

Long Term Curriculum Plan 2024 - 2025

Religious Education



Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who is a Sikh and what do they believe?	Is Christmas only for Christians?	What do religions say to us when life gets hard?	How do the Gospels express the power and hope in the Easter story?	Is it better to express your religion in arts and architecture or in charity and generosity?	What matters most to Christians and Humanists?
Knowledge	<ul style="list-style-type: none"> Know that Sikhs believe in one God and the morning mantra describes God. Know the three duties in life that Sikhs live by. Understand the importance of sewa for Sikhs and the links with their own ways of living. Know that Sikhs believe in reincarnation where the soul will be reborn again and again. 	<ul style="list-style-type: none"> Understand some of the stories that have developed from the gospel stories of the Nativity - Papa Panov, Baboushka. Know the history of some Christmas traditions - tree decorating, exchanging presents, carol singing, Understand the humanity of sharing a Christian festival in times of fear and war - Christmas Day Truce 1914. 	<ul style="list-style-type: none"> Know some simple definitions of some key terms to do with life after death e.g. heaven, salvation and reincarnation. Know some similarities and differences between different religions about life after death. Begin to understand how and why religion can help believers when times are hard. 	<ul style="list-style-type: none"> Understand that the resurrection of Jesus is the central historic event in the Christian faith. Know that the resurrection was recorded in the New Testament - Gospel of Luke, John, Acts and Corinthians. Know the events that took place after the resurrection and the importance of the ascension. 	<ul style="list-style-type: none"> Know about some religious teachings, charities and ways of expressing generosity. Have an understanding of the value of sacred buildings and art. Know similarities and differences between Christian and Muslim sacred buildings. 	<ul style="list-style-type: none"> Know the difference between a Humanist and a Christian. Know the Christian code for living; love God and love your neighbour, use Bible stories for examples. Know a Humanist 'code for living'. Consider what a Humanist class, school, town would look like.
Skills	<ul style="list-style-type: none"> Explore the life of Guru Nanak and how he founded Sikhism. Research the Khalsa Panth, the five Ks and what each one symbolises. Discuss how Sikhs believe that to 	<ul style="list-style-type: none"> Explore the links between the story of Papa Panov and the parable of the sheep and goats. Research other celebrations held on 25th December before the birth of 	<ul style="list-style-type: none"> Formulate questions about life, death, suffering, and what matters most in life. Explore ways in which religions help people to live, even when times are tough. 	<ul style="list-style-type: none"> Read and discuss the resurrection in both the Gospels and Acts. Explore how Jesus' resurrection is portrayed as a concrete, physical 	<ul style="list-style-type: none"> Research great examples of religious art and architecture. Discuss Muslim and Christian ideas about the importance of being generous. Consider which has greater impact - art 	<ul style="list-style-type: none"> Discuss why people do good things and bad things? Link with Christian belief that humans made in the image of God and the 'Fall' (Genesis 3). Explore the meanings of some big moral

	achieve union with God they must follow the five virtues and remove the five vices.	Christ - Ancient Romans celebrated the birthday of the sun god Mithra. • Explore how people of different faiths and no faith all celebrate Christmas. How is 'good will to all men' demonstrated during this festive season?	<ul style="list-style-type: none"> Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, think about the questions and beliefs they address. 	event - Doubting Thomas. <ul style="list-style-type: none"> Explore the Ascension (Acts 1) and the lives of the disciples afterwards. Consider how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life. 	or charity? What would the world be like without great architecture or without charity? <ul style="list-style-type: none"> Connect ways in which art and actions can reveal what people believe about God. 	concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? <ul style="list-style-type: none"> Discuss what matters most e.g. ranking, sorting and ordering a list of 'valuable things' - family, being safe, etc Discuss the fact that values can clash and that doing the right thing can be difficult.
Vocabulary	Guru, Khalsa, sewa, gurdwara, reincarnation, vice/virtue, langar.	Gospels, tradition, humanity, pagan, winter solstice, yuletide, hospitable, omnipresent.	salvation, reincarnation, heaven, judgement, karma, soul, samsara, moksha.	Resurrection, ascension, spirit, Holy Week, Eucharist, comfort.	Creativity, charities, architecture, art, generous, sacred, critical,	Humanist, 'code for living', 'fallen', values, image of God, sinful, moral concepts,
Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who is a Muslim and what do they believe?	How do we know that Jesus is the Prince of Peace?	If God is everywhere, why go to a place of worship?	How do Easter celebrations compare with other Spring festivals?	What would Jesus do? (Can we live by the values of Jesus in the 21 st century?)	What difference does it make to believe in Ahimsa, Grace and Ummah?
Knowledge	<ul style="list-style-type: none"> Describe the Five Pillars of Islam and know how these affect the everyday lives of Muslims. Understand how the Qur'an is important to Muslims and how it makes a difference to their lives. 	<ul style="list-style-type: none"> To understand the role of prophets in the Bible. Begin to understand some of the Old Testament prophecies about the birth of Jesus. Understand what Peace on Earth means to different people. 	<ul style="list-style-type: none"> Know some of the key features of places of worship. Understand how believers feel about places of worship in different religions. Know how and why places of worship fulfil special functions 	<ul style="list-style-type: none"> Know why Christians around the world celebrate Easter. Begin to understand some of the other Spring festivals celebrated by different religions/in different countries. Understand how many spring festivals around the 	<ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today. Understand the impact Jesus' example and teachings might have on Christians today. Know the links between Jesus' 	<ul style="list-style-type: none"> Know that for Hindus, ahimsa means no violence, eating no meat, wearing no leather. Know that for Christians, grace from God means God loves unconditionally and is willing to offer forgiveness to anyone for anything. Know that for Muslims, the worldwide Muslim

	<ul style="list-style-type: none"> Know the form of guidance a Muslim uses and compare them to forms of guidance experienced by followers of other religions. 		in the lives of believers.	world focus on the theme of birth and rebirth.	death on the cross and Christian belief in love and forgiveness.	community is called Ummah which means to transcend national, racial and class divisions.
Skills	<ul style="list-style-type: none"> Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah, shahadah, salat, sawm, zakat. Research and discuss the Shahadah ('no god except Allah') and use the 99 names of Allah to explore the attributes of God. Investigate the design and purpose of a mosque and explain how and why the architecture and activities reflect Muslim beliefs. 	<ul style="list-style-type: none"> Read and discuss the words of the prophet Isaiah (9:6-7) over 600 years before the birth of Christ. Consider the other titles given in the prophecy and link to Jesus, Discuss why Jesus is not the King of Peace. Read and discuss other parts of the Nativity story that refer to peace. 	<ul style="list-style-type: none"> Discuss places where God may be more 'present'. What is special about these places? <ul style="list-style-type: none"> Explore different ways of worshipping within Christianity. Consider images of the Western Wall in Jerusalem, explore what this wall means to Jewish people worldwide. Explore the duty of pilgrimage in Hinduism which concerns Hindus worshipping at a certain shrine. 	<ul style="list-style-type: none"> Explore how Easter is celebrated in different countries. Compare the Jewish festival of Pesach - 7 days, birth and rebirth. Compare the Hindu festival of Holi. The Iranian festival of Nowruz. The festival of Cimburijada in Bosnia. 	<ul style="list-style-type: none"> Examine some of Jesus' stories and teachings to understand what he meant by Love, Forgiveness, Justice and Fairness, Generosity and not being greedy. Read and discuss gospel passages that talk about the 'kingdom of God', where people live the way God wants people to live. Consider what this kingdom would be like. Respond to moral dilemmas, considering what Jesus would do? Discuss the impact following Jesus' example and teaching have on the school/community/world. 	<ul style="list-style-type: none"> Explore how Gandhi practised ahimsa in the liberation of India. Consider how belief in ahimsa could make a difference to farming, supermarkets, meals, community relations. Read and discuss the bible story of the forgiving father/lost son (Luke 15) to illustrate forgiveness from anything. Make links between the idea of grace, Christian belief in Jesus' death/resurrection and Christian forgiveness today. Explore the ways that Muslims express being part of the Ummah eg. Pilgrimage to Makkah. Explore the practice of zakat and hajj on Muslims. Consider the impact of ahimsa, grace and Ummah.

Vocabulary	Mosque, Qur'an, Allah, Muhammad, The Five Pillars, Ramadan, Eid	prophet, prophecy, peace, Messiah, wonderful counsellor, spirit of the Lord.	worship, pilgrimage, Western Wall, solitary, communities, support.	festival, celebration, new life, rebirth of nature, spring.	values to live by, love, forgiveness, justice/fairness, generosity, morals, dilemma	Ahimsa, grace, Ummah, harmless, unconditional, zakat, hajj, shared welfare,
Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who is a Buddhist and what do they believe?	Why is light an important symbol of Christmas?	Why is Jesus inspiring to some people?	What are Lent and Easter customs?	What can we learn from religions about deciding what is right and wrong?	Why do some people think that life is a journey?
Knowledge	<ul style="list-style-type: none"> Know that Buddhism is based on the teaching of Siddhartha Gautama. Understand the Four Noble Truths that the Buddha discovered and preached. Know that Buddhists believe in reincarnation and how karma defines their rebirth. 	<ul style="list-style-type: none"> Know that light has a special association with Christmas because Jesus said 'I am the light of the world'. Understand the meaning of the four candles on the Advent wreath symbolizing hope, love, joy and peace. 	<ul style="list-style-type: none"> Know how to treat others respectfully. Understand the connections between Jesus' teaching and how Christians live today. Know the most important parts of Easter for Christians and say why they are important. 	<ul style="list-style-type: none"> Understand the significance of Shrove Tuesday and Ash Wednesday in the Christian calendar. Know how and why Christians celebrate these traditions. Understand the importance of Lent for Christians. 	<ul style="list-style-type: none"> Know some teachings from religions about how to live a good life. Know how some inspirational people have been guided by their religion. Know some similarities and differences between the codes for living used by Christians and followers of another religion. 	<ul style="list-style-type: none"> Know some of the ways that religions mark milestones on the journey of life. Know the symbols and rituals used at a confirmation (Christianity), bar/bat mitzvah (Judaism) and sacred thread ceremony (Hinduism) Know the meaning that the ceremonies have for the person.
Skills	<ul style="list-style-type: none"> Explore the early life of the Buddha and his quest to find an answer to the problem of suffering. Research and discuss how the eight spokes on the wheel of life represent the spiritual path 	<ul style="list-style-type: none"> Through rereading the Nativity, be able to recognise places where light is an important part of the story. Read John 8:12, refer to the advent candle, list ways in which Jesus could be the light of the world. 	<ul style="list-style-type: none"> Explore what makes a person inspirational to others? Research words and actions of Jesus which continue to inspire Christians today. Use the events of holy week and Easter to find out why Jesus is so 	<ul style="list-style-type: none"> Read and discuss the temptation of Jesus in the wilderness for 40 days and 40 nights (Matthew 4:1-11, Mark 1:12-13, Luke 4:1-13). Explore the history of Lent in the Christian church. Consider how Christians prepare 	<ul style="list-style-type: none"> Explore teaching which acts as a guide for living within Judaism, Christianity and a non-religious belief system. Use religious stories to explore the idea of temptation, and how it affects how people choose 	<ul style="list-style-type: none"> Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? Explore basic ideas about what Christian, Hindus and Jewish people believe about life after death. How do they mark the end of life?

	<p>that enables Buddhists to develop wisdom and reach nirvana.</p> <ul style="list-style-type: none"> Explore the festival of Wesak. Why and how is there a celebration? How do Buddhists in different parts of the world celebrate? 	<ul style="list-style-type: none"> Link the symbol of light to halos in religious paintings and stained-glass windows. Use Holman Hunt's painting of Jesus, the Light of the World. 	<p>important to Christians today.</p> <ul style="list-style-type: none"> Consider the most important attitudes and values to have, as inspired by Jesus' teachings and actions. 	<p>for Easter during Lent - being quiet and thoughtful, pray more, give money to charities and give up something that they enjoy.</p>	<p>between good and bad.</p> <ul style="list-style-type: none"> Explore some dilemmas where children have to choose between different actions. Explore if it would be easier for a religious believer to decide. 	<ul style="list-style-type: none"> Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Consider if a religion is like a 'map of life'?
Vocabulary	Siddhata Gotama, enlightenment, suffering, Middle Way, Meditation, Nirvana, lotus flower, monastery Wesak, monks	halo, stained glass window, Advent wreath, symbol, hope, joy, peace, Light of the World	inspiration, respect, motivate, values, qualities, selflessness, consideration, example	Shrove Tuesday, Ash Wednesday, Lent, temptation, wilderness, fasting, ash, repentance from sin	guidance, honesty, forgiveness, thankfulness, Talmud (Judaism), Beatitudes(Matthew 5), moral code	Milestone, metaphor, confirmation, bar/bat mitzvah, signposts, commitments, symbolism, rituals, responsibility

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who is a Hindu and what do they believe?	Why is Christmas 'good news' for Christians?	Why do people pray?	What do Christians remember on Palm Sunday?	Why are festivals important to religious communities?	Why does it matter to treat others as you wish to be treated?
Knowledge	<ul style="list-style-type: none"> Identify some examples of what Hindus do to show their faith. Know some Hindu beliefs and teachings about aims and duties in life. Understand similarities and differences between Hindu worship and 	<ul style="list-style-type: none"> Know that Christmas is important to Christians because God sent his son to Earth. Understand the importance of the shepherd's message from the angels. Understand the importance of 'good news' in other parts of the New Testament. 	<ul style="list-style-type: none"> Know what some believers do and say when they pray. Understand the practise of prayer in the religions studied. Know similarities and differences between how people pray. 	<ul style="list-style-type: none"> Understand that Jesus was born, lived and died as a Jew so he would have celebrated Jewish festivals. Know how Jesus rode into the city of Jerusalem on a donkey and was greeted by his followers waving palm leaves. Know the importance of this 	<ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations. Know some of the stories behind festivals in Christianity, Judaism and Hinduism. Understand how and why religious 	<ul style="list-style-type: none"> Know and explain the five British Values. Know how the above 'Golden Rule' is expressed in different religions and non-religious communities. Consider what would change in their (a)friendship group, (b) class (c) town, (d) the whole world, if everyone followed the 'Golden Rule'.

	worship in another religious tradition.			day as the first day of Holy Week.	festivals are valuable to many people.	
Skills	<ul style="list-style-type: none"> Find out how Hindus show their faith within their families. What objects you might find in a Hindu's home and why? What kind of things do Hindus do during the week? Explore Hindu ideas about the four aims of life. Explore Hindu ideas of karma. Similarities and differences with the family values and home rituals of pupils in Class 3. 	<ul style="list-style-type: none"> Explore the word 'gospel' and the message that Christians derive from its meaning. Read, discuss and use role play to retell the visit of the angels to the shepherds. Explore the use of 'good news' in other Bible stories - (Matthew 11.5, Luke 4.43, Acts 14.21) 	<ul style="list-style-type: none"> Consider the words of key prayers in three religions - the Lord's Prayer, the Shema (Judaism), Meditation on Lord Ganesha (Hinduism). Explore the connections between the three different prayers. Explore the impact of prayer - how does it make people feel? 	<ul style="list-style-type: none"> Recall the festival of Passover (yr 2 Judaism unit). Link with the New Testament story about Palm Sunday. Read, discuss and use role play to retell the story of Palm Sunday. Discuss the subsequent events that week and how Jesus' followers deserted him. 	<ul style="list-style-type: none"> Recall times in their own lives when pupils celebrate significant events/people and why and how they do this. Consider the meanings of the stories behind key religious festivals- Christmas, Easter, Pesach, Rosh Hashanah (Judaism). Describe how believers express the meaning of religious festivals through symbols, sounds, actions, stories and rituals. 	<ul style="list-style-type: none"> Explore different forms of the 'Golden Rule' and relate them to the British values of liberty, democracy, tolerance and respect for diversity. Consider questions about how British Values relate to human values from other parts of the world. Enable pupils to think for themselves about the values they hold and to express their ideas reasonably and creatively through art.
Vocabulary	deity/ies, Vedas, Murti, offerings, Puja, mandir, shrine, Aum,	gospel, shepherds, angels, saviour, Son of God, disciples	The Lord's Prayer, Shema, Ganesha, learn by heart, comfort, practice	Passover, palm, Jewish, Jerusalem, hosanna, disciples	festival, Diwali, Pesach, Yom Kippur, Rosh Hashanah, rituals, symbols	Democracy, tolerance, mutual respect, diversity, liberty,
Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who is Jewish and what do they believe?	Why is Mary such an important part of the Nativity story?	What does it mean to belong to a faith community?	Why is The Last Supper so important to Christians?	How should we care for others and the world and why does it matter?	How are we all the same but all different? (British Values link)
Knowledge	<ul style="list-style-type: none"> Know that Jewish people believe in God. Understand how Shabbat is a 	<ul style="list-style-type: none"> Understand the importance of Mary throughout the life of Jesus. 	<ul style="list-style-type: none"> Know that some people belong to different religions. Recognise and name some symbols of 	<ul style="list-style-type: none"> Understand why The Last Supper is an important part of Holy Week. 	<ul style="list-style-type: none"> Understand that religions teach that people are valuable. Recognise that some religions 	<ul style="list-style-type: none"> Learn about values, explore and test ideas about values. Think about examples of values in action and

	<p>special day of the week for Jewish people and know how they celebrate Shabbat.</p> <ul style="list-style-type: none"> Know about the festival of Sukkoth and Pesach - the stories and meanings associated with them. 	<ul style="list-style-type: none"> Know the importance of the Epiphany for Christians. Know how artists/sculptors have depicted Mary during different times of Jesus' life. 	<p>belonging for Christians and for Jewish people, know why they matter to believers.</p> <ul style="list-style-type: none"> Understand similarities and differences between the ceremonies studied. 	<ul style="list-style-type: none"> Know the significance of bread and wine during the meal. Understand how Jesus reacted to Judas during the meal. 	<p>believe God created the world and so we should look after it.</p> <ul style="list-style-type: none"> Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. 	<p>consider the challenges that values held by others present to them.</p> <ul style="list-style-type: none"> Use the story 'Something Else' by Kathryn Cave to stimulate discussion about what it is like to be 'left out' or to be included, to belong, to be part of a community.
Skills	<ul style="list-style-type: none"> Read and discuss some of the Jewish beliefs about God - God is one, creator and cares for all people. Explore what Jewish people do in the home on Shabbat - preparation, candles, blessings, wine, challah bread, family meal. Retell stories that show what Jewish people at the festivals of Sukkot and Pesach might think about God. 	<ul style="list-style-type: none"> Read, discuss and use role play to retell the story of Angel Gabriel's visit to Mary. Explore the qualities of Mary that led her to be chosen by God. Explore the different artwork of Mary and her son - Duccio, Raphael, Botticelli, da Vinci. 	<ul style="list-style-type: none"> Compare a Christian baptism with the naming ceremony for girls in Judaism, Simchat Bat or Zeved habit. Research actions and symbols for both celebrations. Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract) 	<ul style="list-style-type: none"> Read, discuss and use role play to retell the story of The Last Supper. Use Bible stories and da Vinci's painting to explore the rituals that were initiated at the meal. Explore the mixed feelings of the different disciples. 	<ul style="list-style-type: none"> Talk about the benefits and responsibilities of friendship and ways in which people care for others, Read Bible stories that show friendship. Read and discuss stories about people who have been inspired to care for people because of their religious beliefs Mother Teresa, Dr Barnardo. Explore the creation account (Genesis 1). What does it tell Christians and Jewish believers about what God is like? 	<ul style="list-style-type: none"> Explore and think about how we treat others. Think about a secret message in a story and ask a big question about the secret message. Enable pupils to think for themselves about living in communities where everyone is different. Make links between religious teaching and the 'secret messages' of the story. Explore the benefits and difficulties of living with people/being friends with people who are all different.
Vocabulary	Judaism/Jewish, belief, Shabbat, challah bread, mezuzah, Torah	Angel Gabriel, message,	Faith, Christianity, Judaism, belonging, community, ceremony,	Maundy Thursday, Passover Festival,	Creation, responsibilities, value,	Similarities, differences, tolerance, mutual respect, inclusion, community,

	Scroll, Shema, Sukkot, Pesach (Passover), menorah,	betrothed, journey, trust, faith, Epiphany, Magi, gifts	wedding, ketubah, baptism.	disciples, betrayal, sharing, communion	friendship, care, support, benefits	values, secret message, religious teaching
Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who is a Christian and what do they believe?	Advent - How do Christian families prepare for Christmas?	Why is the Bible special to Christians?	Why is Easter an important Christian festival?	What can we learn about Christianity from visiting a church?	How do religions use stories about animals to teach morals?
Knowledge	<ul style="list-style-type: none"> Understand that Christians believe in one God. Understand that Christians believe that Jesus is the Son of God. Understand that Christians follow the example of Jesus. 	<ul style="list-style-type: none"> Know why the period of Advent is important to Christians. Know how Christian families prepare for Christmas in their homes and in their churches. Know why Jesus is special to Christians. 	<ul style="list-style-type: none"> Understand that the Bible is a sacred text for Christians. Understand the difference between the Old Testament and the New Testament. Understand how Jesus used parables to teach people about God. 	<ul style="list-style-type: none"> Know why Easter is an important festival for Christians. Understand the importance of Jesus' resurrection for all Christians. Know how people celebrate Easter today in different parts of the world. 	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship. Identify special objects and symbols found in a place of worship. Say what they are and how they are used. Know that some people regularly worship God in different ways and in different places. 	<ul style="list-style-type: none"> Know that there are 5 other main religions in the world with differing beliefs to Christianity. Know that the main religions have a special book, full of stories that teach and guide people. Know that a moral is a lesson that can be derived from a story or experience.
Skills	<ul style="list-style-type: none"> Talk about the beliefs Christians have about God from Bible stories - Jonah and the Whale, the Annunciation (Luke 1), The Lost Son (Luke 15) and Pentecost (Acts 2) Investigate how Christians follow teaching from the Bible about how to live their lives. 	<ul style="list-style-type: none"> Read, discuss and use role play and music to retell the Nativity. Talk about how different characters in the Nativity welcome Jesus. Collect examples of what people do, give, sing, remember or think about at this time of year and say why 	<ul style="list-style-type: none"> Retell and act out stories from the Old and New Testament. Explore stories Jesus told about what God is like: (eg The Lost Sheep) and how to treat each other (eg. The Good Samaritan). Make links between the messages within 	<ul style="list-style-type: none"> Talk about the ways in which Jesus was a special person who Christians believe is the Son of God. Retell and act out Bible stories about the events of Good Friday and Easter Sunday. Link Christian images and symbols to the events of 	<ul style="list-style-type: none"> Explore the main features of places of worship in Christianity. Talk about ways in which stories, objects, symbols and actions used in a church show what people believe. Describe some of the ways in which people use music in worship and talk about how 	<ul style="list-style-type: none"> Read and discuss 'Siddhartha and the Swan', 'The Prophet and the Ants', 'Noah's Ark', 'The Donkey and the Tiger Skin'. Explore the morals of these stories and why they are important for the different religions - how do they show people how to live their lives? Compare the different animal stories studied.

	<ul style="list-style-type: none"> Recognise and discuss symbols and images used to express ideas about God. 	they are important to Christians.	Bible stories and the way people live.	Good Friday and Easter Sunday.	different kinds of music makes them feel.	<ul style="list-style-type: none"> Explore why animals are important to God. Explore different religions' attitudes towards animals.
Vocabulary	Belief/believe, God, Jesus Christ, Christian, Bible, Genesis, Pentecost, Annunciation	Advent, Christmas, birth, Messiah, Son, celebrate, Saviour, carols, candles, advent wreath, Nativity	Old Testament, New Testament, books, chapters, verses, laws, poems, prayers	Lent, Shrove Tuesday, Ash Wednesday, temptation, Holy Week, Good Friday, crucifixion, resurrection.	altar, cross, font, lectern, candles, pulpit, baptism/christening, hymns, worship, prayer, communion, bread, wine	Islam, Sikhism, Buddhism, Judaism, Hinduism, moral, guide, prophet, beliefs, sacred book.

EYFS Reception And Nursery						
EYFS Development Bands	Key Learning		Vocabulary			
Birth to Five Matters Range 5 <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Enjoys joining in with family customs and routines. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. 	<u>Communication</u> - Express feelings, give opinions and reasons. Comment on significant events in their own lives, talk about family, friends and the local community. Consider issues of similarity and difference in gender, language, ethnicity, religion, culture and SEND. Use their developing language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or non-verbally.		<u>Language of tolerance, respect and co-operation</u> : work together, trust, fairness, equality, similarity, likeness, safety, share, take turns, listen, consider, think, talk, discuss, different, same admire, value, patience, acceptance, choice, chose, pick, diversity, variety, range, mixture, determination, perseverance, firmness, result, freedom, independence <u>Vocabulary appropriate to expressing feelings</u> : happy, cheerful, glad, excited, joyful, sad, miserable, gloomy, angry, worried, anxious, frightened, scared, nervous.			

<ul style="list-style-type: none"> Shows interest in different occupations and ways of life indoors and outdoors. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>Range 6</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family members. Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, 	<p><u>Respect</u> - themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</p> <p><u>Observe</u> - look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.</p> <p><u>Describe</u> - themselves, friends, family, other people, significant places, events, objects or artefacts.</p> <p><u>Research</u> - show curiosity and interest, find out about people, special places and events or objects, explore and ask questions, examine possibilities, consider alternatives.</p>	<p><u>Vocabulary appropriate to friendship:</u> laugh, giggle, fun, play, together, share, smile, kind, gentle, caring, thoughtful, help, buddy, calm.</p>
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communities,
cultures and
traditions.

**Statutory Framework
Early Years Foundation
Stage Curriculum 2021**

*Statutory ELG: The
Natural World*

Children at the expected
level of development will:

- Explore the natural world
around them, making
observations and drawing
pictures of animals and
plants;
- Know some similarities
and differences between
the natural world around
them and contrasting
environments, drawing on
their experiences and what
has been read in class;
- Understand some
important processes and
changes in the natural
world around them,
including the seasons and
changing states of matter.