



**Our Intent is: To support our children’s personal search for meaning by engaging enquiry into the question, “What does it mean to be human?” Exploring answers offered by world religions and world views.**

Religious Education					
Nicky Nook Year B					
Building Upon Previous Learning from EYFS					
<p><b>Key Learning linked to Culture and Beliefs</b></p> <p><b>Communication</b> - 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.</p> <p><b>Respect</b> – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</p> <p><b>Observe</b> – 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><b>Describe</b> – themselves, friends, family, other people, significant places, events, objects or artefacts.</p> <p><b>Research</b> – show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives.</p> <p><b>Vocabulary</b> – language of tolerance, respect and co-operation</p>					
Building Upon Previous Learning When A follows B:					
Why do Christians say that God is a ‘Father’?	Why is Jesus special to Christians?	What do Hindus believe about God?	How might beliefs about creation affect the way people treat the world?	How might some people show that they ‘belong’ to God?	Why might some people put their trust in God?
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



***Our Intent is: To support our children's personal search for meaning by engaging enquiry into the question, "What does it mean to be human?" Exploring answers offered by world religions and world views.***

<p><b><u>Christianity</u></b> <b><u>(God)</u></b></p> <p>Does how we treat the world matter?</p>	<p><b><u>Christianity</u></b> <b><u>(Jesus)</u></b></p> <p>Why do Christians say that Jesus is the 'Light of the World'?</p>	<p><b><u>Hindu dharma</u></b></p> <p>How might people express their devotion?</p>	<p><b><u>Islam</u></b></p> <p>Why do Muslims believe it is important to obey God?</p>	<p><b><u>Christianity</u></b> <b><u>(Church)</u></b></p> <p>What unites the Christian community?</p>	<p><b><u>Judaism</u></b></p> <p>What aspects of life really matter?</p>
<ul style="list-style-type: none"> <li>• retell (simply) the Genesis 1 story of creation</li> <li>• suggest why Christians might think it is important to look after the world</li> <li>• suggest ways that Christians might express their concern for the natural world</li> <li>• describe how and why Christians might thank God for creation at Harvest festivals</li> <li>• identify ways in which humans use (and abuse) the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• suggest what Christians might mean when they refer to Jesus as 'the Light of the world'</li> <li>• talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God</li> <li>• identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carl services, Christingle) – and the symbolic meaning</li> <li>• talk about the different ways that Christians might celebrate Christmas</li> <li>• identify different ways that humans use light</li> <li>• discuss the importance of light – as a source of comfort, security and hope</li> <li>• talk about how and why light might be an important symbol</li> </ul>	<ul style="list-style-type: none"> <li>• know that Hindus believe in one God (Brahman) who can be worshipped in many forms</li> <li>• know that these forms (the deities) have different qualities and are portrayed in different ways</li> <li>• suggest why Hindus might believe that it is important to show devotion to the deities</li> <li>• know that Hindus might worship at a Mandir and/or the home shrine</li> <li>• suggest why worship in the home might be important</li> <li>• describe the meaning and symbolism of items used in worship</li> </ul>	<ul style="list-style-type: none"> <li>• suggest why Muslims believe that it is important to respect God</li> <li>• talk about why Muslims would want to show their gratitude to God</li> <li>• know that submission to God is an important aspect of Islamic life</li> <li>• identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis</li> <li>• describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat</li> <li>• suggest how making time for the five daily prayers is an act of submission</li> <li>• talk about the ways in which shared rituals might unite</li> </ul>	<ul style="list-style-type: none"> <li>• suggest beliefs and values that might unite the Christian community</li> <li>• talk about why some Christians might think it is important to come together to worship God</li> <li>• identify symbols (images and actions) used in Christian worship</li> <li>• talk about how and why symbols might be used in Christianity</li> <li>• identify and describe features of a church</li> <li>• identify signs and symbols in the world around them</li> <li>• talk about the school logo – what values it might represent and how it might unite the school community</li> </ul>	<ul style="list-style-type: none"> <li>• to understand that what Jewish followers believe</li> <li>• to understand that there is a shared belief my most religions that there must be a cause for the existence of the world</li> <li>• retell some of the stories (eg. the story of the flood and the story of Abraham)</li> <li>• explain what these teach believers about God.</li> <li>• understand the basic rituals and rules in Judaism</li> <li>• explore examples of special days and celebrations in Judaism</li> <li>• explore how religions might provide moral</li> </ul>



***Our Intent is: To support our children’s personal search for meaning by engaging enquiry into the question, “What does it mean to be human?” Exploring answers offered by world religions and world views.***

<ul style="list-style-type: none"> <li>• talk about why our planet should matter to all humans – and how this should influence our behaviour</li> <li>• reflect on their own use of the world’s resources</li> <li>• ask questions about what they can do to show that they care about the world</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions about the value of sources of light in their own lives</li> <li>• talk about the people who provide comfort, security and hope for them</li> <li>• suggest ways in which they might be a light for others</li> </ul>	<p>(eg. arti lamp, items on the puja tray)</p> <ul style="list-style-type: none"> <li>• talk about qualities that make some people special</li> <li>• identify ways in which humans show their gratitude to the people who matter in their lives</li> <li>• talk about who is special to them and why</li> <li>• reflect on who they should be grateful to and how they might show this in words and actions</li> </ul>	<p>communities (make links with the way that the Islamic community – the Ummah – is united by prayer)</p> <ul style="list-style-type: none"> <li>• identify ways in which humans show their gratitude</li> <li>• talk about the things they do on a regular basis as a sign of their commitment and belonging</li> <li>• reflect on who they should be grateful to and how they show this</li> </ul>	<ul style="list-style-type: none"> <li>• ask thoughtful questions about signs and symbols</li> <li>• talk about communities that they belong to – and how they show their commitment to these communities</li> </ul>	<p>guidance and authority</p>
---	---	---	--	--	-------------------------------