holy Qur'an to Muslims</p> <p>I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils</p> <p>I can make connections between the key functions of the mosque and the beliefs of Muslims</p> <p>I can make connections between beliefs and behaviour in different religions</p> <p>I can outline the challenges of being a Hindu, Christian or Muslim in Britain today</p> <p>I can make connections between belief in ahimsa, grace and Ummah teachings and sources of wisdom in the three religions</p> <p>I can consider similarities and differences between beliefs and behaviour in different faiths.</p>

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Key Vocabulary	<p>Christian, , Church, baptism, Sunday, Easter, Christmas, birthday, christening, wedding, cross, Jesus, Mary, Joseph, stable, star, angel, shepherds, wisemen, God, Diwali, Hindu, celebration, festival, light, diva, Rangoli, temple, family, mum, dad, brother, sister.</p>	<p>Christian, Church, baptism, Sunday, Easter, Christmas, birthday, christening, wedding, cross, Jesus, Mary, Joseph, stable, star, angel, shepherds, wisemen, God, Diwali, Hindu, celebration, festival, light, diva, Rangoli, temple, Rama and Sita, sane, different, believe, family, mum, dad, brother, sister, aunt, uncle, grandma and grandad.</p>	<p>Christian, Christianity, Church, baptism, , Torah Bible, Qu'ran, Sunday, Easter, Christmas, birthday, christening, wedding, prayer, meaning, moral, sacred, tradition, ritual, , cross, belief, singing, chanting, reciting, reading, meditating, worship, God, communion, bread, wine.</p> <p>Belief, respect, good, bad, right, wrong, different, the same, sacred, Holy, Bible, Church, Christian, group, community, shared, identity, culture, language, clothing, calendar, together, agree, disagree</p> <p>Opinion, choice, belief, respect, right, wrong, opinion, faith, individual, moral, belong, member, accepted, rejected, meaning, reason, sacred, Holy, precious, individual, work together, charity, Remembrance Day, Golden Rule, valued, lifestyle, behavior, important.</p>	<p>Christian, Jewish, Christianity, Judaism, Church, Synagogue, Mosque, baptism, bar mitzvah, bat mitzvah, Torah, Bible, Qu'ran, Shabbat, Sunday, Sabbath, Easter, Christmas, Hanukah, Rosh Hashanah, Chinese New Year, birthday, christening, wedding, prayer, meaning, moral, sacred, tradition, ritual, Star of David, cross, belief, singing, chanting, reciting, reading, meditating, worship, God, mezuzah, kippah, menorah, communion, bread, wine</p> <p>Belief, respect, disrespect, good, bad, right, wrong, different, the same, sacred, Holy, Bible, Torah, Synagogue, Church, Jewish, Christian, group, community, shared, identity, culture, language, clothing, calendar, together, agree, disagree</p> <p>Opinion, choice, belief, respect, right, wrong, opinion, faith, individual, moral, belong, member, accepted, rejected, meaning, reason, sacred, Holy, precious, individual, work together, charity, Remembrance Day, Golden Rule, Ten Commandments, valued, lifestyle, behavior, important.</p>	<p>forgiveness, Testaments, Holy Communion, Anglican, Catholic, Bible, sacred, fables, parables, holy book, crucifix, Jesus, church, worship, last supper, disciples, sacrifice, Easter, Lent, resurrection, angel, tomb,</p> <p>Pray, experience, faith, metaphor, Makkah, Muslim, Qur'an, prophet, Sawm, Rakah, Dua, Al Fatihah, worship, Christian, Easter, resurrection, light of the world, Lord's Prayer, Diwali, Mandir, Puja, Shrine, Rangoli, Lakshmi, Rama and Sita, gayatri, mantra, surah, meditation, relaxation, understanding, reflection</p> <p>forgiveness, Testaments, Holy Communion, Anglican, Catholic, Bible, sacred, fables, parables, holy book, crucifix, Jesus, church, worship, last supper, disciples, sacrifice, Easter, Lent, resurrection, angel, tomb,</p>	<p>God, love, believe, Christians, father, light, creator, trinity, prayers, mooses, Israelites, brave, burning tree, leader, leadership, expression, Allah, pillars, 99 names, Muslim, Subha bead, prophet, create, Islam, Qur'an, murti, Brahman, Brahma, Vishnu, Shiva, lotus,</p> <p>Journey, baptism, Christianity, denominations, god parents, church, ceremony, service, christening, font, holy water, Jewish, religion, bar, bat, mitzvah, adult, children, synagogue, Torah, holy book, Koshher, ceremony, celebration, rite of passage, Judaism, Christian, Baptism, Bar/Bat Mitzvah, Easter, festival, blood, body, buns, empty, feet, Jerusalem, Jesus, nailed, Palm, remember, rose, Sunday, supper, thorns, water, wine, Palm Sunday, Maundy Tuesday, Good Friday, Easter Sunday Diwali, Hindu, religion, lights, colour, Rama and Sita, divas, Lakshmi, Hindi New Year Muslim, Ramadan, Eid, fasting, sacrifice, feasting, Qur'an, Jewish, Seder plate, Pesach, celebration, Moses, Passover Story, miracle</p> <p>Hindu, Hinduism belief, deity, Puja tray, worship, 5 senses, murti, Diva lamp, Life journey, aim, duties, dharma, Moksha, reincarnation, rebirth Karma, good karma, bad karma, Mahatma Gandhi, India, Salt march, independence, protests, injustice Diwali, Rama & Sita</p>	<p>Atheist, agnostic, theist, belief, religion. Census, population, culture, religious, non-religious, science, evolution, creation, design, forgiveness, parable., perspective, Christian, opinion</p> <p>Worship, reflect, experiences, features, belief, respect, purpose, Anglican, Baptist, Christian, church, function, similarities, differences, Hindu, Mandir, Jewish, orthodox, synagogue, reform, Judaism, Corinthian, bible, body of Christ. Silence, nature, community,</p> <p>Rules, villains, behaviour, deed, impact, consequence, humanist, religion, non-religious, beliefs, principles, Christian,</p>	<p>Enquiry, future, death, discussion, soul, characteristics, personality, spirit, reincarnation, karma, moksha, dharma, qualities, Christians, Muslims, Hindus, life, death,</p> <p>Sacred, special, faith, expression, holy, arts, architecture, generosity, mosque, calligraphy, Allah., Islam. Muslim, religion, worship, Jesus, bible, love, salvation, spiritual power, cathedral, poverty, injustice, Qur'an, Ummah, Zakat, charities, wealth, poverty, fellowship, Cristian aid</p> <p>Hindu, Christian, Muslim, Ahimsa, Grace, Ummah, commitment, Prophet Muhammad (pbuh), justice, Ghandi, harmlessness, kindness, Christianity, Jesus, forgiveness, disciples, last supper</p>