



Programme of Study for the Barnsley Local Agreed Syllabus: The Six Key Questions These questions are the product of much thought by the Agreed Syllabus Conference and the Local Agreed Syllabus Working Groups. They are designed to guide and shape pupils' learning in RE across the years of schooling. Of course, pupils begin to handle the key questions very simply, moving on to learn about and respond to religious objects and ideas, to describe for themselves, to analyse information, and increasingly to develop the ability to draw thoughtful and balanced conclusions.

- **Question 1 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.**

As a basis for the primary local agreed syllabus six key questions are used:

Six Key Questions	What do the questions mean at Key Stage 1?	What do the questions mean at Key Stage 2?	What do the questions mean at Key Stage 3?
Why are these words special? Holy books	Pupils learn to name some holy books and talk about the stories from them that they have heard	Pupils learn to describe the stories and teachings of holy books, and make links with their own lives and ideas	Pupils explain and interpret the teachings of key authors in each religion. They respond thoughtfully to the texts studied
Why are some places special? Places of worship, objects, symbols, signs and icons, sacred sites and pilgrimages	Pupils learn about places of worship, what they are like and how special they are, and about objects and artefacts associated with them. Pupils find out about some places where religious people love to go and remember – and think of their own favourite places	Pupils learn to describe different places of worship and their symbols, and link ideas about peace, strength, love or courage to ideas about worship. Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of 'life as a journey'	Pupils explain the role of places of worship in the religions studied. They interpret the architecture, and evaluate the impact on worshippers. Pupils account for the role of pilgrimage in different religions and interpret the meaning of rituals. They respond for themselves to ideas about sacred places
How can faith contribute to community cohesion? Religious ethics, family traditions and life in the community	Pupils learn about the ways being religious makes a difference in a family. Pupils learn that our society includes many religions, and all are worth respecting. In our area or region, they can all be seen first hand	Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives	Pupils explain connections between beliefs and values, giving their own thoughtful ideas about what is good and evil in the light of belief in various ways. Pupils explain and interpret a range of forms of religious expression, and express their own insights into belief in various ways. They can explain the presence of a number of religions in their region and account for the community life of each. They express insights into what makes a good plural society
Why are some times special? Religious festivals and families	Pupils learn to name celebrations and festivals that are special to each religion, and to themselves	Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied	Pupils explain and interpret the ways festivals focus on values and values in different faiths studied. They consider and justify what they celebrate, and why
What can be learned from the lives of significant people of faith? Religious leaders	Pupils take thoughts from some stories of religious founders or leaders and think about what makes these people special	Pupils describe the lives and teachings of some great religious leaders, and make links between their beliefs, the religions they contributed to and themselves	Pupils explain the impact of the lives of inspiring religious figures, and account for the impact of their own 'heroes' on their thinking and behaviour
What do I and others feel about life and the universe around us? Religious questions	Pupils explore the puzzling questions that life in the world gives us, and talk about some answers to them from religion. They talk about the questions	Pupils describe some puzzling questions about God and humanity, and some answers from different viewpoints. They suggest answers of their own	Pupils can explain their own views and the views from religions they have studied about philosophical and religious questions to do with God, humanity and the meaning of life

Religious Education in EYFS

In Early Years Foundation Stage (EYFS), RE is not taught as a discrete curriculum area however, early learning goals lead into RE attainment targets. Equally, we aim to provide opportunities for children to experience the world of religion, identifying special places, objects, books, and stories. To support this, we have carefully planned out (Whole school) assemblies that explore different religious festivals across all 6 of the religions studied.

Understanding the World (Past and Present/ People, culture and communities)			
Skills and Knowledge (Across FS1-FS2)	What does this look like?	Transition to KS1	Characteristics of effective learning
(0-3) Make connections between the features of the family and other families.	Be open to talking about differences and what they notice. Questions such as: -‘Why do you wear a scarf around your head?’ -‘How come your hair feels different to mine?’ Point out the similarities between families, as well as focusing on differences. -Access to books of different cultures accessible for children in provision areas.	Key stage 1- 6 Key Questions: <ol style="list-style-type: none"> 1. Why are these words special? 2. Why are these places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people of faith? 6. How do I feel about life and the universe around us? 	Children in EYFS learn at different rates and abilities through: -Playing and Exploring: Children will investigate and experience things through meaningful play and ‘Have a go.’ -Active Learning: Children will concentrate on and keep on trying if they encounter difficulties, and enjoy achievements.
(3-4) Continue to develop positive attitudes about the differences between people.	Ensure that the resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences that they see between people, whilst linking to similarities between families and communities (Support through answering questions) Celebrate and value cultural, religious and community events. Help children to learn each other’s names through modelling pronunciation.	In ks1, pupils will learn: - To name holy books and talk about stories that derive from these books. - To identify different places of worship, and objects, artefacts associated with them. - The ways of being religious and how it impacts on the family. - To name celebrations and festivals that are special in each religion. - Stories of founders and leaders - To discuss puzzling questions about life. To talk about questions they would like to ask God.	-Creating and Thinking Critically: Children develop their own ideas, make links between these ideas and develop a range of strategies for doing things
(4-5) Talk about members of their immediate family and community. -Understand that some places are special to members of their community.	Focus on giving children the opportunities to discuss their own families and special times (Specifically in transition) Encourage children to share, and talk about, books pictures and photos of their family. Invite visitors in from the community and religious communities to share their experiences with the class. Plan personal topics around their interests’ These could include: <ul style="list-style-type: none"> - Birthdays - Christmas - Diwali - Chinese New Year Reference made to the context and reason for these celebrations across the world.		
(4-5) Recognise that people have different beliefs and celebrate special times in different ways.	Provide opportunities for children to engage in religious and cultural communities and their practices throughout the curriculum, at appropriate times of the year. Help children to begin to build a rich bank of vocabulary in which to describe their own lives and the lives of others.		
Early Learning Goal: Know some similarities and differences between different religions and cultural communities in this country, drawing on experiences and what has been taught in previous classes.			

Religious Education-Curriculum 2023-24

Autumn Term							
Q1. Why are these words special?		Christianity	Judaism	Islam	Buddhism	Hinduism	Sikhism
	YEAR 1	I know that the Bible is the Christian Holy Book. I can retell/ dramatise a story from the old testament in the bible.	I know that the Torah is the Jewish Holy Text. I can retell a story from the Torah .	I know that the Qur'ān is the Islamic holy book. Understand the importance of showing respect to a holy book.	I know the Writings of the Buddha is a special book. I can retell a story using the writings of Buddha.	I know that the Veda is the Hindu holy text. So that I can tell a story from the Hindu Dharma.	I know that the Guru Granth Sahib is the Sikh holy text. I know a story from the Guru Granth Sahib .
	YEAR 2	I know how to retell some stories from old/new testament of the Christian Bible . I can identify a story and identify the key messages/ moral.	I know how Jewish people treat the Torah. I can become familiar with a story that is of significance to Jewish people.	I can retell some stories from the Qur'ān . I know how to talk about a book that is special to me and ask questions to find out why a book is special to someone else.	I know a story from the Way of the Buddha: Jataka Tales. I can design my own special book based on what I have learned.	I know how Hindus respect the Veda. I can discuss a story from the Veda: Bhagavad Gita and the Ramayana.	I know how Sikh people treat the Guru Granth Sahib to show that it is special. I know how to discuss a special book of my own and talk about why I like it.
	YEAR 3	I know some stories that convey Christian beliefs. I know where the bible comes from. I can describe the impact that this has on Christians and their beliefs.	I know how some stories from the Torah can be used to explain some of life's questions: Jonah & Samuel. I can suggest answers to questions about why these stories are special and what they might mean.	I know how to describe how Muslims revere the Holy Qur'ān . I know how to handle the holy book and make a list of rules/ instructions. .	I know how to describe how followers of the Buddha revere the writings of the *Buddha . I can describe the importance if these stories to Buddhists.	I know how to discuss some Hindu stories: Ganesha stories. I can explain the importance to Hindus. .	I know the special rituals when reciting from the Guru Granth Sahib. I can show that I understand the importance of holy books across 6 major religions (with comparison)
	YEAR 4	I know some Christian stories which show Jesus as a leader. I can link a parable to specific time in the Christian Calendar.	I can revisit previously told stories. I can link the importance of these stories with how the Torah is treated and respected. I can look at a Torah scroll and hear why they are treated in a special way.	I know how Islamic children interpret Arabic. To understand why Muslim children, learn Arabic.	I know some stories of Buddha and can think about some sayings from the writings of Buddha. I can link these to my own life and experiences.	I know how to suggest meanings from some Hindu stories: Hanuman. I can infer the meanings of a range of stories.	I know how the Guru Granth Sahib has developed from oral tradition to written form. I can make comparisons between stories.
	YEAR 5	I understand how some parables from the Bible are important to Christian beliefs. I can retell a parables and the messages it conveys linked to Christian beliefs.	I know how some stories from the Torah can be used to explain some of life's questions: Isaac and Abraham. I can understand the messages that this sends to Jewish followers.	I know how to show that I understand a reason for respecting this book. I can describe the importance of respecting the holy book in Islamic religion.	I know how to show that I understand some questions about Buddhist life. I can explain how they link to the way in which a Buddhist would lead their life.	I know how religious figures relate to the sacred text: Avatars of Vishnu. I can explain the importance of Vishnu to the Hindu faith and the key messages conveyed.	I know that the Guru Granth Sahib is a text of sacred words for Sikhs. I can explain the significance of Guru Arjan Dev Ji. Explain how/ why the Granth Sahib is treated by Sikhs.
	YEAR 6	I know how to make links between some stories, history and artwork connected with the Bible and some beliefs which are important to Christians. I can describe a story of my choice and how this may link to how a Christian may lead their life.	I know how some stories from the Torah can be used to explain some of life's questions: Daniel, Esther or Ruth. I can write creatively about finding or inventing, 'the most important book in the world.'	Show that I understand some questions about Allah , and some Muslim answers. I can inferences using your own understanding. I can explain the significance of Allah to Muslim followers.	I know how to show that I understand some questions about life, and some answers of followers of the Buddha. To describe why people may choose to lead a life as a Buddhist.	I know how some Hindu stories are significant within the religion: Stories of the Ramayana. To make links between stories and the impact that they have on the life of a Hindu follower.	I know the significance of Guru Arjan Dev Ji within Sikhism. I can summarise the impact that key figures and texts have upon religious followers. I may link to my own beliefs.

Autumn Term

Q2. Why are some places special?		Christianity	Judaism	Islam	Buddhism	Hinduism	Sikhism
	YEAR 1	<p>I understand what makes a place special. I know how to respond sensitively to the how people feel in their special place..</p> <p>I can begin thinking about a special place of my own and making links to the church.</p>	<p>I know how to think about a place I have been to that feels special to me.</p> <p>I can identify a synagogue.</p> <p>I can talk about what a synagogue is like</p>	<p>I know how to recognize that a Mosque is a Muslim holy building.</p> <p>I can talk about why a Mosque is important to a Muslim.</p>	<p>I know how to recognise that a Vihara is a holy building for followers of the Buddha.</p> <p>I can identify a Vihara.</p> <p>I can say why a Vihara is important to a Buddhist.</p>	<p>I know how to identify a Hindu shrine in a Hindu house</p> <p>I can tell why this is important to a family.</p> <p>I can identify a Mandir.</p>	<p>I know how to tell you about something which happens at a Gurdwara</p> <p>I can say why this is important for Sikhs.</p>
	YEAR 2	<p>I know how to identify a Christian place of worship as a place. I know that there are different forms of Christian place of worship. I know the different reasons for visiting a church.</p> <p>I can suggest some reasons why it is an important place. I can talk about an important time to visit a church.</p>	<p>I know how to identify a synagogue and talk about something in it.</p> <p>To give one reason why Jerusalem is a special place for Jews.</p> <p>I can say why the Synagogue is special.</p>	<p>I know how to suggest a reason why praying daily matters to Muslims.</p> <p>I can understand that prayer takes place in different special places.</p> <p>I can identify the importance of the prayer mat and Mecca.</p>	<p>I know how to suggest a reason why calmness and peace matter to followers of the Buddha.</p> <p>To identify where and how they find peace-enlightenment.</p>	<p>I know what a Mandir is. I know what routine takes place at the Mandir.</p> <p>I know how Hindus pray in the Mandir.</p> <p>I can describe the importance of the Mandir to a Hindu.</p>	<p>I know a place I go to or a ritual I have which helps me.</p> <p>To understand why worshipping at the Gurdwara is important to Sikhs. To talk about how this may make them feel.</p>
	YEAR 3	<p>I know how to describe a place which is special.</p> <p>I can describe why Christians may visit the church for a gathering (Christian Calendar)</p>	<p>I know how to describe some objects that are special to me and suggest how I would like them to be treated respectfully.</p> <p>I can link this to objects within the Jewish religion and how they are treated.</p>	<p>I know how to describe some objects that are special to Muslims. I know how they are treated.</p> <p>I can identify items in the Mosque and why they are special, linked to how they are treated.</p>	<p>I know how the importance of a Buddhist visiting the first-time places where *Buddha lives.</p> <p>I can identify the significance of one place of Buddha's four sights.</p>	<p>I know how families celebrate special things together at home and elsewhere</p> <p>To link special objects at home and the Mandir and their meaning- linked to faith. .</p>	<p>I know how to describe some internal and external features of a Gurdwara</p> <p>I can link this to objects within the Sikh religion and how they are treated.</p>
	YEAR 4	<p>I know that different churches have similarities and differences.</p> <p>I can describe the similarities and differences between local places of worship</p>	<p>I know how to describe some external and internal features of a synagogue</p> <p>I can describe specific objects and their significance to Jews.</p>	<p>I know that different religions have different special places. I know why Muslims visit the Ka'bah</p> <p>I can describe how visiting the Ka'bah for the first time might make them feel and behave.</p>	<p>To what is seen and how it feels to be part of a pilgrimage.</p> <p>To link feelings of new discoveries to feelings Buddhists feel when taking part in their pilgrimage.</p>	<p>I know how to that religious journeys and pilgrimage are prevalent in more than one religion. I know that there are similarities and differences.</p> <p>I can describe how a Hindu would feel about what might be seen, tasted, heard, smelt and felt during Puja.</p>	<p>I know and understand internal and external features of a Gurdwara and their significance to Sikhs. .</p> <p>I can identify an object and explain why it is important to a Sikh and its origin.</p>
	YEAR 5	<p>I know how to describe how an object or a piece of music might inspire a Christian during worship.</p> <p>I can link their significance to occasions.</p>	<p>I know how to describe Jerusalem and explain why it is a special place for Jews.</p> <p>I can describe what happens there and why it is significant.</p>	<p>I know how to suggest meanings for the feelings we experience when we are in large crowds.</p> <p>I can link these feelings to Muslims visiting the Ka'bah.</p>	<p>I know how to ask questions about the meaning of the life story of the *Buddha.</p> <p>To use questions about Buddha and try to answer them using the story of the four sights.</p>	<p>I know what a Hindu pilgrimage. I know the significance linked to Hinduism.</p> <p>I can describe the feelings felt and by Hindus when taking part in Pilgrimage.</p>	<p>I know how to describe some objects that are special to me and describe how I would like them to be treat respectfully</p> <p>To link these objects to significance of items within the Sikh religion. (5 KS)</p>
	YEAR 6	<p>I know that different hymns and music are specific to special occasions.</p> <p>To describe the impact specific music has on Christians during worship and explain why.</p>	<p>I know how to link Jewish feeling about Jerusalem with how I feel about a special place of my own.</p> <p>I can explain how such a place has historical and religious meaning.</p>	<p>I know how to ask questions about the meaning of the Hajj.</p> <p>I can discuss why Muslims feel it is important to make this journey.</p>	<p>Understand that religious places come in many forms.</p> <p>To explain the significance of holy buildings in Buddhism linked to another religion.</p>	<p>I know what might happen on a Hindu pilgrimage or on a temple worship.</p> <p>I can say why these matters to Hindu's, linked to the pilgrimage of another religion.</p>	<p>I know how to tell you a story about the Golden Temple and why it's a special place for Sikhs.</p> <p>To explain the importance of the Golden Temple and the significance to the Sikh religion.</p>

Spring Term

Q4. Why are some times special?		Christianity	Judaism	Islam	Buddhism	Hinduism	Sikhism
	YEAR 1	I know a time which is special for Christians I can talk about the special events that take place during this time.	I know specific rituals for Jews do on a special occasion. I can say what the ritual is and why it is important.	I know why Muslims celebrate Eid al-Fitr . I can say what special rituals take place and why.	I know about the 'Way of the Buddha'. I can identify some of the ways Wesak is celebrated	I know that there are different special occasions in Hinduism. I can identify at least one and the rituals during the celebration.	I know that that there are different Special occasions linked to Sikhism. I can identify at least one and the rituals during the celebration.
	YEAR 2	I know that people have different special occasions. I can identify why they are special and what they do that is special to them.	I know at least one special occasion and suggest why it is an important time. I can explain why this occasion is special and what happens to celebrate this.	I know a Muslim festival. I can retell the origins and purpose of the celebration.	I know about the ways Wesak is celebrated I can explain one celebration in detail and why it is celebrated in a certain way.	I know the celebration Raksha Bandhan I can talk about why friendship is special to me.	I know a Sikh festival. I can retell the story behind it- linked to beliefs.
	YEAR 3	I know and can explain about a special time of my own. I can link the rituals to religious festivals.	I know specific rituals what Jews undertake on special occasions. I can identify the purpose for these rituals and explain why they are important.	I know at least two Muslim celebrations. I can explain the similarities and differences between the two celebrations.	I know that followers of the Buddha celebrate a Vihara. I can explain what happens and the messages conveyed.	I know a variety of festivals in Hinduism. I can say how they are celebrated and make links to the similarities and differences.	I know the celebrations of some Sikh festivals. I can link the similarities and difference of these festivals.
	YEAR 4	I know how to respond sensitively to the feelings Christians have at special times. I can link these feelings to celebrations of my own and compare.	I know how Jews celebrate special occasions. I can explain the origins behind these festivals and their significance (two festivals)	I know what defines a 'special day'. I can link this to a special day in the Muslim calendar and compare.	I know why some celebrations are valuable to Buddhists I can describe how it impacts on their lives	I know how to describe what happens at a Hindu festival. I can say why it matters to Hindus.	I know how to tell you what Sikhs do on special occasions. I can describe why it matters to sikhs..
	YEAR 5	I know about a Christian festival and describe why it is a special time for Christians. I can recall the sequence of events and their meanings.	I know and describe the rituals and traditions in a Jewish festival I can describe when I might have experienced similar feelings or celebrated similar things.	I know how people celebrate Ramadan . I can explain the importance of these festivals, linking with the importance of other festivals I know.	I know about the life of a monastic learner. I can recall key milestones.	I know the importance of Navrati. I can explain how this links to other Hinduism special times.	I know the main celebrations (and their meanings) in the Vaisakhi festival.. I can compare the how the celebrations and their origins to at least one other religion.
	YEAR 6	I know how to talk about times when special things happened to me, and about how I felt. I can link this to special feelings during the Christian Calendar.	I know a range of Jewish belief I can make links between tradition and the foundations behind them.	I know and can ask questions about the impact of self-denial or self-control on a person's life. I can link these to key religious festivals in Islam.	I know why the followers of the Buddha stay at a monastery as a Bhikkhu (monk) during their youth. I can link the key milestones with role of a Buddhist Monk.	I know how to apply the themes taught in Hinduism to my own life. I can compare special times in Hinduism with my own..	I know how to tell you about times when I might have experienced special times. I can relate to feelings or or celebrations in Sikhism.

Spring Term

		Christianity	Judaism	Islam	Buddhism	Hinduism	Sikhism
Q5. What can be learned from the lives of significant people of faith?	YEAR 1	I know some important Christians and give examples of their roles. I can suggest why these people are important	I know how a story and a law which Jewish children learn from Jewish adults. I can retell the law and why it is important in Judaism.	To understand the importance of Muhammad (pbuh) to Muslims. I can say why he is important to Muslim followers.	I know and can retell a story of the *Buddha . I can say why he is important to Jewish people.	I know how to retell the story of Rama and Sita. I can say something about what the story means.	Retell a story about a Sikh Gurus. I can pick one say why he's important to Sikhs.
	YEAR 2	I know how to suggest some of the qualities special people have. I can explain how some people have a special role within a group..	I understand that some people are trained to teach others (Rabbi) I can discuss the importance of a Rabbi.	I know how to name The Prophet *Muhammad (pbuh) as the leader of Islam . I can retell a story about him.	I know and can explain that the *Buddha is the founder of the 'Way of the Buddha'. I can say why he is important to the Buddhist way of life.	I know the story of Rama and Sita. I can explain their impact on Hindu people	I know people in my own life are important to me. I can explain important people to the Sikh religion.
	YEAR 3	I know a range of inspiring Christian Leaders- Jesus I can explain how they inspire other people..	I know the story of Abraham and key events of his life. I can retell it to others, linking the event to key beliefs.	I know who Muhammad is and can explain why he was so important. I can give reasons for my choices.	I know who the Buddha is his impact on Buddhists. I can explain why he is important to some people.	I know the importance of Mohandas Gandhi's story. I can recall key parts of it, linked to Hinduism.	I know a range of Sikh Guru's. I can explain why they are important to Sikh's.
	YEAR 4	I know a range of inspiring Christian Leaders- Saint Paul. I can retell the story of Saint Paul.	I know the story of Abraham . I describe his impact on the Jewish faith.	I know key moments in the life of *Muhammad (pbuh) I can link these to beliefs of Muslims.	I know how people follow the *Buddha . I can make comparisons with other religions.	I know some key events in Mohandas Gandhi's story. I can describe how his beliefs and how they link to Hinduism.	I know and can explain a key story of the Sikh Guru. I can link it to stories of other Gurus.
	YEAR 5	I know of a range of Christian leaders. I can talk about their influence and achievements in detail.	I know what qualities are important to inspire someone close to me. I know how these qualities are linked with those of leaders.	I know the impact Muhammad (pbuh) has on the Islam community. I can explain how Muslims lead life around the teachings of Muhammad (pbuh)	I know some key moments in the *Buddha's life. I can explain how these moments have shaped the beliefs of modern Buddhists.	I know and understand what Mohandas Gandhi's achievements. I can explain them in detail.	I know the stories of at least 3 of the Sikh gurus. I can describe their impact on the Sikh faith.
	YEAR 6	I know the qualities I admire in people I respect. I can identify how specific qualities are linked to inspirational people.	I know how to describe the qualities of someone who inspires me. I can link these qualities to a Jewish leader.	I know that Muslims lead their lives around the life of *Muhammad (pbuh) . I can use his teachings and link them to the beliefs in other religions.	I know why the Four Noble Truths matter to a follower of the *Buddha . I can explain how they lead their lives in relation to these Noble Truths.	I know the teachings that Mohandas Gandhi taught. I can describe the impact it might have today.	I know the key qualities of someone that inspires me and can explain how this makes me feel. I can link this to the impact that Gurus have upon the lives of Sikhs.

Summer Term							
Q3. How can faith contribute to community cohesion?		Christianity	Judaism	Islam	Buddhism	Hinduism	Sikhism
	YEAR 1	I know examples of where Christianity can be seen in my community I can talk about some of the ways Christians worship God.	I know what a Jewish ritual in the home means, I can tell you how Jews treat the Sefer Torah in a special way.	I know that different people live by different rules. I can explain how we must respect that in society.	I know that different people live by different rules. I can talk about the Buddha's idea of living harmlessly.	I know about some of Rama's qualities. I can discuss how this helps Hindus to know how to behave.	I know what Sikh's do and how to show they are Sikh's. I can talk about at least one thing that is special about a Sikh person.
	YEAR 2	I know about my own experiences of caring and being cared for. I can link this to messages conveyed to Christians.	I know about one thing Jewish people do to connect to the community. I can explain why it is special to Jews.	I know a special rule for behaviour at home and in school, e.g. 'be kind' or 'listen to others'. I can link this to how Muslims behave in a certain way.	I know why a follower of Buddha might want to live as a Bhikkhus or Bhikkunis . I can explain the importance of their role to the religion.	I know which qualities I think are important and how they help me to know what to do. I can link these to qualities of a Hindu, and how they act.	I know about some special things I wear at different times for different occasions. I can link these to the dress of Sikh men and women.
	YEAR 3	I know ways in which Christians put their beliefs into action. I can explain ways that they help others.	I know about the effects of the Jewish beliefs on the home I can explain rituals in a the home of a Jewish person. Mezuzah - Shabbat - Kashrut (Kosher)	I know what would happen if everyone kept, or if everyone broke the rules . I can talk about how Muslims live by certain rules.	I know the Five Precepts of the *Buddha . I can explain how this links to the way that Buddhist contribute to a community.	I know what happens at a Hindu wedding or Festival. I can explain the impact on community	I know about a time where I celebrated with others as part of a group. I can link this to a key celebration within the Sikh calendar.
	YEAR 4	I know about the community work of different Christian places of worship . I can research and explain the work in my local church.	I know about something a synagogue offers to people in the community. I can explain how this important for Jewish people.	I know what the Five Pillars are and the importance of them. I can link these to how Muslims lead their lives.	I know some ways life may be good, or may be hard for local followers of the Buddha. I can describe them in full.	I know about a time when I have celebrated with others. I can talk about it with others. I can link this to a Hindu Festival for similarities.	I know what langar is. I can explain what it represents for Sikhs..
	YEAR 5	I know about times in my life when I have helped to care for others. I can describe how these acts may link with community acts of Christians..	I know what a Jewish ritual in the home means. I can tell you about what Bar Mitzvah/ Bar Mitzvot means.	I know how to ask questions about the practice and meaning of the Five Pillars . I can name the pillars and their individual meanings- link to acts.	I know how to ask questions about the practice and meaning of the Five Precepts . I can name the pillars and their individual meanings- link to acts.	I know some Hindu beliefs about God. I can describe the impact on Hindu life.	I know how to describe times when I meet and share food as a sign of welcome. I can describe this in relation to the Sikh religion.
	YEAR 6	I know how to talk about the sort of community events which I think are important in a place which feels good to live in. I can explain how this promotes cohesion.	I know how to describe why community feeling is important. I can suggest things which foster this- linked to Jewish beliefs.	I know and can discuss Muslims beliefs and practices. I can compare them (similarities and differences with another religion- of my choice)	I know how the Five Precepts might link to my own life. I can explain them to others.	I know how to relate Hindu beliefs about God to my own life. I can explain what influence they might have on how I choose to behave.	I know how to describe something Sikh's believe about God. I can share how this contributes to how they live their lives.

Summer Term

		Christianity	Judaism	Islam	Buddhism	Hinduism	Sikhism
Q6. How do I and others feel about life and the Universe around us?	YEAR 1	I know key Christian beliefs. I can talk about one beliefs linked to a Christian story.	I know a Jewish story which raises puzzling questions. I can respond to one of these questions.	I know how important the world is to Muslims. I can talk about why the world in important to them.	I know a story of the *Buddha which shows care for nature. I can explain how Buddhists care for nature.	I know an example of a good action and a bad action. I can say why they are good and bad.	I know about Sikh values. I can retell a story about a Sikh Guru as an example.
	YEAR 2	I know what Christians believe because of the stories about God creating the world. I can explain how god created the world in 7 days.	I know of a question which puzzles me about something I have experienced. I can explain the question and link to some questions that Jewish people may have.	I know that Muslims try to look after the world because they believe it belongs to Allah . I can talk about what they try to look after and why.	I know that followers of the *Buddha try to look after the world because they want to follow the *Buddha's way of doing no harm. I can explain what belief is and how they act upon it.	I know about Hindu beliefs in reincarnation. I can talk about the importance of doing good actions.	I know about a time when I have been helped, or when someone has helped me I can talk about how Sikhs care for the world.
	YEAR 3	I know that there are arguments for and against the existence of God. I can share an argument for both sides.	I know Jewish stories that offer answers (or beliefs) linked to puzzling stories about life. I can share on of these stories and comment respectfully.	I know that Muslims believe the world belongs to Allah. I can share why they feel the world belongs to Allah.	I know about my own behaviour towards the natural world: How do I treat animals and the world of nature? I can link my actions to key Buddhist beliefs.	I know the story of Mahabharata. I can retell it to others.	I know the importance of helping someone. I can link to what Sikh's believe and why helping others is important
	YEAR 4	I know how I would like people, animals, and things in the natural world to be treated. I can identify the responsibility of everybody in the world.	I know how to retell a Jewish story which raises puzzling questions, including its context. I can discuss and respond to one of those questions based on what I know.	I know how to talk about my own behaviour towards the natural world. I can relay the importance of Muslims and their behaviour towards the natural world.	I know how to give three examples of 'why' questions about life and the universe which are difficult to answer. I know how to say what I think about two of these questions.	I know how to describe the story of the Mahabharata. I can talk about one Hindu belief it conveys.	I know what equality and tolerance are. I can explain them to others, linked to Sikh beliefs.
	YEAR 5	I know three examples of 'why?' questions about life and the universe which are difficult to answer. I can use what I know to try and explain different viewpoints.	I know how to think of a question which puzzles me about something I have experienced. I can explain what I might say to someone with the same question.	I know how to give three examples of 'why' questions about life and the universe which are difficult to answer I can answer these with a Muslim viewpoint- linked to beliefs..	To raise key questions about life, according to Jewish people I can suggest what a follower of the Buddha's answer to these questions might be.	I know a variety of Hindu beliefs that are conveyed in the story of Mahabharata. I can explain one of them linked to beliefs.	I know how to describe what many Sikhs believe about equality, tolerance, and service. I can explain these with examples.
	YEAR 6	I know how to answer these questions, using the beliefs of the Christian faith.	I know how to identify and discuss some difficult issues relating to the Jewish faith during the Second World War.	I know how to say what I think about two of these questions.	I know how to say what I think about the Buddha's way of reducing suffering using compassion and meditation.	I know how to describe how one of the themes from the Mahabharata might have an impact on people today, including myself.	I know how to recognise where in the world equality and tolerance are an issue and describe what I would like to do about them.