



Year and unit (Intended units)	Teaching/ lesson ideas (Implementation of units)	Assessment questions (Assessing the impact)
<p>EYFS Understanding the world topics.</p> <ul style="list-style-type: none"> - Recognise some similarities and differences between life in this country and life in other countries. - Recognise that people have different beliefs and celebrate special times in different ways. - Understand that some places are special to members of their community. - Continue developing positive attitudes about the differences between people. - Recognise events in their own lives. Discuss special times to me. - F1 Which stories are special and why? - F2 Which people are special and why? - F3 What places are special and why? - F4 What times are special and why? 	<ul style="list-style-type: none"> - Explore festivals such as Christmas and Easter. - Explore important places in our local community. Have a walk around our local roads, visiting the local church. - Reflect on myself and others in my class. What makes me and my friends different to each other? Artwork pieces linked to this? - Reflect on different people. Comment on things such as skin colour, hair colour, eye colour. - Create a card for special events in my life/ culture. 	<p>Can I talk about myself and how I look? Can I talk about the differences between myself and my friends? Do I understand why people celebrate Christmas and Easter? How do they celebrate these festivals? Which places in our local community are important to us? What can we learn from our local church? Do I understand the people around me and the roles that they have? Can I understand the different jobs that people have?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - The understanding of what Christmas and Easter is. - To name places in our local community. - To know the differences between people and how they look. - To understand and know qualities about myself.



<ul style="list-style-type: none"> - F5 Belonging: who are we and how do we belong? - F6 Our wonderful world: how can we care for living things and the earth? 		
<p>Autumn 2: Christmas and Diwali (Cover Diwali first)</p> <p>Christianity Hinduism</p> <p>See F4 on syllabus for supporting materials.</p>	<ul style="list-style-type: none"> - Who is Jesus? Use an image from a nativity set. Hide it in a feely bag? Question the children about the baby? - Investigate some other people from the story in the same way. How did they feel? Why were they there? - Share the story of the birth of Jesus from a suitable book or film presentation - Relate the reaction to the birth of Jesus to what happens when a new baby is born in their house or the house of a relative - Look at birthday cards what is being celebrated? Why? <p>Diwali- character exploration, candle artwork.</p>	<p>I can remember and talk about three things in the story of the birth of Jesus. I can talk about the feelings that different people have when a baby is born.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know who Jesus is. - To know where Jesus was born and name people who visited him.
<p>Spring 2: Easter</p> <p>See F4 on syllabus for supporting materials.</p>	<ul style="list-style-type: none"> - After hearing the stories of Jesus from Holy Week and Easter pupils see, hear about and handle three Christian artefacts – a palm cross, a crucifix and an empty cross. 	<p>I can remember and talk about three things about the Easter story.</p> <p>Key Knowledge</p>



	<ul style="list-style-type: none"> - They talk about which one is the 'odd one out' (any of the three could be for different reasons) 	<ul style="list-style-type: none"> - To know that Jesus was crucified on the cross. - To know that the cross is a Christian symbol. - To know that Jesus rose from the dead.
<p>1- 1.1 'Celebrations and Festivals.'</p> <p>Christianity Judaism.</p> <p>Special days from other religions can be incorporated e.g. Eid, Diwali if required.</p>	<ul style="list-style-type: none"> - Explore 'big days' from Christianity and Judaism. E.g. Christmas, Easter, Pesach, Hanukkah, Passover, Palm Sunday, Lent. - Harvest festival links. - Look at the customs of Hanukah. - Explore important Christian and Jewish artefacts linked to celebration. - Retelling/ role play of Christian stories. (BBC teach website is good for this). - Sequencing stories visually. - Explain Christmas/ Easter to an alien. - Reflect on their own favourite day and why. - Notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different? - Remember the names of the artefacts, religions and stories they have learned. 	<p>Can I name religious festivals? Can I retell a story linked to a festival? Can I ask and answer questions about festivals? Can I understand religious objects? Why do festivals matter? What time/ festival is important in my life?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To name at least 3 religious festivals, from Christmas, Easter, Pesach, Hanukkah, Passover, Palm Sunday, Lent. - To know that Hanukah is a Jewish festival. - To name a Christian and Jewish symbol. - To know the sequence of Easter.
<p>1- 1.2 'Myself and caring for others.'</p> <p>Christianity Judaism</p>	<ul style="list-style-type: none"> - Fable stories (retelling and discussing their ideas). Could artwork link to a fable story? 	<p>Can I retell a story? Can I identify the main characters in a story?</p>



	<ul style="list-style-type: none"> - Link to school values (what makes a good person? How can I show that I am a good person?) Link to British values: How can we tell someone is of a different religion? How should we treat them? - Listen to a Christian story and a Jewish story. Can we compare? - Singing- songs which express the importance of being kind and caring. - Express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does it show? [www.natre.org.uk/spiritedarts is a useful website] - Linking to English, pupils ask questions about goodness, and create simple sentences that say what happens when people are cheerful, honest, kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, untruthful, unfair or mean. 	<p>Can I ask questions about how we can care for others? Can they express their own view about a religious story/ fable? Can I identify what makes a good person? Do they understand that it is important to treat everyone with respect?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know what a fable is. - To know a Christian and Jewish story. - To know the main characters in a Christian and Jewish story.
<p>1- 1.3 'Beliefs and teachings.' Christianity</p>	<ul style="list-style-type: none"> - Retell stories/ fables using songs, pictures, drama etc. Examples (The Lost Coin, the ten Lepers, Feeding the 5000). - Explore children's bibles to understand how to find out more about Jesus. Could 	<p>Do I know the key figures in stories about Jesus? Can I retell a story using pictures, songs or drama? Can I identify messages in Jesus' stories or fables?</p>



	<p>they design their own holy book? What would be in their special book?</p> <ul style="list-style-type: none"> - Discuss different characters in religious stories. Why are they important? - Reflect on stories about Jesus, giving their view. - Use songs, art, drama, video and children’s Bible retellings of key stories to learn more information about who Jesus was and why he matters so much to Christian people - Answer simple questions about stories. - Brainstorm ideas for bigger questions ‘Why did Jesus feel sad on good Friday? What happened after Jesus died? How do people remember Jesus?’ 	<p>Do I know why Jesus was special? What did he do? What do I think about Jesus? Where could I find out more about Jesus?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know a familiar fable. - To know that a bible teaches us about Jesus. - To know the characters within a story. - To know key events of a story. - To know examples of what Jesus did during his life.
<p>1- 1.4 ‘Symbols in religious worship in practice.’</p> <p>Christianity Judaism Non- religious views.</p>	<ul style="list-style-type: none"> - Exploring a church/ synagogue. Which artefacts are used in worship? Local church visits if possible. Take photos to help with retelling. - Reflection on own beliefs, experiences and sacred spaces. - Look at reasons why people visit holy buildings: weddings, funerals, christenings. - Understand that some people prefer to worship at home or other spaces. Explore these customs. Explore people 	<p>Can I talk about objects within a synagogue? Do I understand Jewish and Christian symbols? Do I understand that these holy buildings are connected to God? Can I ask and answer questions about holy buildings? Can I retell/ recount a visit to a holy building? Do I know why some people go to holy buildings? Where is my sacred space? What do I think about people who don’t have a religion?</p>



	<p>who are non- religious and do not go to church. They may feel happy outdoors or with others. Reflect on what we think about this.</p> <ul style="list-style-type: none"> - Reflect on holy symbols. What would be my holy symbol/ object? Use a set of photos and a list of religious items they have encountered in Key Stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Judaism might include Jewish artefacts - Torah, yad, head covering (Kippah), Hanukkah, Challah bread, mezuzah, a prayer shawl (tallit) and photographs from a local synagogue. 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To know that a church is a Christian place of worship. - To know that a synagogue is a Jewish place of worship. - To know the holy symbols of Christianity and Judaism. - To know the events that take place in a church.
<p>Autumn 2: Christmas and Diwali (Cover Diwali first)</p> <p>Christianity Hinduism</p>	<ul style="list-style-type: none"> - Stories and meanings. Children hear a well told version of the story of Rama and Sita. They sequence 6 pictures of the Diwali story. They colour or outline a picture to show who is a 'goody' and who is a 'baddie' in the story. They choose two words (from a list?) to describe each of the different characters (Rama, Sita, Hanuman, Lakshmana, Ravana) 	<p>Step 1: Show in my pictures some of the outline of the Diwali story. Talk about the people in the story, and say why the story is special for Hindu people. Step 2: Identify some different ways Diwali is celebrated and explore some ways my own special days are celebrated.</p> <p>Level 1: Talk about what makes a good gift. Level 2: Suggest meanings for the presents that the wise men gave Jesus.</p>



	<ul style="list-style-type: none"> - Have a beautifully wrapped box with a mirror stuck inside. Children suggest what might be the greatest gift ever. Unwrap the box and let 1 or 2 children peep in. Talk about what gift each child has got within themselves. - Show the three wise men from the nativity set. Tell their part of the story. Ask them to record or explain the role of the wise men. - Investigate the meaning of the gifts. - What would be a suitable gift to bring to Jesus? Why? 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To know who Rama and Sita are. - To know that Diwali is the festival of light. - To know that Diwali is associated with Hinduism. - To know that the three wise men were present at the birth of Jesus. - To know the three gifts given to Jesus.
<p>Spring 2: Easter and Ramadan</p> <p>Christianity</p> <p>Islam</p>	<ul style="list-style-type: none"> - Children explore the symbols of bread and wine, hot cross buns and an Easter Garden. Express their initial thoughts. - They draw lines of connection on labelled diagrams (as in literacy – ‘labels lists and captions’) to connect the symbols, parts of the story and suggested meanings. <p>Introduce Ramadan. Sequence/ retell the story. Think about our daily diet. Draw this on a plate and label the times that we eat. Compare this to someone taking part in Ramadan. How is it different?</p>	<p>I can identify some features of Easter and suggest meanings in the religious story.</p> <p>I can identify some features of Ramadan. I can talk about my daily diet. I understand what fasting means.</p> <p>Key Knowledge</p>



		<ul style="list-style-type: none"> - To know that hot cross buns symbolise a cross. - To know what happened to Jesus during Easter. - To know what Ramadan is. - To know our own diet.
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<p>2- 2.1 'What makes people inspiring to others?'</p> <p>Christianity</p> <p>Judaism</p>	<ul style="list-style-type: none"> - Explore key stories of key leaders such as Moses, Jesus and Peter. How did they make a difference? - Link to school values. Think about the behaviour of these leaders. Which positive values did they possess? - Think about me as a leader. How can I be a good role model? - Explore the 10 commandments. Why are these good rules to live by? - Make a 'recipe for kindness' or 'recipe for living together' to show good values. - Reflect on their favourite characters and stories. Who is their favourite leader and why? - Remember, ask questions about and write about their own favourite parts of the stories they have learned, connecting them to ideas about what makes a good leader. 	<p>Can I name key figures from both Christian and Jewish stories? Can I talk about my favourite stories and characters?</p> <p>What is a great leader? Why are these figures classed as leaders?</p> <p>Can I ask and answer questions about leaders? How can I be a good leader or role model?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know who Moses, Jesus and Peter are. - To know our school values. - To know the 10 commandments.
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<p>2- 2.2 'What do Jewish people believe about God, creation, humanity and the natural world?' 'What are some ways Jewish people show their beliefs and show how they belong?'</p> <p>Christianity Judaism</p>	<ul style="list-style-type: none"> - Retell the Jewish creation story with drama, pictures, song , artwork etc. - Explore how Jewish people celebrate their faith (the shabbat, bar mitzvahs, Hanukkah, kosher food etc). - Explore Jewish language which Jewish people use to speak of God: Almighty / Eternal / the G-d of Abraham, Isaac and Jacob and discuss the fact that no pictures of God are created. God is also written as G-D so as no to offend. Why might this be? - Does everyone picture the same God? What is my belief/ interpretation? - Work individually using images and / or symbols to express their views about God or in groups, using art, music and poetry to express creatively different viewpoints - Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol,) to present ideas or write about the Jewish religion. - Ask questions about the different ways of speaking of G-d, recognizing that the idea of God is open to different views, and is a mysterious idea – but of huge 	<p>Can I recall key words about Jewish beliefs? (God the creator, external, almighty).</p> <p>Can I retell the story of Genesis 1? (Jewish creation story).</p> <p>Can I suggest meanings for the stories I hear?</p> <p>Do I understand that people have different views about stories?</p> <p>Do I ask questions about God and religion?</p> <p>What do I think about God?</p> <p>What else can I find out about Jewish beliefs?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know the Jewish creation story. - To know what Hannukah is. - To know what kosher foods are.
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	importance to many people, including Jewish people.	
<p>2. 2.3 'What does it mean to belong?' 'What is it like to belong to the Christian religion in Nottinghamshire today?'</p> <p>Christianity</p>	<ul style="list-style-type: none"> - Local church study would be useful here. - Class study/ artwork/ project about belonging to class 2/ any other groups. - Explore the story of Jesus being baptised in the river Jordan. Sequence and retell. - Explore the custom of being Christened (as a sign of belonging). How? Why? Where? Have any of us been Christened? - Deign a Christening party/ gift. - Reflect on personal groups/ belonging. What makes me, me? Linking to PSHE and RSE pupils make lists of the different groups to which they belong, e.g. in school, in the community, and consider the ways these contribute to human happiness. Why does belonging matter, and how can we be good members of different groups? Use art/ drama/ poetry to show belonging. 	<p>Can I retell the story of Jesus being baptised? Do I understand why people want to belong? Why are people Christened? How are people Christened? How do I feel about belonging? Where/ in which groups do I belong?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know that Jesus was baptised in the river Jordan. - To know why people are Christened. - To know what happens at a Christening. - To know where our local church is.
<p>2. 2.4 'How and why are some stories important in religions?' 'What can we learn from stories from the Torah and the Bible?'</p> <p>Christianity</p>	<ul style="list-style-type: none"> - Explore and retell stories (using drama, song, pictures etc) about key characters such as: Noah, Abraham and Sarah, Esther, Jacob, Joseph, Jonah, Daniel and King David. 	<p>Can I retell a story from the Jewish bible in good detail? Can I understand/ suggest meanings from stories? Can I identify the role that God plays in stories? Can I ask and answer questions about stories?</p>



<p>Judaism</p>	<ul style="list-style-type: none"> - Explore the behaviour of some characters in the stories. Who did the right thing? Who made mistakes? Will God forgive them? - Ask and find out about from where these stories come (The Torah, the Jewish Bible, called the Old Testament by Christians). - Explore religious texts (Bible, Jewish Bible, Torah). - Explore how the Torah is used in synagogues. - Look at why the Torah is special. Should it be respected? - Write an account of their favourite bible story. <p>BBC KS2 clips (may be useful) https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-judaism/zj78bdm</p>	<p>Can I respond to 'big' questions? (E.g. does God forgive? Did God create?) Can I identify characters who did not do the right thing?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know characters such as: Noah, Abraham and Sarah, Esther, Jacob, Joseph, Jonah, Daniel and King David. - To know that the Bible is a Christian text. - To know that a Torah is a Jewish text. - To know that there are two testaments in the bible. - To know that Jews worship in a synagogue. - To know a bible story.
<p>Autumn 2: Christmas and Diwali (Cover Diwali first)</p> <p>Christianity Hinduism</p>	<ul style="list-style-type: none"> - Generous Lakshmi. Children hear a story of the goddess Lakshmi, and learn that she personifies generosity, beauty, good fortune and prosperity. They discover that Lakshmi Puja (worship) is part of the celebration of Diwali, and ask lots of questions about the artefacts. They think 	<p>Step 1: Talk about times when I have been generous, or received generosity. How does it feel, and why does it matter? Step 2: Create labels for a murti (image) of Lakshmi, suggesting many meanings of symbols associated with her. Respond sensitively to 'Diwali values' such as generosity, family togetherness and kindness.</p>



	<p>about their own ideas about generosity, kindness and good fortune.</p> <ul style="list-style-type: none"> - Share the story of the angels bringing good news to the shepherds. What is the good news of Christmas today? How would the shepherds have felt? - Children act out the story and freeze frame key moments. - Create a good news newspaper front page about this part of the narrative. - Write the words of the message that the angel could have delivered. 	<p>I can identify meaning in the story and respond sensitively to questions about feelings and experiences.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know who Lakshmi is. - To know that Lakshmi is the Goddess of generosity, beauty and good fortune. - To know that the angels and the shepherds were present at the birth of Jesus.
<p>Spring 2: Easter and Ramadan</p> <p>Christianity Islam</p>	<ul style="list-style-type: none"> - From the story of Holy Week and Easter children think / pair / share two moments that go with particular feelings <ul style="list-style-type: none"> • two happy moments • two puzzling moments • two sad moments • two moments of strength for Jesus (there are good PSHE links here). - Reflect on their own emotions from the story. - Sequence the story. <p>Introduce the story of Ramadan. What is Eid? How do Muslims celebrate this?</p>	<p>I can identify meanings in the story and respond sensitively to questions about feelings and experiences.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know what Holy week. - To know what happened during Easter. - To know a Muslim festival. - To know what Eid is. - To know what Ramadan is.



	<p>Compare to a Christian festival. Make a promotional poster for Eid.</p>	<p>I know what Ramadan is. I know what Eid is. I can talk about Eid and another festival.</p>
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<p>3- 3.1 'What difference does it make to be Christian? How do Christian beliefs about God, Jesus, the world and others impact their lives?'</p> <p>Christianity Judaism Non- religious views.</p>	<ul style="list-style-type: none"> - Explore Christmas, Easter, Harvest and Pentecost. Use Bible stories to explain the meaning behind these festivals. - Reflect on 'big' questions. E.g. 'Did God create the world?' 'How were we formed?' 'Is the creation story a story to show nature or how nature was made?' Are we here through science? - Reflect on those who do not celebrate the true meaning of festivals/ who are not religious. Link to theories about science. - Retell bible stories using pictures/ drama/ artwork etc. - Explore how following the Christian religion can impact on people's lives. Look at prayer, worship, teachings, key beliefs etc.' Use the church to explore 	<p>Can I describe the customs of two Christian festivals?</p> <p>Can I connect these celebrations to bible stories and beliefs?</p> <p>Can I ask and answer questions about creation and celebration?</p> <p>Can I express my own ideas about these festivals and their meanings?</p> <p>Can I discuss similarities between all 4 Christian festivals?</p> <p>Can I explain my own ideas about the creation story?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know what Easter, Harvest, Christmas and Pentecost are. - To know bible stories that link to these festivals. - To know what happens in a church.
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	<p>how the church carries out the work of Jesus.</p>	
<p>3. 3.2 'How do religious families and communities practice their faith?' Christianity Islam</p>	<ul style="list-style-type: none"> - Explore both Christian and Islamic prayer, exploring the 5 times a day prayer practice in Islam. Look at the Lord's prayer in Christianity. Are there any similar messages/ beliefs? - Explore Muslim symbols, artefacts and worship actions, e.g. prayer mats, bowing, pilgrimages to Mecca etc. - Explore differences between Jesus and the Prophet Mohammed. Why is the prophet not depicted in images, unlike Jesus? - Reflect on how people can find a sense of belonging in a church or mosque. How does prayer bring a community together? - Reflect on why some people pray daily, some not at all. What is our own experience of prayer? Why is it important to respect everyone's views? <p>Good clips: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-islam/znm47h</p>	<p>How does a Muslim pray? How do Christians pray? How are these practices similar/ different? Can I ask and answer questions about Islam and Christianity? Can I respond to ideas about prayer, reflecting on my own experiences?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know a Christian prayer (Lord's prayer). - To know an Islamic prayer. - To know Islamic symbols and special locations (e.g prayer mats/ Mecca). - To know who the Prophet Mohammed is.
<p>3. 3.3 'Where, how and why do people worship?'</p>	<ul style="list-style-type: none"> - Local Church visit. Label the features of the church to understand where people in our community worship.' 	<p>Can I discuss the features of 3 religious buildings? Can I understand how the buildings reflect beliefs and practices?</p>



<p>'Where do people Worship in Nottinghamshire?'</p> <p>Christianity Islam Hinduism.</p>	<ul style="list-style-type: none"> - Explore a mosque, church and a mandir. How are they similar looking? How are they different? Which religions do these belong to? Which features are prominent to the building? How could we tell which religion the building belonged to without asking? - Explore the Gods and Goddesses involved in Hindu worship. Compare to Allah and the Holy Trinity. - Design a new religious building for our local area. Which features from the buildings might we use? Will this be for one religion or encompass a variety? - Reflect on our own class views in Nottinghamshire. Link school value respect to this discussion. Why is it important to value the views of others? 	<p>Can I ask and answer questions about how the three religious buildings are used by worshippers? Can I design a religious building? Do I understand what makes a building special? Why are religious buildings important?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know the features of a church. - To know that Muslims pray in a mosque. - To know that Hindus pray in a mandir. - To know what the Holy Trinity is. - To name some Hindu Gods and Goddesses. - To know our school values.
<p>3 .3.4 'What can we learn from inspiring people in sacred texts and in the history of religions?'</p> <p>Christianity Islam Judaism</p>	<ul style="list-style-type: none"> - Compare Jesus, Moses and the prophet Muhammad. Explore a story for each figure and compare their actions. Are they similar? Respond thoughtfully about each story. What do we think? Think about the challenges that these characters faced. - Explore the ten commandments and exodus. 	<p>Can I talk about one story each containing: Jesus, Moses and the Prophet Muhammad? Can I reflect on why the actions of these figures were inspirational? Can I ask and answer questions about leadership and the importance of being a role model? Who is inspiring to me and why? How are the three leaders similar?</p>



	<ul style="list-style-type: none"> - Explore the Jewish festival Pesach (Passover). - What makes a good leader/ role model? 'A good leader recipe.' How were the leaders role models? - Link key ideas today to Moses (law giver), Jesus (Messiah) and Muhammad (prophet) and explore how these impact lives today (Passover, lent, Ramadan). - Express and communicate their own ideas about questions on inspiration, fairness, forgiveness, friendship, commitment, and courage. (School values PHSE link). - How are leaders depicted? Stories, stained glass windows, pictures. What about Muhammed? What is different about him? (Never shown). 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To know who Jesus, Mohammed and Moses are. - To know what Passover is. - To know what lent is. - To know what Ramadan is.
<p>Autumn 2: Christmas and Diwali (Cover Diwali first)</p> <p>Christianity Hinduism</p>	<ul style="list-style-type: none"> - Making sense of the stories: Pupils enter into the stories via hot seating, dramatising, writing the diaries and/or prayers of Sita at different moments in the story or creating 'feelings graphs' for the different characters. They ask: what other stories are like this? They compare the Diwali story and a Disney movie – often also about the triumph of the good, but which will not last 4000 years! 	<p>Step 3: Describe key features of the stories, and of celebrations of Diwali, linking sources (text), beliefs (about the gods) and forms of expression (drama, puppets, dance). Compare features of these traditional stories from other cultures with other narratives (literacy). Look for meanings and values in the story of Diwali and link the values in the story to my own life and ideas.</p>



	<ul style="list-style-type: none"> - Discuss the way light is used to discuss feelings e.g. beaming smile or a person lights up the room or guiding light or seen the light. - Use a piece of art such as Holman Hunt: Light of the world. Ask pupils a series of questions e.g. who is this? What do you see in the picture. Give them sentence stems to respond to e.g. The message for Christians is... I think Jesus was called the light of the world because... - How do children and other artists use effects to show that angels and Jesus are significant? Who else sometimes gets shown in this way? - Ask children to consider who their guiding lights are. 	<p>Look for meanings in the use of light in the Christmas narrative linking this to Jesus being called the light of the world.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know the story of Diwali. - To know characters within the Diwali story. - To know that Jesus was the light of the world.
<p>Spring 2: Easter and Ramadan</p> <p>Christianity Islam</p>	<ul style="list-style-type: none"> - Before listening to the story of Holy Week and Easter, children give 6 examples of when they were excited, worried, puzzled, cross, very upset and hopeful. They link their emotions to the disciples' emotions in the stories. They begin to connect the emotions of the story with their own stories of life. - Display with artwork how their emotions may link/ what emotions were present. 	<p>I can make links between my own attitudes and the disciples' feelings in the stories of Holy week and Easter, thinking for myself.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know the events of Easter and why Christians celebrate this festival. - To know what happens during Holy week.



	<ul style="list-style-type: none"> - What is the story of Ramadan? <p>Understand and story of Ramadan. Summarise and retell to someone else.</p> <ul style="list-style-type: none"> - Create a poster about the main events/ principles of Ramadan. - Discuss why Ramadan happens and what it symbolises. 	<ul style="list-style-type: none"> - To know what Ramadan is. - To know how Muslims adhere to Ramadan. <p>I understand what Ramadan is. I understand why Ramadan happens.</p>
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<p>4- 4.1 'Why do some people think life is like a journey? Where do we go? What do different people think about life after death?'</p> <p>Hinduism Islam Christianity Humanism</p>	<ul style="list-style-type: none"> - Explore life journeys from: Hinduism, Islam (baby welcoming ceremonies), Christianity (christenings) and Humanism (rituals to mark important life stages). - Discuss important life points or ceremonies. What would their journey look like ideally? Design a life road map. - Explore how the 4 religions celebrate births, deaths, marriages and life events. Compare similarities and differences. - Consider the afterlife. What do each of the 4 religions believe? What do we believe? - Understand the link between religious ideas about 'destiny' or 'destinations' at 	<p>Can I describe 4 different beliefs about life after death? Do I understand why life might be like a journey? Can I connect two ideas with different religions? Can I consider a range of ideas about the afterlife? What do I think about life after death? Do I understand how Christian, Hindu, Muslim and Humanists view life after death? Can I explain similarities and differences?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know what Christenings are and how these are celebrated.
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	<p>the end of life and the ways religious people live now.</p> <ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - To know that Islam have baby welcoming ceremonies. - To know how different religions celebrate milestones.
<p>4. 4.2 'How do people express their religious and spiritual ideas on pilgrimages?'</p> <p>Islam Hinduism Christianity</p>	<ul style="list-style-type: none"> - Look at Muslim, Hindu and Christian pilgrimages. What are the motives? Are any similar? - Why might a pilgrimage be valuable to a person or religious group? Discuss memories, experiences, culture, music etc that might stay with them. - Discuss places that we have been as tourists. Has anyone been to a place that is special to their family? Is this similar to a pilgrimage? Reflect on our own experiences or places that we would like to go. - Consider a journey to a spiritual place that is taken by people who are spiritual, but not religious – e.g. to Stonehenge, to a wonderful place in the world of nature, to a place associated with their family history. How similar or different is this to a pilgrimage? What are the key differences between pilgrims and tourists? 	<p>Why do people go on pilgrimages? What is their belief? How/ Why can a spiritual journey change people's lives? What is the purpose of a pilgrimage? Does everyone hold the same view? Which pilgrimage would you choose if you could? Where would you go? Why? How are some pilgrimages similar/ different?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know that religions have pilgrimages. - To know a place that is important to us. - To know what a pilgrimage is. - To know how different religions pray.



	<ul style="list-style-type: none"> - Design a pilgrimage to a special place of their choosing. Who would they take? Why would they go? Write thoughtfully about their chosen pilgrimage. - Explore different forms of prayer, worship and meditation. Where do these happen on pilgrimages? - Linking to English, pupils find out more about different forms of worship, prayer and meditation in different communities and on different pilgrimages, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities. - Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or worldview, including to undertake a spiritual journey, reflecting on their work on pilgrimage, symbol and religious expression 	
<p>4 .4.3 'Christianity, music and worship. What can we learn?' Christianity Possibly non-religious beliefs when discussing our own choices.</p>	<ul style="list-style-type: none"> - Explore a range of Christian music. Use assembly songs to help? Analyse the words and discuss the meanings of songs. - Compare similarities between characters, messages and nature. 	<p>Can I describe songs used in worship? Can I consider the meanings of words and the messages within songs? How do Christians use music to worship God? Why is music important to Christians?</p>



	<ul style="list-style-type: none"> - Describe the impact of examples of religious music on those who sing or play it, exploring spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of God? How are Christian beliefs expressed in music? How do Christians use texts from the Bible in their music? - Reflect on our own ideas about music and how it makes us feel. Is music important to us? Why? Which songs would I class as important to me? - Compose a piece of music based on our favourite song. - Create lyrics for our own song. Linked to nature/ our world? - Explore when music is played in church. Which instruments may be played/ used? How does music create a sense of community? - Are all Christian songs happy? 	<p>Which pieces are important to us? Which are our favourites and why? Are messages/ songs similar? How?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know a Christian song. - To know that songs are sung in church. - To know that Christians use songs to worship. - To know the meaning of a Christian song.
<p>4 .4.4 'How do Hindu families practise their faith? What are the deeper meanings of Hindu festivals?'</p> <p>Hinduism Non – religious views</p>	<ul style="list-style-type: none"> - Explore Hindu festivals including Diwali. Enquire about the meaning of these festivals as well as customs. Light and darkness, good and evil, honesty and trust. Reflect on how we feel about the meanings of these festivals. Good clips to 	<p>Do I understand Hindu beliefs? Do I know the Hindu Gods and Goddesses? What happens during Hindu worship at both home and in the Mandir? What do I think about Hindu celebrations? What do I understand about Diwali?</p>



	<p>use: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism/zfvkhhk</p> <ul style="list-style-type: none"> - Explore Hindu Gods and Goddesses. - Explore beliefs and stories about Hinduism (karma, dharma, brahman). - Compare Diwali to another Hindu festival. - Create artwork to recreate Diwali patterns. - How do Hindu festivals compare to celebrations such as New Year? Any similarities? - Reflect on the importance of festivals and the fact that they originate from years ago, as do their customs. E.g. special foods, drinks, music, gifts etc. - Reflect on our experiences of festivals or 'special days' E.g. New Year, Comic relief day. Do they always have to be religious? Connect important days to their own lives. 	<p>Can I explain the differences between two Hindu festivals?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know that Diwali is a Hindu festival. - To know Hindu Gods and Goddesses. - To know what karma, dharma and brahman are. - To know that Diwali is the festival of light.
<p>Autumn 2: Christmas and Diwali (Cover Diwali first)</p> <p>Christianity Hinduism</p>	<ul style="list-style-type: none"> - What matters most at Diwali? Children hear the stories of Lakshmi, and of Rama and Sita, and of the celebration of Diwali today in India and in (e.g.) Leicester (e.g. on video). From lists of 12 things that might matter at Diwali, they choose, rank 	<p>Step 3: Describe how the Diwali celebrations express some Hindu ideas such as community, remembering, sharing, light winning over darkness. Rank 'what matters at Diwali' thoughtfully, making links to my own experience, and asking 'what matters to me?'</p>



	<p>and explain the 5 things they think matter most.</p> <ul style="list-style-type: none"> - Introduce Mary as the mother of Jesus and the encounter at the annunciation with the angel Gabriel. Investigate the 4 journeys that Mary takes after this; to her cousin Elizabeth, to Bethlehem, the flight to Egypt and the journey back to Nazareth. - Map the journeys, capture Mary’s feeling at a significant moment on each journey with speech bubbles. - Children work in groups to act out one of the journeys. Decide the key moment, freeze frame it, photograph it and add speech bubbles to the photo 	<p>Describe the role of Mary in the Christmas narrative and make links between the way in which Mary is remembered today.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know the Diwali story. - To know the characters within the nativity story. - To know the 4 journeys taken by Mary.
<p>Spring 2: Easter and Ramadan</p> <p>Christianity Islam</p>	<ul style="list-style-type: none"> - Compare short extracts of Bible texts with some of the art work and / or music that Christians use at Easter. How have the artists used the texts or the story? - Make a song or a work of art of their own from one verse of the Bible story. How are they using the texts? <p>How is Ramadan celebrated around the world? Explore and compare.</p>	<p>I can connect the ways Christians express their ideas about holy Week and Easter with some ideas of my own.</p> <p>I understand how Ramadan is celebrated around the world.</p>



	<p>Create a poster/ piece of artwork to show this. The world maybe in the middle. Does EVERY Muslim take part? What about children?</p>	<p>I understand who might/ might not take part in Ramadan and why.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know what Ramadan is. - To know who is exempt from Ramadan. - To know what Holy Week is. - To know any of the music associated with Christmas and Easter.
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<p>5 5.1 'What can we learn from great leaders and inspiring examples in today's world?'</p> <p>World views.</p>	<ul style="list-style-type: none"> - Study a range of inspirational leaders from around the world. (Gandhi, Mandela, Captain Tom, Greta Thunberg, Martin Luther King, The Pope Mother Theresa etc. Understand their beliefs and compare. - Consider why actions are inspirational. Are their beliefs relevant? Link to BLM movement and climate change. - Explore the challenges of the world that led to these leaders taking inspirational action. - Research tasks linked to writing- biographies, speeches, interviews etc. - Compose our own speech based on how we want the world to be. - 'Interview a leader.' Ask questions and research. ICT link? 	<p>Do I understand how inspirational leaders uphold their ideals? Can I discuss two inspirational leaders and their views in detail? Are there any similarities? What makes a person inspirational? What makes a good leader? Can I talk about a range of inspirational leaders? How can I be a good leader? Why do we need role models?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know a range of world leaders. - To know what leaders stand for. - To name world challenges.
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<p>5- 5.2 'What is expected of a person following a religion or belief?' 'What matters most to Christians in their religion?'</p> <p>Christianity</p>	<ul style="list-style-type: none"> - Look at why Christians celebrate Christmas. What is the true meaning behind this? How do Christians show devotion to God and Jesus? Why are the shepherds and the wise men remembered in the stories? What was their role? - Explore forgiveness and loving thy neighbour. Explore the Good Samaritan and reflect on how Jesus is remembered with bread and wine. - Explore salvation, forgiveness and eternal life. Explore the Easter stories and reflect on these themes. - Understand and connect key ideas about salvation, forgiveness and eternal life with the celebrations of Holy Week and Easter in Christian communities from reading the Gospel texts about Jesus' crucifixion and resurrection. - Look at Pentecost, the Holy trinity and the creed (Lord's prayer). Create a poster/ artwork to reflect key beliefs. - Consider questions such as 'what is fair and unfair?' 'Why do people fight?' 'How could we live a good life?' Link to the 'fruit of the spirit' story. 	<p>Can I explain 3 or more Christian beliefs? Do I understand what matters to Christians? What do a range of people believe about God? Which element of Christianity is the most important? Why? Why do Christians believe worship is so important? How are Christian celebrations similar and different?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know why Christmas is celebrated. - To know what the shepherds and the wise men did at the birth of Jesus. - To know the story of the Good Samaritan. - To know the Easter story. - To know what Pentecost is. - To know the Lord's prayer.
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	<ul style="list-style-type: none"> - Response piece- write a thoughtful answer to the question: which of these four is most important to Christians and why: Christmas, Easter, Pentecost or Eucharist? <p>https://www.bbc.co.uk/programmes/p02mww94</p>	
<p>5 .5.3 ‘How do people’s beliefs about God, the world and others have an impact on their lives?’</p> <p>Islam Hinduism Non- religious views</p>	<ul style="list-style-type: none"> - Explore the five pillars of Islam- artwork? ---- Look at how Hindus worship Gods and Goddesses. - Look at ahimsa. Recap other Hindu beliefs, karma and dharma. How does this impact their lives? What about diet? Discuss halal foods. - Reflect on why people have a range of opinions. What are our opinions about God and religion? What about people who are non- religious? Link to British values. - Explore the British values. How does this link to religion/ our society? - Compare ideas from Islam and Hinduism. Discuss the views of atheists/ humanists. Compare to ideas of Hinduism/ Islam. 	<p>Can I talk about the main beliefs of Hinduism? Can I talk about the main beliefs of Islam? Why does worship to Allah/ Brahman matter? Is God real? What might he be like? What matters about worshipping Hindu and Muslim Gods?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know the five pillars of Islam. - To know what ahimsa, karma and dharma are. - To know a non- religious group. - To know the British values.
<p>5. 5.4 ‘How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?’</p> <p>Islam Hinduism</p>	<ul style="list-style-type: none"> - Explore religious buildings (mosque, church, mandir, synagogue). Compare the features. How can we tell that thee buildings are religious buildings? - Design a holy space. Reflect on why this space might be important to you. 	<p>Can I discuss the value of sacred/ holy space? What does sacred mean? Can I discuss at least two holy buildings? How could tensions arise between churches and people living in poverty? What do we think about holy buildings? Are they important to us?</p>



<p>Christianity Judaism</p>	<ul style="list-style-type: none"> - Look at pieces of art. How are beliefs expressed through this form? - Listen to Christian music. What are the key messages? - Research Tzedek, Sewa, Muslim hands and Christian aid. How are they charitable? Design a promotional poster. - Contemplate if religious buildings are needed. Do we need them to worship God? - Understand how buildings and creative arts can put the spirituality of a religion into visual forms, and how these beautiful buildings can create space for people’s spiritual lives. 	<p>Does worship make people more charitable? Does it make them better people? How do different religions show generosity? What do they do for charity?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know which buildings belong to which religion. - To know charities that help religious groups. - To know hoe charities help.
<p>Autumn 2: Christmas and Diwali (Cover Diwali first)</p> <p>Christianity Hinduism</p>	<ul style="list-style-type: none"> - Different expressions. Pupils read a story of Diwali, watch a video about Diwali in Britain today and take part in a shadow puppet play. They are asked: which of these three captures the ‘true meaning of Diwali’ best? Why? They hear about the Sikh celebration of Diwali, remembering the release of Guru Hargovind from Gwalior Jail in 1619 CE (397 years ago). Discuss how and why he liberated 52 other prisoners on that day. What is the same, and what is different between Hindu and Sikh Diwali? Are there shared meanings between the two religions? 	<p>Step 3: Describe the practice and identify the impact of Diwali in Hindu and Sikh communities. Describe and make links between my own and others’ celebrations: what’s a “big day’ in my year, and how does that day use food, gifts, family, community, generosity to mark the occasion? Step 4: Understand how Diwali celebrations vary and suggest meanings in different forms of celebration. Apply ideas like ‘diversity’, ‘celebrations’, ‘culture’ and ‘spirituality’ to my understanding of Diwali.</p>



	<ul style="list-style-type: none"> - Arrange a series of artefacts and images that express peace, play music and then ask children to come with a word that connects the objects. Bring out the two elements of peace; external- no war, no arguing, peace with God; internal-forgiveness, harmony etc. - Use the peace prayer of St Francis and show the contrasts through dance or mime or on a reflective writing frame show their understanding of these contrasts in their life. - Share the story of Brother Roger and the setting up of Taize. - Make a Christmas peace cross. 	<p>Show that I understand the importance of the idea of peace within Christianity. Describe the impact of the importance of the message of peace on Christian practice.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know the story of Diwali. - To know that Sikhs also celebrate Diwali. - To know who Guru Hargovind is and what he did. - To know symbol of peace. - To know the prayer of St Francis. - To know the story of Brother Roger.
<p>Spring 2: Easter and Ramadan</p> <p>Christianity Islam</p>	<ul style="list-style-type: none"> - Investigate Holy Week and Easter in a local Christian community, making a list of 'Ten Important Parts of the Festival'. Rank the list, saying what matters most to Christians in Easter celebrations. Why might this be? Do we all agree? - Make a list of ten things that matter in their own family life, and compare. Poster display. <p>Why do religions look to fasting as part of their festivals? What is this sacrificing? Does everyone take part? Compare to lent.</p>	<p>I can show I understand the sources of Easter celebration, and their practices, and apply ideas about celebration to my own life.</p> <p>I understand why fasting is seen as a sacrifice. I can compare two religious events.</p> <p>Key Knowledge</p>



		<ul style="list-style-type: none"> - To know what happened during Holy Week. - To know what happened during Easter. - To know that fasting is part of Ramadan. - To know what happens during lent.
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<p>6 6.1 'What can we learn by reflecting on words of wisdom from religions and worldviews?' 'What do sacred texts and other sources say about God, the world and human life?'</p> <p>Christianity Judaism Islam</p>	<ul style="list-style-type: none"> - Explore the Bible, Torah, Qur'an or Hadith through clips/ photos/ artefacts. How do people use these texts? Why do they use the texts? - Explain two examples of people who follow holy texts- these could be famous or local people. - Why are sacred texts so historical? Why are they usually best sellers? Study the population of different religions across the world. Atlas work (geography link). - Explain similarities and differences between the texts they have studied: do the religions teach similar things? - Study stories from sacred texts. Why are these considered as 'words of wisdom' or important messages? - Write their own 10 commandments to live by today. Reflect on our own words of wisdom. 	<p>Can I explain the impact of beliefs about sacred writings, Gods and values? Can I explain two viewpoints about why people need wise words to follow? Can I understand different views about the value of holy writings? Do I understand why Christians and Muslims honour/ revere their holy texts? What are my views on the value of 'wise words' and holy texts? What 'words of wisdom' would I give to my future self? Can I compare holy texts/ sacred writings from two different religions?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know the texts linked to religions. - To know what sacred means. - To know the ten commandments.
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	<ul style="list-style-type: none"> - Look at moral codes (10 commandments, St Paul’s advice for believers, The Five Buddhist Precepts). Discuss our thoughts on what is right or wrong with these codes. - Response question- Discuss holy texts and their importance. 	<ul style="list-style-type: none"> - To know the five Buddhist precepts.
<p>6 6.2 ‘What contributions do religions make to local life in Nottinghamshire?’ ‘How can we make Nottinghamshire a county of tolerance and respect?’</p> <p>World views</p>	<ul style="list-style-type: none"> - Recap the British values. Look at how we could apply these values to real life situations. How could these values resolve conflicts between groups? Link to BLM or LGBTQ communities? - Create a poster/ piece of writing about the commitments you have. (Out of school activities, sports, pets, family, school). - Investigate community life such as weekly worship/ charitable giving/ prayer. Do we do any of these things? - Use the census to look at the religions within Britain and Nottinghamshire. (Geography link). Stats on RE syllabus. - Look at ways communities and religions show belonging. Which groups to different people belong to? - Explore respect (linked to school values). How can we show respect in our lives? Construct a code for respect. Show our opinions of respect clearly. 	<p>Can I discuss the impact of beliefs on different communities/ groups of people? Why do communities/ groups matter? How can we build a more peaceful community? Would communities be more harmonious if they followed sacred texts or rules? How can tolerance and respect resolve conflict? Why does peace, respect and harmony matter?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know the British values. - To know about conflicts going on in the world. (Ukraine, BLM). - To know what is in our local community. - To know the different world religions.



	<ul style="list-style-type: none"> - Write a speech as if you were running for Mayor of Nottinghamshire. Include six ideas to show how you would make life more harmonious. 	
<p>6 6.3 ‘ How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.’</p> <p>Christianity Hinduism Islam World views</p>	<ul style="list-style-type: none"> - Discuss recent movements such as the BLM movement, climate change campaigns and Marcus Rashford’s free school meal movement. - Discuss how different religions teach about living together (Hindu- ahimsa, Muslim- Ummah and Christian- Agape). - Recap aid charities (Christian aid, CAFOD, Islamic relief, Save the children). Reflect on the work that these charities do. Is it just their responsibility to care for the poor? Consider the similarities and differences between charities. - Write persuasively to encourage people to help with aid relief with situations such as natural disasters, war refugees, even COVID vaccinations. 	<p>Can I discuss how people’s beliefs affects their response to charity? Should religious people be doing more to help the poor or is it everyone’s job? Can I consider varied answers to questions regarding fairness, human rights and the environment? Can I discuss the work of different charities? Can I discuss justice? Can I apply my knowledge of justice to discuss two case studies? Can I explain similarities and differences between two global aid charities?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know about conflicts going on in the world. (Ukraine, BLM). - To know the key teachings of chosen religions. - To know the charities linked to chosen religions and what these do.



<p>6 6.4 'What was the Kindertransport? Who resisted and rescued? How can we be upstanders today?'</p> <p>Judaism</p>	<ul style="list-style-type: none"> - Explore the Jewish religion and community prior to the war. - Investigate the persecution of Jewish people during the war. What do we think of this treatment? (Anne Frank may be a good link here). Explore the Kindertransport scheme. Examine the story of one Kindertransport. https://www.bbc.co.uk/newsround/46877532 - Express ideas about prejudice in creative ways- link to artwork or compose music to show the mood during this time? - Use case studies to develop understanding of issues that arised from Kindertransport. - Create a charter of ways to become an upstander. How can we make sure this never happens again? - Write an account about the life of a Kindertransport. What mattered most in the struggle against hatred and prejudice? 	<p>How do beliefs affect people's lives? Do I understand a story about a survivor of the Nazi attacks? How did Jewish people respond to the prejudice and hatred of the Nazis? What do I think about their suffering? Was this God's way or not? Why is it important to highlight these examples of hatred and prejudice? Can this ever be allowed to happen again? Were people who rejected Nazi ideas seen as respectful, good and harmonious? What do we think of these people? Why is it important to remember those who died? What do we mean by the term 'upstanders'?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know that Jews experienced prejudice during the second world war. - To know who Anne Frank was and where she hid. - To know what kindertransport means. - To understand what prejudice means. - To know who the Nazis were, who their leader was and which groups they disliked.
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<p>Autumn 2: Christmas and Diwali (Cover Diwali first)</p> <p>Christianity Hinduism</p>	<p>Explaining questions, expressing informed views: Who is most important in Diwali festivities: Lakshmi or Rama? What would happen if Diwali was banned? Is Sita a 'feminist hero'? Should all Hindus in Britain be given a day off work for Diwali? Why or why not? Has Diwali become a British festival, at least in primary schools? How much do the fireworks matter? What is the real meaning of Diwali? For higher achieving pupils, discussion, thinking skills (ranking and ordering) and writing structures are needed to explore these questions effectively.</p> <ul style="list-style-type: none"> - (Incarnation- God becoming human) - Use a spiritual art work such as Fernando Ariziti's 'Incarnation'. Discuss the portrayal of God's hand? How would you subtitle this work? Why is Jesus portrayed as a black person? The artist describes Jesus as a gift to the world- anytime, anyplace. What does he mean? Is he? - Write to your local church explaining why they should have this artwork as a focus - Create your own art work called Incarnation, God with us, Jesus came down, seeing the truth or the real meaning of Christmas. 	<p>Step 4: Apply my own ideas to these questions thoughtfully, with reference to examples of religious teachings and practices. Show that I understand the celebrations. Step 5: Investigate and express clear and well-informed views on some of these questions in the light of my learning about Hindu tradition, giving reasons for my answers</p> <p>Level 4: Apply my own ideas of the Christmas story to choosing a suitable piece of art to display in a church.</p> <p>Level 5: I can explain clearly connections between art work depicting the birth of Jesus and the meaning of this story for Christians.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know who Lakshmi and Rama are in relation to the Diwali story. - To know how Diwali is celebrated and what happens. - To know what incarnation means.
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<p>Spring 2: Easter and Ramadan</p> <p>Christianity Islam</p>	<ul style="list-style-type: none"> - Pupils enquire into the practice of Eucharist / Holy Communion in a modern Christian community. They might ask: • Why do Christians in hundreds of countries use wine and bread to remind them of Jesus? • What music, art and words do they use, and why? The focus on remembering Jesus leads to a consideration of what memories are most important, and why. - Explain some ways that Eucharist relates to Jesus' last supper, and consider the significance of bread and wine, relating this to their own ideas about remembrance. <p>What can we learn about tolerance and empathy through Ramadan? Does this link to our British values? Explore the importance and the final celebration of Eid.</p>	<p>I can explain clearly connections between modern Christian worship and ancient story, and express my views about a spiritual question such as 'What should always be remembered?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - To know what Holy Communion is. - I know what Eucharist is. - To know that wine and bread represents Jesus. <p>I can link Ramadan to British values. I understand what Eid is.</p>
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