



RE Skills & Knowledge

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Where do we belong?	<ul style="list-style-type: none">• To talk about lives of people around them• To talk about roles in society• To talk about members of family and community• To name and describe people who are familiar to them• To understand that some places are special to members of their community• To recognise that people have different beliefs• To recognise that people celebrate special times in different ways• To know some similarities and differences between different religious communities in this country, drawing on their experiences and what has been read in class• Explain some similarities and differences between different religious communities in this country, drawing on their experiences and what has been read in class						



RE Skills & Knowledge

		Reception	Y1	Y2	Y3	Y4	Y5	Y6
Special times	How and why do we celebrate? What times are special to different people and why?	<ul style="list-style-type: none">To give examples of special occasions and suggest features of a good celebrationTo recall simple stories connected with Christmas/Harvest, Diwali and EidTo say why festivals are special times for believers of different faiths						
Special stories	Why are some stories special? What special messages can we learn from	<ul style="list-style-type: none">To talk about and recall some religious stories e.g. through role play, art, model makingTo share features of a story that they like and explain whyTo identify a sacred text e.g. Bible, Qur'anTo identify that the Bible and Qur'an are special						



RE Skills & Knowledge

		Reception	Y1	Y2	Y3	Y4	Y5	Y6	
Special places	What buildings are special to different people? What is special about our world?	<ul style="list-style-type: none">• To talk about their special place and explain why it is special• To be aware that some Christians, Muslims and Hindus have places that are special to them• To know that the Church is a hold place for a Christian, a Mosque is a holy place for a Muslim and a Temple is a holy place for a Hindu• To identify some significant features found inside and outside a Church or Mosque• To talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque• To talk about the wonders of the natural world• To express ideas about how to care for animals and plants• To retell stories to explain Christian and Muslim ideas about Creation and the natural world• To talk about ways in which people can harm the natural world• To talk about ways in which people can look after the natural world							



RE Skills & Knowledge

		Reception	Y1	Y2	Y3	Y4	Y5	Y6
Beliefs and Values	Christianity - God		<ul style="list-style-type: none"> To know that Christians refer to God as 'Father' To be able to talk about why Christ[ian]s might compare God to a loving parent 	<ul style="list-style-type: none"> To simply retell the Genesis 1 story of creation To begin to explain why Christians might think it is important to look after the world 	<ul style="list-style-type: none"> To know that the Abrahamic faiths believe in prophets To know that many of the prophets are shared across the three religions To be able to identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah) To suggest why the prophets (Noah, Abraham, Moses, Jonah) chose to listen to and follow God 	<ul style="list-style-type: none"> To explore different Christian beliefs about the Bible as the word of God To explain why the Bible can be described as a library To give examples of the different types of writings found in the Bible To describe why some Christians might view the Bible as an important source of authority and moral guidance 	<ul style="list-style-type: none"> To describe Christian beliefs about sin and forgiveness To describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God To suggest different ways that the story of Adam and Eve might be understood by Christians 	<ul style="list-style-type: none"> To explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God To explain how the rituals might differ between different denominations (eg. infant baptism and believer's baptism)
			<ul style="list-style-type: none"> To discuss how and why Christians might want to talk to God To suggest symbolic meanings of rituals and items used in Christian prayer 	<ul style="list-style-type: none"> To suggest ways that Christians might express their concern for the natural world To describe how and why Christians might thank God for creation at Harvest festivals 	<ul style="list-style-type: none"> To identify Christians who might be described as people who listened to and followed God To describe how and why some Christians might devote their lives to serving God To talk about what is meant by a sense of vocation 	<ul style="list-style-type: none"> To explain why Christians might have different views about how to interpret and apply the Bible To explain why Christians might also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer, conscience) 	<ul style="list-style-type: none"> To describe and explain how and why Christians might use the Lord's Prayer To analyse and interpret the Lord's Prayer – and what guidance it provides for Christians To suggest things that might lead Christians into temptation in the modern world To explain how and why they might try to resist any temptations 	<ul style="list-style-type: none"> To analyse the importance of Christian rites of passage as an expression of faith and commitment To use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies
Living Religious	Christianity - God		<ul style="list-style-type: none"> To discuss how and why Christians might want to talk to God To suggest symbolic meanings of rituals and items used in Christian prayer 	<ul style="list-style-type: none"> To suggest ways that Christians might express their concern for the natural world To describe how and why Christians might thank God for creation at Harvest festivals 	<ul style="list-style-type: none"> To identify Christians who might be described as people who listened to and followed God To describe how and why some Christians might devote their lives to serving God To talk about what is meant by a sense of vocation 	<ul style="list-style-type: none"> To explain why Christians might have different views about how to interpret and apply the Bible To explain why Christians might also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer, conscience) 	<ul style="list-style-type: none"> To describe and explain how and why Christians might use the Lord's Prayer To analyse and interpret the Lord's Prayer – and what guidance it provides for Christians To suggest things that might lead Christians into temptation in the modern world To explain how and why they might try to resist any temptations 	<ul style="list-style-type: none"> To analyse the importance of Christian rites of passage as an expression of faith and commitment To use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies



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Shared Human	Christianity - God		<ul style="list-style-type: none"> To talk about the importance of love in families To talk about the ways in which they are cared for and supported by family members 	<ul style="list-style-type: none"> To identify ways in which humans use (and abuse) the natural world To be able to talk about why our planet should matter to all humans – and how this should influence our behaviour 	<ul style="list-style-type: none"> To identify inspirational people/role models for the world today. To describe the qualities that inspirational people might have 	<ul style="list-style-type: none"> To discuss why people might have different views about what is right and wrong – and where these views might come from To describe the different sources of authority that humans might look to when making decisions about how to live their lives 	<ul style="list-style-type: none"> To consider the different ways that myth and stories are and used To explain how a 'truth' might be contained within a story 	<ul style="list-style-type: none"> To discuss how people change during the course of their lifetime To explore the key events that humans might mark on the journey of life To consider the value of celebrating landmarks in life – for individuals and communities
Search for personal	Christianity - God		<ul style="list-style-type: none"> To reflect on their own role within the family To discuss who they can talk to when they are happy/sad/worried 	<ul style="list-style-type: none"> To reflect on their own use of the world's resources To ask questions about what they can do to show that they care about the world 	<ul style="list-style-type: none"> To discuss who makes a good role model and why To raise and discuss questions about following others – including both positive and negative responses 	<ul style="list-style-type: none"> To reflect on their own understanding of morality and where it comes from To raise questions and discuss responses to different ideas about how to live well 	<ul style="list-style-type: none"> To consider how they decide what is 'true' To explain how there might be different types of truth To discuss and debate things that they consider to be true that others might disagree with 	<ul style="list-style-type: none"> To ask and respond thoughtfully to questions about how they have changed during their life so far To explain how they might continue to change To discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life



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Beliefs and Values	Christianity - Jesus		<ul style="list-style-type: none"> To know and retell a simple version of the nativity story. To be able to talk about why Christians would say that Jesus is a special baby. To be able to talk about how different characters in the nativity welcome the baby Jesus. 	<ul style="list-style-type: none"> To suggest what Christians might mean when they refer to Jesus as 'the Light of the world' To identify and talk about the different titles that might be given to Jesus – Christ/ Messiah/ Saviour/Son of God 	<ul style="list-style-type: none"> To know what is meant by discipleship To identify the people who became disciples of Jesus To suggest why Jesus' disciples decided to follow him To identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19) 	<ul style="list-style-type: none"> To retell the story of Jesus in the wilderness To identify Christian beliefs about Jesus reflected in this story To suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) 	<ul style="list-style-type: none"> To describe Christian beliefs about miracles as 'signs' of the divinity of Jesus To retell a selection of miracle stories To explain what the miracle stories might reveal to Christians about the nature of Jesus 	<ul style="list-style-type: none"> To retell the events leading up to and including the death of Jesus To explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life
Living Religious Traditions	Christianity - Jesus		<ul style="list-style-type: none"> To identify religious aspects of Christmas celebrations To talk about why Christmas is a special time for Christians 	<ul style="list-style-type: none"> To identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) To explain the symbolic meaning of light during Christmas celebrations To talk about the different ways that Christians might celebrate Christmas 	<ul style="list-style-type: none"> To describe how and why Christians might try to follow the example of Jesus through mission and charity work To describe the work of one Christian organisation that aims to help people To explain how the work of a Christian organisation is an expression of their Christian beliefs 	<ul style="list-style-type: none"> To describe what a Christian might do during Lent and why To explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this To discuss Christians who have been examples of sacrificial love (eg. Oscar Romero) To explain how Christians were motivated by their faith 	<ul style="list-style-type: none"> To describe why some Christians might go on pilgrimage to places associated with miraculous events To explain the impact that belief in miracles and the power of prayer might have on a Christian 	<ul style="list-style-type: none"> To explain how and why Christian individuals and communities might celebrate the events of Holy Week To use religious vocabulary to describe and explain the Eucharist To explain different Christian beliefs about the Eucharist and its importance



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Shared Human Experience	Christianity - Jesus		<ul style="list-style-type: none"> To consider how and why babies might be special To explain why babies need love and care. To talk about the importance of looking after those who cannot help themselves 	<ul style="list-style-type: none"> To identify different ways that humans use light To discuss the importance of light – as a source of comfort, security and hope To talk about how and why light might be an important symbol 	<ul style="list-style-type: none"> To talk about what it means to have charismas To describe what makes a good leader and why people might want to follow him/her To discuss what motivates people to want to make a difference 	<ul style="list-style-type: none"> To consider differing attitudes and responses to the concept of sacrifice (both positive and negative) To discuss why many people are willing to make sacrifices for the people they love To discuss why some people may be willing to make a sacrifice for someone they don't even know 	<ul style="list-style-type: none"> To explain the difference between fact, opinion and belief To consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God 	<ul style="list-style-type: none"> To consider how people might mature and become stronger through overcoming difficulties To consider the value of being part of a community on the 'journey of life'
Search for personal meaning	Christianity - Jesus		<ul style="list-style-type: none"> To talk about their own beginnings and how they were welcomed into the family. To reflect on who has helped them in life so far. 	<ul style="list-style-type: none"> To ask questions about the value of sources of light in their own lives To talk about the people who provide comfort, security and hope for them To suggest ways in which they might be a light for others. 	<ul style="list-style-type: none"> To reflect on their own leadership abilities To discuss their own desires to make a difference in the world/in their communities 	<ul style="list-style-type: none"> To give examples of acts of sacrifice that have been done by or for them To discuss who or what they would be prepared to make sacrifices for To consider the value of sacrifice – as an expression of love and commitment 	<ul style="list-style-type: none"> To discuss their own beliefs To explore whether there is anything that they accept as truth which others may not agree with? To reflect on how they make decisions about what is/is not true 	<ul style="list-style-type: none"> To raise questions and discuss the extent to which they agree that 'suffering makes you stronger' To discuss own experiences and attitudes towards the importance of having companionship on the journey of life



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Beliefs and Values	Christianity – The Church		<ul style="list-style-type: none"> To know that some Christians welcome babies into the God’s family (the Church) with baptism ceremonies To talk about what it might mean to belong to the Church family 	<ul style="list-style-type: none"> To suggest beliefs and values that might unite the Christian community To talk about why some Christians might think it is important to come together to worship God 	<ul style="list-style-type: none"> To know what Christians mean by the Holy Spirit To suggest how belief in the Holy Spirit as God’s presence in the world might have an impact on individuals and communities To identify Christian values exemplified in the gifts/fruits of the Spirit 	<ul style="list-style-type: none"> To retell some of the main parables of Jesus To explain how and why the parables might be an important source of guidance for Christians To suggest ways that Christians might put these teachings into action in the 21st century 	<ul style="list-style-type: none"> To describe what Christians mean when they talk about one God in Trinity To identify the beliefs contained within the Apostle’s Creed To explain why the Christian community (The Church) might want/need an agreed statement of belief 	<ul style="list-style-type: none"> To explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian To simply explain Christian beliefs about salvation To explain how Christian beliefs about life after death might affect a believer’s sense of purpose and behaviour throughout the journey of life
Living Religious Traditions	Christianity – The Church		<ul style="list-style-type: none"> To identify features of baptism – e.g. the font, candles, godparents To talk about why parents might want to have their child baptised 	<ul style="list-style-type: none"> To identify symbols (images and actions) used in Christian worship To talk about how and why symbols might be used in Christianity To identify and describe features of a church 	<ul style="list-style-type: none"> To identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations To describe how and why Pentecost is celebrated To describe why some Christians might take part in a procession of witness 	<ul style="list-style-type: none"> To describe and explain (with examples) Christian attitudes about how to treat others To explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed 	<ul style="list-style-type: none"> To describe and explain the meaning of a range of symbols that might be used for the Trinity To explain how symbols might unite the worldwide Christian Church To describe the role of places like Taizé where Christians from different backgrounds might come together to worship 	<ul style="list-style-type: none"> To explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) To analyse Christian teachings about the importance of forgiveness To give examples of people who have put Christian teachings into practice



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Shared Human Experience	Christianity – The Church		<ul style="list-style-type: none"> To talk about what it means to belong to a family To talk about the role of families in raising children 	<ul style="list-style-type: none"> To identify signs and symbols in the world around them To talk about the school logo – what values it might represent and how it might unite the school community 	<ul style="list-style-type: none"> To describe aspects of being human that we should be proud of To discuss what it means to be a successful human – and the different measures of success that might be applied 	<ul style="list-style-type: none"> To explain (with examples) how and why people might use stories to pass on wisdom and guidance To discuss how and why fables might be an important aspect of human history and culture 	<ul style="list-style-type: none"> To consider what we mean by sources of authority. To give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life To discuss different responses to sources of authority 	<ul style="list-style-type: none"> To discuss differing ideas and opinions about the purpose of human life To explain how the beliefs of the purpose of human life might influence relationships with others To discuss the importance of saying sorry and forgiveness in maintaining relationships with others
Search for personal meaning	Christianity – The Church		<ul style="list-style-type: none"> To talk about their own identity as part of a family and part of the school community 	<ul style="list-style-type: none"> To ask thoughtful questions about signs and symbols To talk about communities that they belong to – and how they show their commitment to these communities 	<ul style="list-style-type: none"> To discuss their own sense of value and what is good /unique about being them To reflect on the people that they value in their lives To explain how they show their appreciation to others 	<ul style="list-style-type: none"> To discuss examples of wisdom and guidance that they have learnt from stories To consider what messages /words of wisdom they would want to pass on to future generations – and how they would do this 	<ul style="list-style-type: none"> To raise meaningful questions about things that puzzle them To differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values 	<ul style="list-style-type: none"> To raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) To reflect on the benefits and difficulties of forgiveness



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Beliefs and Values	Islam		<ul style="list-style-type: none"> To know that Muslims believe in one God (Allah) To know that Muslims believe the world was created by God To talk about why Muslims might value the natural world 	<ul style="list-style-type: none"> To suggest why Muslims believe that it is important to respect God To talk about why Muslims would want to show their gratitude to God To know that submission to God is an important aspect of Islamic life 	<ul style="list-style-type: none"> To develop an understanding of the importance of founders and leaders for religious communities To identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) To describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) 	<ul style="list-style-type: none"> To explore Islamic teachings about Ramadan from the Qur'an To make links between Islamic values and the beliefs explored so far in their study of Islam 	<ul style="list-style-type: none"> To explore Islamic beliefs about the Qur'an as the word of God To explain how and why the Qur'an is a source of guidance for life for a Muslim To explain the impact of believing that the Qur'an is divine revelation To describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets 	<ul style="list-style-type: none"> To analyse the Five Pillars of Islam and how they are linked To explain how the beliefs and values of Islam might guide a person through life To explain the importance of the Ummah for Muslims and that this is a community of diverse members
	Islam		<ul style="list-style-type: none"> To know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet To suggest how Muslims might show respect for God by caring for the natural world 	<ul style="list-style-type: none"> To identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis To describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat To suggest how making time for the five daily prayers is an act of submission 	<ul style="list-style-type: none"> To describe and give reasons for the Islamic practice of Zakat To suggest why charity might be important to a Muslim To explore the different ways that a Muslim might try to be charitable. 	<ul style="list-style-type: none"> To use subject specific language to describe how and why Muslims fast at Ramadan To explain the importance of Ramadan in the context of the Five Pillars of Islam To consider the impact that fasting might have on individuals, families and communities 	<ul style="list-style-type: none"> To explain how and why Muslims might commemorate the Night of Power To describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God To explain how the teachings of the Qur'an might influence the actions and choices of a Muslim 	<ul style="list-style-type: none"> To describe and explain the importance of Hajj, including the practices, rituals and impact To explain how a person might change once becoming a hajji To consider how important it is for a Muslim to go on hajj To explain what this means for those who are unable to make the pilgrimage



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Shared Human Experience	Islam		<ul style="list-style-type: none"> To talk about their own experiences and feelings about the natural world To explain what they have noticed about the way that humans treat the natural world 	<ul style="list-style-type: none"> To talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) To identify ways in which humans show their gratitude 	<ul style="list-style-type: none"> To identify characteristics of a good role model To discuss how good role models can have a positive impact on individuals, communities and societies. 	<ul style="list-style-type: none"> To discuss (with relevant examples) the importance of showing commitment to a belief, value or community To consider the role of sacrifice within religion and communities 	<ul style="list-style-type: none"> To discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority To suggest when and why people might want guidance about how to live 	<ul style="list-style-type: none"> To discuss the various events that might happen on the journey of life To explain how people might change over the course of their life To consider what support people might need on life’s journey
Search for personal meaning	Islam		<ul style="list-style-type: none"> To reflect on how they treat the natural world To reflect whether they have a duty to look after the natural world 	<ul style="list-style-type: none"> To talk about the things they do on a regular basis as a sign of their commitment and belonging To reflect on who they should be grateful to and how they show this 	<ul style="list-style-type: none"> To reflect on their own aspirations for themselves and others To ask questions and suggest answers about how they can try to make the world a better place. 	<ul style="list-style-type: none"> To reflect on their own beliefs, values and commitments To consider and discuss how they demonstrate their personal commitments 	<ul style="list-style-type: none"> To discuss who or what has guided them in their own beliefs, values and commitments To reflect on what ‘ultimate authority’ might mean for them 	<ul style="list-style-type: none"> To ask and respond thoughtfully to questions about their journey of life – To consider how they have changed so far, how they will continue to change and the support and guidance that might be needed



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Beliefs and Values	Judaism		<ul style="list-style-type: none"> To give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham) To give an example of a core value or commitment (trusting that God will keep his promise) 	<ul style="list-style-type: none"> To retell the story of Moses being given the Ten Commandments To know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and fathers To suggest ways in which the Ten Commandments might influence the life of a believer 			<ul style="list-style-type: none"> To make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers To explain the impact of Jewish beliefs and values – including reasons for diversity 	
Living Religious Traditions	Judaism		<ul style="list-style-type: none"> To use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival) To talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises) 	<ul style="list-style-type: none"> To talk about how keeping the Sabbath day holy might influence a Jewish person To talk about how the Sabbath is a way of making time for God and family To now about the Jewish tradition of Friday night dinner 			<ul style="list-style-type: none"> To explain differing forms of expression within the context of Jewish worship. To describe diversity of religious practices and lifestyle within To interpret the deeper meaning of symbolism – contained in stories, images and actions 	



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Shared Human Experience	Judaism		<ul style="list-style-type: none"> To notice and show curiosity about people and how they live their lives To explore and find out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot) To notice that for many people, trust is an important part of human life 	<ul style="list-style-type: none"> To talk about why some people are particularly special to us To suggest how and why it is important to make time for the people who really matter in our lives 			<ul style="list-style-type: none"> To explain (with appropriate examples) where people might seek wisdom and guidance To consider the role of rules and guidance in uniting communities 	
Search for personal meaning	Judaism		<ul style="list-style-type: none"> To ask questions (about the importance of trust and who they can trust/rely on in their own lives) 	<ul style="list-style-type: none"> To talk about the people who are special to them and identify the importance of these relationships in their lives To give examples of why it is important to spend quality time with the people who matter 			<ul style="list-style-type: none"> To discuss and debate the sources of guidance available to them To consider the value of differing sources of guidance 	



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Beliefs and Values	Hinduism		<ul style="list-style-type: none"> To know that Hindus believe in one God in many forms To know that Hindus believe that God is present in all living things To suggest what Hindus might learn about God from the story of the blind men and the elephant 	<ul style="list-style-type: none"> To know that Hindus believe in one God (Brahman) who can be worshipped in many forms To know that these forms (the deities) have different qualities and are portrayed in different ways To suggest why Hindus might believe that it is important to show devotion to the deities 	<ul style="list-style-type: none"> To develop an understanding of the importance of duty and commitment to many religions To know that following dharma (religious duty) is an important part of Hindu life To suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family 	<ul style="list-style-type: none"> To explore teachings about good and evil in the story of Rama and Sita To describe what moral guidance Hindus might gain from the story of Rama and Sita To make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold Dharma 	<ul style="list-style-type: none"> To make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty To explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus To explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer 	<ul style="list-style-type: none"> To analyse Hindu beliefs about samsara, karma and moksha and how these are linked To explain how belief in reincarnation might affect the way in which Hindu views the 'journey of life' To explain how belief in reincarnation and the law of karma might affect the way a Hindu lives
	Hinduism		<ul style="list-style-type: none"> To talk about how and why Hindus might use statues and images (murtis) in their worship To suggest symbolic meanings expressed in images 	<ul style="list-style-type: none"> To know that Hindus might worship at a Mandir and/or the home shrine To suggest why worship in the home might be important To describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray) 	<ul style="list-style-type: none"> To describe how and why Hindus might celebrate Raksha Bandhan To identify aspects of the celebration which remind Hindus of their dharma To identify religious teachings contained within a Hindu story To suggest how the Hindu stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?) 	<ul style="list-style-type: none"> To use subject specific language to describe how and why Hindus celebrate Diwali To explain the importance of light in the Diwali celebrations, and how this is a symbol of overcoming evil 	<ul style="list-style-type: none"> To describe and explain a variety of ways that Hindus might celebrate the festival of Holi To suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate To explain how Holi celebrations might express Hindu beliefs about equality 	<ul style="list-style-type: none"> To describe and explain the four ashramas (stages of life) in the life of a Hindu To explain how a person might change as they move from one ashrama to the next To consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama



RE Skills & Knowledge

		Reception	Y1	Y2	Y3	Y4	Y5	Y6
Shared Human Experience	Hinduism		<ul style="list-style-type: none"> To talk about the different ways that people can be seen and described To consider how people might have multiple roles 	<ul style="list-style-type: none"> To talk about qualities that make some people special To identify ways in which humans show their gratitude to the people who matter in their lives 	<ul style="list-style-type: none"> To identify sources of authority and inspiration To consider what our 'duties' as human beings are 	<ul style="list-style-type: none"> To discuss the importance of the belief that good overcomes evil To suggest people, words or stories that might be inspiring when trying to overcome difficulties in life 	<ul style="list-style-type: none"> To explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions To consider the different ways that myth and stories are and used To explain how a 'truth' might be contained within a story 	<ul style="list-style-type: none"> To discuss the special milestones that we might celebrate during a person's lifetime To discuss how our rights, responsibilities and relationships with others might change as we go through life
Search for personal meaning	Hinduism		<ul style="list-style-type: none"> To reflect on how others might see them To talk about the different roles that they might have (friend, child, brother/sister etc.) 	<ul style="list-style-type: none"> To talk about who is special to them and why To reflect on who they should be grateful to and how they might show this in words and actions 	<ul style="list-style-type: none"> To reflect on their own duties – to themselves, to their families, to their communities To discuss who or what they follow – and why 	<ul style="list-style-type: none"> To reflect on their own concept of 'goodness' To discuss what gives them hope during difficult times 	<ul style="list-style-type: none"> To consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) To discuss and debate things that they consider to be true that others might disagree with 	<ul style="list-style-type: none"> To ask and respond thoughtfully to questions about their own journey of life To consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future



RE Skills & Knowledge

		Reception	Y1	Y2	Y3	Y4	Y5	Y6
Beliefs and Values	Sikhism				<ul style="list-style-type: none">To develop an understanding of the importance of founders and leaders for religious communitiesTo identify Sikh beliefs and values contained within the stories of the lives of the Gurus	<ul style="list-style-type: none">To explore teachings and stories from SikhismTo describe what moral guidance Sikhs might gain from the stories and examples of the GurusTo make links between the beliefs, values and practices of Sikhism		
Living Religious Traditions	Sikhism				<ul style="list-style-type: none">To describe how and why the Guru Granth Sahib is treated with great respectTo suggest how and why Sikhs might show commitment to their faith	<ul style="list-style-type: none">To use subject specific language to describe how and why Sikhs show their religious commitments and valuesTo explain how clothing and behaviour might be symbolic of beliefs, values and commitments		



RE Skills & Knowledge

		Reception	Y1	Y2	Y3	Y4	Y5	Y6
Shared Human Experience	Sikhism				<ul style="list-style-type: none">To identify people and ideas that inspire commitmentTo discuss the different ways that people might show that they are committed	<ul style="list-style-type: none">To discuss (with relevant examples) the importance of how we view and behave towards othersTo talk about how our outward behaviour reflects our inner beliefs, values and commitments		
Search for personal meaning	Sikhism				<ul style="list-style-type: none">To reflect on their own commitments and the impact that these have on their livesTo ask questions about the value of having commitments	<ul style="list-style-type: none">To reflect on their own concept of living a good life and how this influences the way that they treat othersTo discuss own thoughts and feelings about equality and justice		



RE Skills & Knowledge

		Reception	Y1	Y2	Y3	Y4	Y5	Y6
Beliefs and Values	Buddhism							<ul style="list-style-type: none">• To analyse Buddhist beliefs and teachings about how to be content• To explain Buddhist beliefs and values contained within the story of Prince Siddhartha• To make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths
	Buddhism							<ul style="list-style-type: none">• To describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist.• To consider the importance of daily meditation in Buddhism



RE Skills & Knowledge

		Reception	Y1	Y2	Y3	Y4	Y5	Y6
Shared Human Experience	Buddhism							<ul style="list-style-type: none">To discuss the meaning of contentment – is it the same as happiness, or something different?To raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy?
Search for personal meaning	Buddhism							<ul style="list-style-type: none">To ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control ofTo discuss the potential barriers to their happiness and what they can do to overcome these