

Religious Education Curriculum- EYFS

Early Years Curriculum

In line with Statutory guidance and the EYFS document 'Development Matters', pupils should be taught about:

- Understanding the World and People, Culture and Communities-** guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Nursery Coverage

In Nursery pupils will follow these themes. However, themes may change as a result of following the children's interests.

Autumn-

- Once Upon a Rhyme!

Spring-

- Growth

Summer-

- Community and culture

Reception Coverage

In Reception pupils will follow these themes. However, themes may change as a result of following the children's interests.

Autumn Term:

I wonder what makes a story?
Festivals and celebrations.

Spring Term:

I wonder who is a hero?
I wonder what makes a hero?

Summer Term:

I wonder what's out there?

Nursery End points

- I am beginning to develop their sense of responsibility and membership of a community.
- I will continue to develop positive attitudes about the differences between people.

Diversity and culture

- To know that there are different countries in the world and talk about differences they have experienced or seen in photos.
- To continue to develop positive attitudes about the differences between people.

Reception End points

- I can see myself as an individual.
- I can think about the perspective of others.
- I can talk about members of my individual family and community.
- I can name and describe people who are familiar to me.
- I can understand that some places are special to members of my community.
- I can recognise that people have different beliefs and celebrate special times in different ways.

Early Learning Goals

- People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; -
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

National Curriculum:

In the SACRE guidance for KS1 it explains that pupils should be taught to:

- Use their senses thoughtfully and engage in periods of quiet reflection.
- Share their own ideas and experiences in speaking and listening activities.
- Gain and use the skills they need for RE, including identifying some puzzles and mysteries, noticing how it feels to wonder, ask and respond sensitively to 'big questions', identify which questions are 'big questions'
- Consider the concept and characteristics of God with reference to other religions.
- Value difference and learn about what is special, holy or sacred to whom and show sensitivity towards this.

Year 1 Coverage

Autumn Term :

How can we find out about Christianity today in Wolverhampton? (Unit 1.3)

Christmas- Gifts and Giving (Unit N/A)

Spring Term:

Beginning to learn from Sikhism (Unit 1.4)

Easter- What does Easter mean to me?

Summer Term:

How and why are some books holy? Special stories of Christians and Muslims Easter (Unit 1.5)

What can we learn about prayer from stories of Jesus? (Unit 1.6)

Year 1 End points

How can we find out about Christianity today in Wolverhampton?		
All pupils will: <ul style="list-style-type: none">• Talk about experiencing something that they can't see• Identify one way in which Christians 'see' God• Handle religious artefacts sensitively and know that some are linked with praying.	Many pupils will: <ul style="list-style-type: none">• Remember a story or saying from the Bible about God• Use their senses to explore and ask questions about religious stories, pictures, artefacts• Identify simply some of the ways in which Christians describe the characteristics of God• Express in simple terms their own thoughts about God• Use some key words to talk about what Christians think about God: Father, Jesus, Spirit, Trinity, Bible	Some pupils will: <ul style="list-style-type: none">• Retell a story from the Bible that helps Christians understand a characteristic of God• Describe what messages and meanings are expressed through some religious symbols and stories• Express some reasons for their current thinking about God
Beginning to learn from Sikhism		
Nearly All pupils will: <ul style="list-style-type: none">• Name symbols they are aware of or know about in their daily lives• Hear and listen attentively to a story about a Guru• Talk about values in response to a Sikh story• Talk about some things that happen in a Gurdwara	Many pupils will: <ul style="list-style-type: none">• Name some Sikh artefacts and symbols• Identify and recall a Sikh story• Talk about being generous and meeting generous people• Talk about why Sikhs like to share and why they like to share	Some pupils will: <ul style="list-style-type: none">• Retell the story of Dunning and the needle• Identify a good reason to share• Recognise what the 5Ks are, why some Sikh children wear them and why they are important to them.• Respond sensitively to the ideas of being generous, being equal and being fair
How and why are some books holy? Special stories of Christians and Muslims Easter		
Nearly All pupils will: <ul style="list-style-type: none">• Identify the holy books of Muslims and Christians as the Qur'an and the Bible.• They will be able to talk about why a book is special to them.	Many pupils will: <ul style="list-style-type: none">• Retell a story from the Muslim religion• Retell a story from the Christian religion• Recall that the Qur'an was revealed to Prophet Muhammad	Some pupils will: <ul style="list-style-type: none">• Retell a Bible story in detail and identify messages the story holds for Christians.• Retell Islamic stories in detail and identify messages the story holds for Muslims

<ul style="list-style-type: none"> They will be able to say something about Muslims', Christians' and their own beliefs about God. They will be able to remember some stories they have enjoyed. 	<ul style="list-style-type: none"> Respond sensitively to simple questions about the stories they have heard 	<ul style="list-style-type: none"> Describe how Christians and Muslims use and respect their holy books Make links between the stories and their own lives
What can we learn about prayer from stories of Jesus?		
Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Listen to a prayer and know that it is important Listen attentively to at least one story about Jesus Listen to a religious story and understand that it carries meaning Talk simply about prayer 	<ul style="list-style-type: none"> Recognise the importance of the Lord's Prayer for Christians Use new vocabulary to talk about the Lord's Prayer, the power of prayer and meditation or reflection Know the outline of the Lord's Prayer Talk about the powers of Jesus in stories Talk about their own power to care, or to say thank you Identify some feelings associated with thanking and being thanked, praising and being praised 	<ul style="list-style-type: none"> Recount two stories of Jesus about prayer Identify some of the powers of Jesus in the stories Respond sensitively to ideas about praying for themselves by creating a prayer or meditation Ask some big questions and give thoughtful answers about the meaning of a prayer
Christmas- Gifts and Giving		
Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Understand that many Christians give gifts at Christmas Understand that many Muslims give gifts at Eid al Fitr <ul style="list-style-type: none"> Understand that Eid al Fitr follows Ramadan. 	<ul style="list-style-type: none"> Explain how it feels to give a gift Explain how it feels to receive a gift; <ul style="list-style-type: none"> Suggest different types of gifts Explain why Christmas should be important to Christians Explain why Eid al Fitr should be important to Muslims. 	<ul style="list-style-type: none"> Name which gifts were given to Jesus Explain why the gifts were important <ul style="list-style-type: none"> Explain what Zakat is Explain why gifting gifts and Zakat can be important to Muslims at Eid al Fitr.
Easter- To be reviewed.		

Year 2 Coverage

Autumn Term:

What can we learn from stories from the Bible? (Four stories of Moses) (Unit 1.7)

Christmas- Light and Dark (Unit N/A)

Spring Term:

Beginning to learn from Islam (Unit 1.8)

Easter- Why and how do Christians celebrate Easter? Custom of giving eggs The Easter Story- focus on Palm Sunday, Good Friday and Easter Sunday). (Unit N/A)

Summer Term:

Questions that Puzzle Us (Unit 1.9)

Holy Places: Worship at the Church, Mandir, Mosque and Gurdwara (1.10)

Year 2 End points

What can we learn from stories from the Bible?		
All pupils will:	Many pupils will:	
<ul style="list-style-type: none"> Recall Jewish stories from the Hebrew Bible (Torah/Tenakh) Use some religious words to talk about the stories Talk about what they find interesting and puzzling in the stories Express own ideas about stories of bravery, kindness and friendship from the Bible and Judaism. Recognise that Holy books contain stories that are special to many people. Talk about their own experiences and feelings linked with these stories 	<ul style="list-style-type: none"> Retell a story of Moses Ask thoughtful questions in relation to the stories and suggest some answers. Suggest some meanings in the stories for Jewish people Identify characters in the stories and answer simple questions about what the person was like respond sensitively to ideas like bravery, freedom, working together or trust in the story. Think for themselves about why these stories have been so popular for 3400 years 	
Beginning to learn from Islam		
Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Say that a special place for Muslims is the mosque Talk about the Prophet and why he matters to Muslims Identify a Muslim holy book or special day 	<ul style="list-style-type: none"> Name two things found in the mosque Retell a story of the Prophet Talk thoughtfully about kindness to animals or about sacred words 	<ul style="list-style-type: none"> Describe the meanings of different things they say in the mosque List 6 or more new vocabulary words they have learned and use them

<ul style="list-style-type: none"> Choose a special word for themselves Talk about what matters to them 	<ul style="list-style-type: none"> Respond sensitively to Muslim ideas and simple stories 	
Questions that puzzle us		
Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Name a story or book from a religious tradition that has a mystery in it Talk about a puzzling question, for example: where do we come from? Experience a sense of wonder about stories, nature and questions Show understanding that people can find things puzzling 	<ul style="list-style-type: none"> Talk about puzzles and mysteries that are interesting, even if we don't know 'the answers' Identify some puzzles and mysteries about our lives and our thoughts Experience the sense of wonder and talk about it Talk about stories that include mysteries and puzzling questions Talk about a number of puzzling questions and notice what is of concern to themselves and to others Recognise that religious beliefs can answer puzzling questions for many people 	<ul style="list-style-type: none"> Describe ways in which we can see that religious artefacts and places are significant Suggest answers to questions such as: what makes life happy? Who do I care for and who cares for me? What do I believe? Does God have all the answers? Make connections between a religious community, its objects and the beliefs that go with them.
Holy Places: Worship at the Church, Mandir, Mosque and Gurdwara		
Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Name some of the main features of the sacred places they have visited and / or studied Recognise some symbols of sacred places and talk about their meanings. Talk about and reflect on their own special places 	<ul style="list-style-type: none"> Identify some of the main features of the sacred places they have visited and / or studied Recognise how these are used by the faith community. Identify symbols and recognise their meaning. Respond sensitively to the idea of a special place of their own and its importance. 	<ul style="list-style-type: none"> Describe two sacred places and some of the artefacts inside them Describe some ways in which two sacred places are used. Understand the importance of special places in our lives and the lives of others Make links between their special place and a sacred religious place, e.g. by discussing what makes mosques or churches special to thousands of people in Wolverhampton.
Christmas- Light and Dark		
Nearly All pupils will:	Most pupils will:	Some pupils will:
<ul style="list-style-type: none"> Understand Advent is a count down to Christmas. Understand that many Christians celebrate Christmas. Understand that many Hindus celebrate Diwali. Understand that many Jewish people celebrate Hanukkah Understand that light can be an important part of all these festivals. 	<ul style="list-style-type: none"> Explain why light can be important to many Christians. at Advent and Christmas. Explain why light can be important to many Hindus at Diwali. Explain why light can be important to many Jewish people at Hanukkah. 	<ul style="list-style-type: none"> Explain what light can represent for many Christians. Explain what light can represent for many Hindus. Explain what light can represent for many Jewish people. Compare what light can symbolise in each religion. Make links between religions.
Easter- To be reviewed.		

Religious Education Curriculum –Key Stage 2

National Curriculum:

In the SACRE guidance for KS2 it explain that pupils should be taught to:

- Develop a willingness to learn from religions they do not belong to.
- Make connections between specific religions in Wolverhampton and the life of a whole community.
- Reflect on important concepts and beliefs that are at the heart of religious traditions and practices.
- Consider the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- Develop an awareness of the similarities and differences between places of worship, and understanding the role that community relationships play in supporting the lives of religious believers and those outside faith communities.
- Consider the concept of diversity and a range of views about questions of living together, tolerance and respect.

Year 3 Coverage

Autumn Term:

What do people believe about God? (Christian perspective) (Unit 2.1)

Christmas- The Nativity Story

Spring Term:

Sikhs and Hindus: Who is inspiring? (Unit 2.2)

Easter- Holy week, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday. (Unit N/A)

Summer Term:

What is it like to be a Hindu? (Unit 2.3)

What do we celebrate and why? (Christian, Muslim, Sikh Hindu) (Unit 2.4)

Year 3 End points

What do people believe about God?

<p>All pupils will:</p> <ul style="list-style-type: none"> Identify simply some of the ways in which Christians describe the characteristics of God. Express in simple terms their own thoughts about God. use their senses to explore and ask questions about religious stories, pictures and artefacts. 	<p>Many pupils will:</p> <ul style="list-style-type: none"> retell a story from the bible that helps Christians understand a characteristic of God. Ask some good questions of their own about God and suggest some answers. Describe what messages and meanings are expressed through some religious symbols. Express some reason for their current thinking about God. 	<p>Some pupils will:</p> <ul style="list-style-type: none"> Make connections between a religious story and some religious beliefs. Make links between religious symbols or stories and beliefs that underlie them. Compare their own ideas about questions of belief in God with those of Other people.
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Sikhs and Hindus: Who is inspiring?

<p>Nearly All pupils will:</p> <ul style="list-style-type: none"> use religious words and phrase to identify key aspects of the example of Guru Nanak and of inspirational Hindus; Recognise the role of Gurus in Sikhism and be able to suggest examples and retell stories. Identify how Guru Nanak is an example for Sikhs Retell a story of the Guru for themselves Ask and respond sensitively to questions about inspiring leaders in Hindu community and for themselves and others. 	<p>Many pupils will:</p> <ul style="list-style-type: none"> Use a developing religious vocabulary to describe key aspects of Guru Nanak's life and teachings. Make links between Sikh and Hindu beliefs about following the way of God and the example of other people; Describe how Guru Nanak is honoured (but never worshipped) in Sikhism; Describe how Hindu people try to live by following the teaching and example of Hindu leaders and traditions; Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others' responses. 	<p>Some pupils will:</p> <ul style="list-style-type: none"> Use a developing religious vocabulary, to describe, show understanding of and make links between stories about inspiring leaders from Sikh and Hindu traditions. Show that they understand the meanings of a range of sayings and stories of Sikh Gurus and of Hindu leaders; Raise and suggest answers to, questions about the importance of inspiring leaders and the impact that following them can have on people's lives, values and commitments.
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What is it like to be a Hindu?

<p>Nearly All pupils will:</p> <ul style="list-style-type: none"> Use religious words to talk about how many Hindu people describe what God is like and how they worship God Suggest meanings for some Hindu artefacts, ways of worship or celebrations, answering: 'What does it mean?' Talk thoughtfully about how there are many different ways to express very varied ideas and beliefs about God. 	<p>Many pupils will:</p> <ul style="list-style-type: none"> Use a range of religious words to describe Hindu beliefs about God and worship. List some similarities and differences between the Hindu way of life and another way of life they know well. Make links between art, stories and holy writings that help people to be good or generous rather than bad or mean. 	<p>Some pupils will:</p> <ul style="list-style-type: none"> Use a range of religious words to explain some of the ways in which Hindus describe God, and the symbolic objects, actions and sound used in Hindu worship Connect stories, symbols and beliefs with what happens at Divali. Talk with understanding about how goodness, courage, generosity and faithfulness are important to Hindus and to me.
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What do we celebrate and why?

<p>Nearly All pupils will:</p> <ul style="list-style-type: none"> Re-tell a part of a story from Easter, Eid or Guru Nanak's birthday Respond sensitively to characters and emotions in these stories 	<p>Many pupils will:</p> <ul style="list-style-type: none"> Describe how Christians celebrate Easter and Muslims celebrate Eid-ul-Fitr and simply explain some of the symbols associated with Easter. Suggest why these festivals are important to the believers. Make a link between these religious festivals and occasions they celebrate 	<p>Some pupils will:</p> <ul style="list-style-type: none"> Show that they understand some ways in which these festivals can have an impact on believers today Describe three ways in which Christian/Muslim/Sikh actions at these festivals show their devotion to God. Devise four thoughtful questions about what makes a festival special, and suggest ways in which celebrations like this might or might not have some value in their own lives.
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Christmas- The Nativity Story

Nearly All pupils will:	Most pupils will:	Some pupils will:
<ul style="list-style-type: none"> Explain who Mary and Jesus were Discover the route Mary and Jesus took from Nazareth to Bethlehem. To understand and gain knowledge of the Nativity story. 	<ul style="list-style-type: none"> Relate Mary and Joseph's journey to modern travel and route planning. Relate the Nativity story to create a storyboard to then create an animation (cross curricular) 	<ul style="list-style-type: none"> Use drama effectively to re-enact an angel appearing to Mary. Create a play about Jesus' place of birth using their knowledge and understanding of the Nativity story. To know who King Herod was and why he wanted to find Jesus.
Easter- To be reviewed.		

Year 4 Coverage

Autumn Term:

What is it like to be Jewish? (Unit 2.5)

Christmas- The Nativity Story

Spring Term:

Why does the Prophet matter to Muslims? (Unit 2.6)

Easter- Holy week, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday. (Unit N/A)

Summer Term:

Why do some people think Jesus is inspirational? (Unit 2.7)

An enquiry into visiting places of worship. (Unit 2.8)

Year 4 End points

What is it like to be Jewish?

Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Use religious words to talk about how many Jewish people describe what God is like and how they worship God. Talk thoughtfully about how people show what they believe by how they act. Use religious words to explain why Moses is important to Jewish people and what they learn from him about God. Identify and reflect on qualities they admire in others and how they might follow these influences. 	<ul style="list-style-type: none"> Reflect on some stories of Moses and begin to express their own understanding of God. Identify rituals and actions of Pesach and explain the meaning of the festival for Jews today. Express their own ideas about the value of hope and freedom. Explain how Shabbat is important to Jews and reflect on the value of keeping a 'different' day in the week for family and reflection. Describe and show understanding of some key beliefs of Judaism using suggested vocabulary 	<ul style="list-style-type: none"> Identify key figures in religious stories, artefacts and festivals and describe how they impact on the life of believers. Describe what inspires and influences themselves and others Make links between the ideas and values they are learning about in Judaism with Christianity/other religions and their own beliefs/values

Why does the Prophet matter to Muslims?

Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Use religious words and phrases to identify key aspects of the example of the Prophet Muhammad (PBUH); Show awareness of the role of Prophet in Islam and be able to suggest meanings for this. Identify how The Prophet Muhammad (PBUH) is an example for Muslims Retell a story of the Prophet themselves Ask and respond sensitively to questions about the importance of The Prophet Muhammad (PBUH) for themselves and others 	<ul style="list-style-type: none"> Use a developing religious vocabulary to describe key aspects of The Prophet Muhammad's (PBUH) life and teachings. Make links between Muslim beliefs and stories about the Prophet Muhammad (PBUH) Begin to identify the impact that believing in Allah will have on a Muslim's life. Describe how the Prophet Muhammad (PBUH) is honored (but never worshipped) in Islam. Ask questions about the importance of the Prophet Muhammad (PBUH), making links between their own and others' responses. 	<ul style="list-style-type: none"> Use a developing religious vocabulary, to describe, show understanding of and make links between stories about the Prophet Muhammad (PBUH) and Muslim ways of life. Show that they understand the meanings of a range of sayings and stories of the Prophet Muhammad (PBUH) Raise and suggest answers to questions about the importance of the Prophet Muhammad (PBUH) in Islam and the impact that following him can have on a Muslim's values and commitments.

Why do some people think Jesus is inspirational?

Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Use religious words and phrases, such as parable and miracle to identify key aspects of Jesus' life and teachings. Show awareness of how different people describe Jesus Retell some stories of Jesus Identify how Jesus has been represented in different ways. Suggest a meaning from a story of Jesus or a symbol of Jesus. Respond sensitively to questions about the importance of Jesus for themselves and others 	<ul style="list-style-type: none"> Use a developing religious vocabulary, such as resurrection, forgiveness to describe key aspects of Jesus' life and teachings. Begin to identify the impact that believing in Jesus has on a Christian's life. Describe some ways in which Jesus has been represented in art or music Make links between some Christian beliefs and some stories about Jesus found in the New Testament. 	<ul style="list-style-type: none"> Use a developing religious vocabulary, to show their understanding of what Jesus means to Christians Describe simply some different interpretations of Jesus' teaching and life. Show that they understand why Jesus is portrayed in many different ways in art. Make connections between some New Testament stories about Jesus and Christian beliefs.

	<ul style="list-style-type: none"> Ask and consider some important questions of their own about Jesus, making links between their own and others' responses 	<ul style="list-style-type: none"> Raise and suggest answers to, questions about the importance of Jesus and the impact that believing in him would have on a believer's values and commitments
An enquiry into visiting places of worship.		
Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Identify some of the main features of the sacred places we have visited and / or studied ☑ Recognise how these buildings are used by the faith community. ☑ Identify symbols and recognise their meaning ☑ Respond sensitively to the idea of a special place of my own and its importance 	<ul style="list-style-type: none"> Describe two sacred places and some of the artefacts inside them Describe some ways in which two sacred places are used Understand the importance of special places in our lives and the lives of others Make links between my special place and a sacred religious place, e.g. by discussing what makes (e.g.) mosques or churches special to thousands of people in the UK 	<ul style="list-style-type: none"> Show an understanding of different examples of holy places and sacred spaces Describe similarities and differences between two religious buildings Ask questions and make suggestions to answer about the beliefs and values that are expressed in a church, mosque, gurdwara or mandir for myself Describe what kind of sacred space would inspire me or influence my sense of values
Christmas- The Christmas Story		
Nearly All pupils will:	Most pupils will:	Some pupils will:
<ul style="list-style-type: none"> Be able to recall the events of the Christmas story, using key characters in chronological order. Have knowledge of the Christmas Story from the perspective of Luke and Matthew 	<ul style="list-style-type: none"> Understand that there is more than one version of the Christmas story. To be able to recall the events in chronological order from Luke and Matthew's perspective. 	<ul style="list-style-type: none"> To explore Luke and Matthew's version of Jesus's birth in depth. To investigate similarities and differences between the two perspectives.
Easter- To be reviewed.		

Year 5 Coverage

Autumn Term:

Keeping the 5 Pillars of Islam (Unit 2.9)

Christmas-The True Meaning of Christmas

Spring Term:

When, how and why do Christians pray? (Unit 2.10)

Easter- How do Christians celebrate Easter in church? How is Easter celebrated in the UK? (Unit N/A)

Summer Term:

Hindu, Jewish and Islamic Prayer: what difference does it make? (Unit 2.11)

What can we learn from religion about temptation? (Unit 2.12)

Year 5 End points

Keeping the 5 Pillars of Islam		
Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Identify the Five Pillars of Islam Suggest a meaning for the Muslim's practice of the pillars Respond sensitively to the ways Muslims practice their religion., 	<ul style="list-style-type: none"> Describe how a Muslim practices some of the Pillars Make simple links between the teaching of Islam and what Muslims do. Make simple links between their own experience and choices and the Muslims who choose to practice the Pillars (answering a question about similarities and difference) 	<ul style="list-style-type: none"> Show that they understand the impact of the Pillars on Muslim people Apply the ideas of duty, choice and strength to some of the things they do in life. Show that they understand the links between their way of life and the Muslim practice of the Pillars.
When, how and why do Christians pray?		
Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Describe how prayer is used and exemplified by believers Compare aspects of their own experiences and those of others Describe some ways in which Christians pray using religious vocabulary Make links between what Christians believe about God and how / why they pray Identify the impact of prayer on believers' lives Talk about what they respect and how they show that compare their thoughts on prayer with those of Christians 	<ul style="list-style-type: none"> Describe how Christians pray and show understanding of these practices are linked to teaching from the Bible. Understand how similarities and differences between Christian ideas on prayer, describing how these beliefs affect how Christians live. Ask questions about the prayer and share their own ideas about it. Describe what commands their respect and why. 	<ul style="list-style-type: none"> Use an increasingly wide range of religious language to explain the impact of beliefs about god on how people pray and the impact of prayer on the believers' lives. Express thoughtful views on questions like 'why is there unanswered prayer?' 'Does answered prayer show that God loves us?' Relate the values and commitments shown in Christian prayer to their own lives, values or commitments thoughtfully.
Hindu, Jewish and Islamic Prayer: What difference does it make?		
Nearly All pupils will:	Many pupils will:	Some pupils will:

<ul style="list-style-type: none"> Describe simply how Jews, Hindus and Muslim pray Make links between different kinds of prayers and different emotions and feelings Suggest some puzzling questions about prayer and consider some answers 	<ul style="list-style-type: none"> Use the right words to describe the impact of prayer in two religions Show that they understand why prayer is important in Islam and Judaism Apply the idea that silence is good for you to the topics of prayer and to their own lives 	<ul style="list-style-type: none"> Explain how prayer is connected to belief about God for Jews, Hindus and Muslims Express their own views about the idea that 'prayer is the most important religious ritual' referring to Jewish, Hindu and Muslim understanding.
What can we learn from religion about temptation?		
Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Retell the story of Jesus' temptations, or another story of temptation Identify some times when children are tempted to do things wrong ☑ Talk thoughtfully about the ritual of 'stoning the devil' on the Muslim pilgrimage to Makkah Respond sensitively to ideas about resisting a temptation 	<ul style="list-style-type: none"> Describe some things Muslims or Christians think are wrong, and some things they think are good. Use the vocabulary of the unit such as dilemma, temptation, resist, give in, commit, good and bad, right and wrong Make links between the teachings of one of the religions studied and the way people might choose to behave 	<ul style="list-style-type: none"> Use a widening religious vocabulary to show that I understand what Christians think about temptation and what Muslims think about temptation ☑ Apply ideas from religion to questions such as: what should we do when we are tempted to hurt someone? How can people make good choices instead of bad choices? ☑ Raise and begin to answer questions about temptation of their own, referring to religious ideas, examples and teachings
Christmas- The True Meaning of Christmas		
Nearly All pupils will:	Most pupils will:	Some pupils will:
<ul style="list-style-type: none"> create a piece of word art with 10 Christmas topic words on. Act out a role play to explain Christian acts of love at Christmas. use idea prompts to create a poster explaining how people can help refugees; use template images to create a Christian Christmas card; • analyse 'Away in a Manger' and explain the meaning of the lyrics; use support ideas to take part in a class debate about whether the true meaning of Christmas is lost. 	<ul style="list-style-type: none"> create word art with 15 Christmas topic words on; use key words to create a role play to explain Christian acts of love at Christmas; use title boxes to create a poster to explain how people can help refugees; create a design for a Christian Christmas card; analyse 'We Three Kings' and explain the meaning of the lyrics; use key words to take part in a class debate on whether the true meaning of Christmas is lost. 	<ul style="list-style-type: none"> create a piece of word art with 20 Christmas topic words on; create a role play to explain Christian acts of love at Christmas; use a poster template to create their own poster which explains how people can help refugees; design a Christian Christmas card and explain how it shows the true meaning of Christmas; analyse 'O Little Town of Bethlehem' and explain the meaning of the lyrics.
Easter- To be reviewed.		

Year 6 Coverage

Autumn Term:

What will make Wolverhampton a more respectful community? (Unit 2.13)

Christmas- Prophecy- The Magi

Spring Term:

Christian Aid and Islamic Relief: Can they change the world? to believe about God? (Unit 2.14)

Easter- Traditions and customs How is Easter celebrated in the UK? Why do we celebrate it? (Unit N/A)

Summer Term:

Values: What matters most? (Christians and Humanists) (Unit 2.15)

Sikhs in Wolverhampton: What can we learn? Gurus, worship, service and the Wonderful Lord. (Unit 2.16)

Year 6 End points

What will make Wolverhampton a more respectful community?		
Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Identify four different major religions ☑ Realise the difficulty of some questions about community harmony ☑ Respond sensitively to people with a faith 	<ul style="list-style-type: none"> Describe some of the religious diversity of our region, referring to people, places and events Identify similarities and differences in aspects of their lives with those of other people of different religions Make links between values like respect and tolerance and their own behaviour 	<ul style="list-style-type: none"> Show understanding of the richness of religious diversity in the UK today ☑ Ask good questions of their own about religious diversity ☑ Suggest, with reference to particular religions, how these can be answered sensitively Apply ideas like respect, tolerance and community cohesion for themselves to some issues of diversity and living together

Christian Aid and Islamic Relief: Can they change the world?		
Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Tell a story about the Prophet or about Jesus to do with money or generosity; Suggest a reason why Muslims or Christians like to help the poor; Make a link between my own ideas about wealth and poverty and the work of one of the charities 	<ul style="list-style-type: none"> Describe a project of Christian Aid or Islamic Relief, including some details; Make a link between religious beliefs and texts and the actions of religious charities; Make a link between my own ideas about wealth and poverty and the work of one of the charities; 	<ul style="list-style-type: none"> Show that they understand some similarities and differences between the work of the two charities and give simple reasons for this; Use the terminology of Islam and Christianity to explain the impact of some projects of each of the two charities; Apply the ideas of generosity and charity to my own attitudes to money; Apply the ideas of fairness, justice and equality for myself; Show understanding of the different priorities of the charities, applying my learning to the role play world development task; Apply the ideas of fellowship, stewardship, zakat, ummah, generosity and charity to my own attitudes to money.
Values: What matters most? (Christians and Humanists)		
Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Find out about and retell some simple stories which communicate particular values Identify the values found in the stories Suggest meanings in the stories they study Respond sensitively to questions about their own values 	<ul style="list-style-type: none"> Describe some of the ideas of Humanists simply Describe some Christian and Humanist values simply Use vocabulary such as 'values' 'right and wrong' and 'good and bad' Identify similarities and differences between the values of Humanists and Christians Make links between their own behaviour and the values they hold, and the values they study. 	<ul style="list-style-type: none"> Use a widening religious vocabulary to show that they understand similarities and differences between Humanist and Christian values Apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty
Sikhs in Wolverhampton: What can we learn? Gurus, worship, service and the Wonderful Lord.		
Nearly All pupils will:	Many pupils will:	Some pupils will:
<ul style="list-style-type: none"> Describe some of the teaching of Guru Nanak simply Use religious or spiritual vocabulary such as Mool Mantra, belief in God, Nam Simran to describe what matters to Sikhs Make links between Sikh ideas and their own ideas 	<ul style="list-style-type: none"> Use a developing vocabulary of Sikh concepts to show understanding of Sikh practices, beliefs and ideas Describe the impact of Sikh faith on individual and community life Raise & suggest answers to questions about belonging, diversity and commitment Apply their ideas about belief and commitment to their own & other people's lives Describe what inspires & influences themselves & others in relation to community, beliefs and diversity 	<ul style="list-style-type: none"> Formulate some questions and suggest some answers arising from the story of Guru Nanak's disappearance: what kind of religious experience was this? Share questions about God which are often asked and suggest how a Sikh might answer these in light of the teachings of Guru Nanak in the Mool Mantar Explain their views about connections between stories and teachings of the Gurus and issues in today's world, suggesting what action a Sikh might take, and why, in response Express their own reasoned ideas, using a variety of media, about the value for society today, of one of the key principles which Sikhs seek to defend e.g. equality, selfless service, commitment
Christmas- Prophecy- The Magi		
Nearly All pupils will:	Most pupils will:	Some pupils will:
<ul style="list-style-type: none"> Know what prophecies are. Understand how they were used in the Bible- Christmas story. 	<ul style="list-style-type: none"> Children to show knowledge and understanding of the Christmas story. Show development of knowledge of characters and empathy with characters. 	<ul style="list-style-type: none"> Be able to articulate how prophecies affected Jesus in the Christmas story. Be able to say how prophecies may have a positive/ negative effect on their own lives.
Easter- To be reviewed.		