RE Long Term Coverage

Government Guidance: Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. 'The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.
•RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. •Building on the statutory requirements, it is recommended that there should be a wide- ranging study of religion and belief across the key stages as a whole. •Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
•Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values. •The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions Each Local Authority has an agreed syllabus; the Barnsley Locally Agreed Syllabus is based upon The Six Key Questions: **Question1: Why are these words special?** Sacred books **Question 2 Why are some places special?** Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages. **Question 3 How can faith contribute to Community Cohesion?** Beliefs, ethics, family traditions and faith in the community **Question 4 Why are some times special?** Festivals and families **Question 5 What can be learned from the lives of significant people of faith?** Role models **Question 6 How do I and others feel about life and the universe around us?** Ultimate questions

Pupils are taught knowledge and understanding around a range of religious and worldwide views including a Christian faith and other principal religions with a significant local presence; so that they can understand, describe, explain, analyse and investigate allowing them to appreciate beliefs and practices. Pupils will recognise diversity, meanings and values within and between communities (including their own) and amongst individuals due to their limited exposure to other religions, faiths and beliefs and thus promote tolerance and mutual respect towards others.

	Reception	KS1	KS2
National Curriculum Objectives	**People, Culture and Communities.** **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.** **•Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.** **•Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.**	**from Barnsley RE syllabus:** Key Stage 1: Breadth of study During Key Stage 1 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities: Religions and beliefs a Christian faith b at least one other principal religion c a religious community with a significant local presence, where appropriate d a secular point of view, where appropriate Themes e Believing: what people believe about God, humanity and the natural world f Story: how and why some stories are sacred and important in religion g Celebrations: how and why celebrations are important in religion h Symbols: how and why symbols express religious meaning i Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion j Belonging: where and how people belong and why belonging is important k Myself: who I am and my uniqueness as a person in a family and community Experiences and opportunities l Visiting places of worship with a focus on symbols and feelings, and listening to and responding to visitors from local faith communities m Using all their senses in developing their knowledge, skills and understanding, and developing their creative talents and imagination through art, music, dance, drama and times of quiet reflection n Sharing their own beliefs, ideas and values and talking about their feelings and experiences o Beginning to use ICT to explore religious beliefs and practices in the local and wider community	**from Barnsley RE syllabus:** Key Stage 2: Breadth of study During Key Stage 2 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities: Religions and beliefs a Christian faith at least two other principal religions c a religious community with a significant local presence, where appropriate d a secular point of view, where appropriate Themes e Beliefs and questions: how people's beliefs about God, the world and others impact on their lives f Teachings and authority: what sacred texts and other sources say about God, the world and human life g Worship, pilgrimage and sacred places: where, how and why people worship, including worship at some particular sites h The journey of life and death: why some occasions are sacred to believers, and what people think about life after death i Symbols and religious expression: how religious and spiritual ideas are expressed j Inspirational people: figures from whom believers find inspiration k Religion and the individual: what is expected of a person in following a religion l Religion, family and community: how religious families and communities practise their faith, and the contribution this makes to local life m Beliefs in action in the world: how religions respond to global issues of human rights, fairness, social justice and the importance of the environment Experiences and opportunities n Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community o Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others p Considering a range of human experiences and feelings q Expressing and communicating their own and others' insights into life and its origin, purpose and meaning, through the creative and expressive arts, and ICT r Developing the use of ICT, particularly in enhancing pupils' awareness of religions globally

Year Group

Reception	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Autumn Term 1						
Reception	**Year A**	**Year B**	**Year A**	**Year B**	**Year A**	**Year B**
Theme	**Christianity- Creation Story**	**Christianity-What did Jesus teach?**	**Hinduism-Diwali**	**Judaism-Beliefs and Practices**	**Sikhism-Belief into action**	**Islam-Beliefs and practices**
Objective Celebrations How do people celebrate? Hinduism - Diwali To know about family structures and be able to talk about who is part of their family. (Au1)	To retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	To re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people	To investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.	To understand the special relationship between Jews and God and the promises they make to each other	To compare the different ways Sikhs put their religion into practice	To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.
Coverage	Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world? (Believing/ Behaving)	Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Does participating in worship help people to feel closer to God or their faith community? (Belonging)	How special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)	How far would a Sikh go for his/her religion? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)
Progression	**AT1 Learning about Religion Beliefs and teachings (what people believe)**	**AT2 Learning about religion Meaning and purpose (making sense of life)**	**AT1 Learning about Religion Expression and language (how people express themselves)**	**AT1 Learning about Religion Beliefs and teachings (what people believe)**	**AT1 Learning about Religion Beliefs and teachings (what people believe)**	**AT1 Learning about Religion Beliefs and teachings (what people believe)**
End point	Explore and retell the Christian creation story	Re-tell a story Jesus told about being kind/ give an example of when Jesus showed kindness. Explain why Christians should be kind and give a reason.	Describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.	Explain what makes Jewish people believe they have a special relationship with God and talk about how that might feel.	Make links between how Sikhs practise their religion and the beliefs that underpin this.	Describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.
Vocabulary Good/ Evil	God/ Creation / disrespect/ pleased/unhappy/ treat	Gospel, kindness, wisdom, kindness, right and wrong, enemy, dislike, parable	belonging, symbol, challenge, identity, belonging, united, mission, agree, disagree, right,wrong, good, evil,triumph, prosperity	promise, agreement, contract, affirmation, synagogue, covenant, commandment, Torah, Ner Tamid, Rabbi, Mezuzah, Shema	application (apply) commitment, intensity, Khalsa, sacrifice, Langar, duty, equal, share, honesty,	commitment, loyalty, hard work, belief, perseverance, patience, duty, Sawm, fast, Ramadan
Vocabulary **Hindu/ Hinduism, Diwali, Rama, Sita**	**Baptism, Bible, Christ, Church, Creation, Disciple, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship**	**Baptism, Bible, Christ, Church, Creation, Disciple, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship**	**Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship**	**Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad, Shabbat: Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine, Jewish Life: 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar,Sukkah (booth), Yom Kippur.**	**Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.**	**Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada.**
Cultural Capital **Diwali Day**	**Visit to Roundhouse Church.**	**Big book group.**	**Diwali Day**	**Virtual Synagogue tour**	**Langar Meal**	**Virtual Mosque Visit**
Autumn Term 2						
Reception	**Year A**	**Year B**	**Year A**	**Year B**	**Year A**	**Year B**
Theme	**Christianity-Christmas Story**	**Christianity-Christmas: Jesus as a gift from God**	**Christianity-Christmas**	**Christianity-Christmas**	**Christianity-Christmas**	**Christianity-Christmas**
Objective To talk about a special event in their life. (Au2) To talk about how Hindus celebrate Diwali. (Au2) To retell the Christmas Story (Au2)	To reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	To reflect on the Christmas story and the reasons for Jesus' birth.	To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	To find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us	To evaluate different accounts of the Christmas story and understand that stories can be true in different ways	To to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.
Coverage	What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)	Why do Christians believe God gave Jesus to the world? Is God important to everyone? (Believing)	What is the most significant part of the Nativity story for Christians today? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help to communicate religious beliefs? (Believing/Belonging)	Has Christmas lost its true meaning? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion? (Believing)	Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born ?
Progression	**AT1 Learning about Religion Practices and lifestyles (what people do)**	**AT1 Learning about Religion Practices and lifestyles (what people do) .**	**AT1 Learning about Religion Beliefs and teachings (what people believe)**	**AT2 Learning about religion Meaning and purpose (making sense of life)**	**AT2 Learning about religion Identity and experience (making sense of who we are)**	**AT1 Learning about Religion Beliefs and teachings (what people believe)**
End Point	Remember some of the Christmas story.	Recall the Christmas story and start to explain that Christians believe Jesus was a gift from God.	Describe one thing a Christian might learn about Jesus from a Christmas symbol.Ask questions about what Christmas means to Christians and compare this with what it means to me	Start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. Explain what Christmas means to Christians and what it means to me.	Express an opinion on whether the Christmas story is true and what this might mean to Christians.	Describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born
Vocabulary **special, give,receive**	Incarnation , special, give/receive, gold, frankinsense, myrrh, meaningful	Incarnation, fantasy (fiction), reality, save, rescue, solve, problem, Advent, human, power, love	Incarnation, symbolism, aum, cross, Advent, universal, cultural, representation, Christingle	Incarnation, meaningful, Advent, nativity, salvation	account, truth, subjectivity, historic, scientific, personal, factual, incarnation	celebrations, similarities, differences, traditions, incarnation,
Vocabulary **Advent, Christmas, Church, God, Holy, Jesus**	**Advent, Bible, Christ, Christmas, Church, Creation, Disciple, Faith, God, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship**	**Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship**	**Bible, Christ, Christmas, Church, Creation, Disciple, Faith, God, Gospel, Holy, Hymn, Jesus, , New Testament, Old Testament, Parables, Prayer, Priest, Prophet, Vicar, Worship.**	**Bible, Christ, Christmas, Church, Creation, Disciple, Faith, God, Gospel, Holy, Hymn, Jesus, , New Testament, Old Testament, Parables, Prayer, Priest, Prophet, Vicar, Worship.**	**Bible, Christ, Christmas, Church, Creation, Disciple, Faith, God, Gospel, Holy, Hymn, Jesus, New Testament, Old Testament, Parables, Prayer, Priest, Prophet, Vicar, Worship.**	**Bible, Christ, Christmas, Church, Creation, Disciple, Faith, God, Gospel, Holy, Hymn, Jesus, New Testament, Old Testament, Parables, Prayer, Priest, Prophet, Vicar, Worship.**
Cultural Capital **Festivals of light celebrations/ Nativity**	**Visit Church for Christingle.**	**Nativity Play**	**Church Visit**	**Special assembly from the local vicar.**	**Drama Workshop- Christmas Story (Church Visitors)**	**Visit to Church**
Spring Term 1						
Reception	**Year A**	**Year B**	**Year A**	**Year B**	**Year A**	**Year B**
Theme	**Christianity-Jesus as a friend**	**Islam-Prayer at home**	**Christianity-Jesus' miracles**	**Judaism-Passover**	**Sikhism-Beliefs and Moral values**	**Christianity-Belief and meaning**
Objective Story time What can we learn from stories? Story time What can we learn from stories? Christianity Noah's Ark Hindu story To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Sp1) To talk about how humans can help animals (Sp1)	To identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.	To explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.	To retell Bible stories when miracles have happened and question whether Jesus really did perform miracle	To understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	To understand the relevance of Sikh stories today	To evaluate different beliefs about eternity and to understand the Christian perspective on this.
Coverage	Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)	Does praying at regular intervals help a Muslim in his/her every day life? Who do I believe I am? Does it feel special to	Could Jesus heal people? Were these miracles or is there some other explanation? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	How important is it for Jewish people to do what God asks them to do? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Are Sikh stories important today? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death? (Believing/Behaving)
Progression	**AT2 Learning about religion Values and commitments (making sense of right and wrong)**	**AT2 Learning about religion Identity and experience (making sense of who we are)**	**AT2 Learning about religion Identity and experience (making sense of who we are)**	**AT2 Learning about religion Values and commitments (making sense of right and wrong)**	**AT1 Learning about Religion Beliefs and teachings (what people believe)**	**AT2 Learning about religion Meaning and purpose (making sense of life)**
End point	Recall a story about Jesus showing friendship and say how Jesus tried to be a good friend	Describe how Muslims pray and begin to explain why they do this. Explain how praying 5 times a day might help in some ways more than others	Explain a Christian viewpoint about one of Jesus' healing miracles and say whether I believe Jesus actually healed people or not.	Discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. Describe some of the things Jews do to show respect to God and identify how it would feel to keep Kashrut.	Explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.	Make links between different Christian beliefs and their views on whether anything is ever eternal. Reflect on own beliefs about whether anything is eternal.
Vocabulary story, beginning	incarnation, left out, included, friendship, good friend, difficult , easy	commitment, challenge, effort, important, prayer, posture, calming, focus, goal, achievement	incarnation, sick, miracle, frame of mind, healing, rules of nature, expectations,	Kashrut (food laws),challenge, commitment, forbidden, rights, obeyance, authority, kosher, Seder, slavery, charousel	importance, Guru Granth Sahib, Gurdwara, respect, equality, honesty, inequality, gender, race, disability, courage, Vaisakhi	forever, lifetime, security, safe, reassuring,change, eternal
Vocabulary **Creation, God, Adam,Eve, Noah, Ark**	**Baptism, Bible, Christ, Church, Creation, Disciple, Faith, God, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship**	**Allah, Islam, Mosque, Muslim, Prophet, Quran.**	**Baptism, Bible, Christ, Church, Creation, Disciple, Faith, God, Gospel,Holy, Hymn, Jesus, New Testament, Old Testament, Parables, Prayer, Priest, Prophet, Vicar, Worship.**	**ynagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad, Shabbat: Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine, Jewish Life: 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar,Sukkah (booth), Yom Kippur.**	**Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.**	**Bible, Christ, Church, Creation, Disciple, Faith, God, Gospel, Grace, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship**
Cultural Capital **Visit to church- Bible stories**	**Vicar to carry out baptism/celebration event.**	**Re-enact the praying rituals(Wadu)/ create islamic prayer mats.**	**Open the book project- contact local church, Linda Stammer.**	**Plan/carry out a Kosher passover meal. Food tasting.**	**Teachings of the Guru's.**	**Memory Box/ Jars.**

Spring Term 2

	Reception	Year A	Year B	Year A	Year B	Year A	Year B
Theme	Easter What is Easter? Why do Christians celebrate Easter? Christianity To know about who celebrates Easter and what is its significance. (Sp2)	**Christianity -Easter-Palm Sunday**	**Christianity-Easter Resurrection**	**Christianity-Easter - forgiveness**	**Christianity-Easter**	**Christianity-Easter**	**Chrsitianity- Easter**
Objective		To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	To retell the Easter story and understand what Jesus' resurrection means for Christians.	To recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.	To understand how Jesus' life, death and resurrection teaches Christians about forgiveness	To question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	To examine the influences Christianity still has in the world and evaluate whether it is still a strong religion
Coverage	To talk about a special event in their life. (Sp2) To talk about Easter (Sp2)	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs? (Believing/Behaving)	How important is it to Christians that Jesus came back to life after His crucifixion? Is God important to everyone? Are symbols better than words at expressing religious beliefs? (Believing)	What is 'good' about Good Friday? Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)	Is forgiveness always possible for Christians? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)	How significant is it for Christians to believe God intended Jesus to die? Do sacred texts have to be 'true' to help people understand their religion? (Believing)	Is Christianity still a strong religion 2000 years after Jesus was on Earth? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Is religion the most important influence and inspiration in everyone's life?
Progression		**AT1 Learning about Religion Expression and language (how people express themselves)**	**AT1 Learning about Religion Expression and language (how people express themselves)**	**AT1 Learning about Religion Practices and lifestyles (what people do)**	**AT2 Learning about religion Values and commitments (making sense of right and wrong)**	**AT2 Learning about religion Values and commitments (making sense of right and wrong)**	**AT1 Learning about Religion Expression and language (how people express themselves)**
End point		Explore and recall parts of the Easter story	Recall what Christians believe happened on Easter Sunday. Suggest a different explanation as to what happened to Jesus after the empty tomb and offer an opinion	Explain why Christians believe Jesus' death is important and start to reflect on whether I agree with Christian beliefs about Jesus' death.	Describe what a Christian might learn about forgiveness from a Biblical text and show an understanding of how Christians believe God can help them show forgiveness.	Explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose	Give my opinion as to whether Christianity is a strong religion now and say why I think this.
Vocabulary	**Salvation, preparations, welcome, special, admire, respect**	Salvation, preparations, formal, informal, welcome, special, Messiah, pilgrimage, death, resurrection, admire, respect	Salvation, waiting, death, heaven, return, memory, sad, crucifixion, resurrection, sins, tomb	Salvation, New Covenant , rescue, crucifixion, forgiveness, redeem	Salvation, life, death, resurrection, forgiveness, wrong, hurtful, anger, revenge	control, plan, destiny, purpose, free will, sacrifice, betrayal, explanation	influence, significance, memories, persecute/torture/imprison
	Baptism, Bible, Christ, Church, Easter, God, Jesus, Prayer, Vicar	**Baptism, Bible, Christ, Church, Creation, Disciple, Easter, Faith, God, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship**	**Baptism, Bible, Christ, Church, Creation, Disciple, Easter, Faith, God, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Vicar, Worship.**	**Baptism, Bible, Christ, Church, Creation, Disciple, Easter, Faith, God, Gospel, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Vicar, Worship.**	**Baptism, Bible, Christ, Church, Creation, Disciple, Easter, Faith, God, Gospel, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Vicar, Worship.**	**Ascension, Baptism, Bible, Christ, Church, Disciple, Easter, Faith, God, Gospel, Grace, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship**	**Ascension, Baptism, Bible, Christ, Church, Disciple, Easter, Faith, God, Gospel, Grace, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship**
Cultural Capital	**Visit to church/ invite vicar into setting to re enact the Easter service**	**Re-Enact Palm Sunday (Palm leaves,crosses, singing Hosanna).**	**Vicar/Church Visit.**	**Special meal for lunch.**	**Vicar/Church Visit.**	**Film a newsreport to show the rest of the school.**	**Visit a Church in the wider community e.g St Marys Barnsley.**

Summer Term 1

	Reception	Year A	Year B	Year A	Year B	Year A	Year B
Theme	Special Places Do you have a special place? What makes a place special? Where is it and why is it special for you? Islam Christianity	**Judaism-Shabbat**	**Islam-Community and belonging**	**Hinduism-Hindu Beliefs**	**Judaism-Beliefs and Practices**	**Sikhism-Prayer and Worship**	**Islam- Beliefs and Moral Values also Summer Term 2**
Objective		To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them	to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.	to understand the Hindu belief that there is one God with many different aspects.	to understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment	to understand how Sikhs show their commitment to God and to evaluate if there is a best way.	to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this
Coverage	To know that people live in different places (Su1) To know that people live in different places (Su1)	Is Shabbat important to Jewish children? Are religious celebrations important to people? (Believing/Belonging)	Does going to a mosque give Muslims a sense of belonging? Does it feel special to belong? Who do I believe I am? (Believing/Behaving)	How can Brahman be everywhere and in everything? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)	What is the best way for a Jew to show commitment to God? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving/Belonging)	What is the best way for a Sikh to show commiment to God? Do all religious beliefs influence people to behave well towards others? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)	Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)
Progression		**AT1 Learning about Religion Practices and lifestyles (what people do)**	**AT1 Learning about Religion Practices and lifestyles (what people do)**	**AT2 Learning about religion Identity and experience (making sense of who we are)**	**AT1 Learning about Religion Beliefs and teachings (what people believe)**	**AT2 Learning about religion Values and commitments (making sense of right and wrong)**	**AT2 Learning about religion Meaning and purpose (making sense of life)**
End point		Talk about how Jewish people celebrate Shabbat	Explain what happens when Muslims pray alone or at the mosque.	Describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.	Describe some of the ways that Jews choose to show commitment to God and start to understand that they do this in different ways.	Describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.	Explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.
Vocabulary	belonging, worship, sharing, special	Shabbat, rest, sabbath, synagogue, Kippah, blessing, ceremony, worship, Jewish, non Jewish, prayer	belonging, worship, sharing, special, Mosque, Makkah, Wudu, ritual, compass, Ummah, blessings, ceremony	roles, different, deity, gods, godesses, temple, puja, creator, preserver, destroyer, omnipresent, wealth	commitment, important, milestone, Bar/Bat Mitzvah, covenant, commandments, traditions, responsibility, Mitzvot	choice, influence, commitment, kangha, kirpan, kara, kachera, kesh - 5 K's, Amrit, respect, Siwa	Akhirah , Jihad , actions and consequences
	God, Jesus, Church, Mosque, Islam-Muslim, Christian, prophet	**Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad, Shabbat: Kosher Two Candles, Challah, Wine, Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar.**	**Allah, Islam, Mosque, Muslim, Prophet, Quran.**	**Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship**	**Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad, Shabbat: Besomim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine, Jewish Life: 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar,Sukkah (booth), Yom Kippur.**	**Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.**	**Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada.**
Cultural Capital	**Visit to church/ virtual Mosque**	**Shabbat Meal (bake challah bread).**	**Interview a Muslim visitor/virtual Mosque visit.**	**Drama Workshop.**	**Celebration event for Bar Mitzvah.**	**Virtual temple visit.**	**Carry out a Random Act of Kindness for the community.**

Summer Term 2

	Reception	Year A	Year B	Year A	Year B	Year A	Year B
Theme		**Judaism-Rosh Hashannah/Yom Kippur**	**Islam-Hajj**	**Hinduism- Pilgrimage to the River Ganges**	**Christianity-Prayer and Worship**	**Christianity-Beliefs and practices**	**Islam- as Summer Term 1**
Objective	Special People What makes people special? What clothes do special people wear? How am I special? Islam Christianity	to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them	to understand what happens during Hajj and to explore the importance of this to Muslims.	We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu	to understand how important going to church is to show someone is a Christian.	to understand how Christians show their commitment to God and to evaluate if there is a best way	to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this
Coverage	To talk about differences in people e.g. clothes (emergency services, people who work locally, religious dress etc) (Su2)	Are Rosh Hashanah and Yom Kippur important to Jewish children? Are religious celebrations important to people?	Does completing Hajj make a person a better Muslim? Does it feel special to belong? Is God important to everyone? (Believing/Behaving)	Would visiting the River Ganges feel special to a non-Hindu? Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Do people need to go to church to show they are Christians? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving)	What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving)	Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving
Progression		**AT1 Learning about Religion Practices and lifestyles (what people do)**	**AT1 Learning about Religion Practices and lifestyles (what people do)**	**AT1 Learning about Religion Practices and lifestyles (what people do)**	**AT1 Learning about Religion Beliefs and teachings (what people believe)**	**AT1 Learning about Religion Practices and lifestyles (what people do)**	**AT2 Learning about religion Meaning and purpose (making sense of life)**
End point		Describe what happens at Rosh Hashannah/ Yom Kippur and say why it might be important to Jewish children	Talk about a special journey and why it was special to me. Recall some of the events that happen during Hajj and explain why these are important to Muslims.	Describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.	Describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.	Describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.	Explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.
Vocabulary	special, celebration, clothes	Rosh Hashanah, Yom Kippur , sorry, forgiveness, Rabbi, shofar, Challah, circle of life, commandments, rules, reflection	Hajj, journey, Makkah, Qu'ran, Muhammad, pillar, achievement	ritual, appreciation, Ganges, offerings, pureity, cleanse, funeral	worship, celebrate Holy Communion, baptism, similarity, difference, confession, sin, communion, contemplation	Lying, truth, commitment, dilemma, decision, neighbour, love, joy, peace, patience, kindness, goodness, faithfulness, gentleness , self-control, jealousy, conceitedness, trust	Akhirah , Jihad , actions and consequences
	God, Jesus, Church, Mosque, Islam-Muslim, Christian, prophet	**Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad, Shabbat: Besomim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine, Jewish Life: 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar,Sukkah (booth), Yom Kippur.**	**Allah, Islam, Mosque, Muslim, Prophet, Quran, Hajj**	**Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship**	**Baptism, Bible, Christ, Church, Creation, Disciple, Faith, God, Gospel, Holy, Hymn, Jesus, New Testament, Old Testament, Parables, Prayer, Priest, Prophet, Vicar, Worship.**	**Baptism, Bible, Christ, Church, Creation, Disciple,Faith, God, Gospel, Grace, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship**	**Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada.**
Cultural Capital	**Invite children to wear a special outfit- invite a visitor to a celebration eg: local vicar**	**Celebration event.**	**Call to prayer.**	**Meditation.**	**Visit to Church.**	**Visit to Church.**	**Carry out a Random Act of Kindness for the community.**