

(To be read in conjunction with RE Progression of Skills Document and RE Coverage Document)

Knighton Mead's RE curriculum is designed to be progressive both in terms of skills and knowledge. Children are taught RE in discrete blocks with a mixture of depth and thematic units. Each unit of work is based upon an enquiry question which children are given the opportunity to explore in depth. In addition to the introduction of new concepts, the curriculum is selected to allow children to revisit prior learning with increasing levels of sophistication as they move through the school. For example, as children become older, they move their thinking from local to global contexts, consider religions in more detail, start to make links between different elements of religions and explore more complex and controversial ideas.

| EYFS | Voor 1 | Voor 2 | CHRISTIANITY | Voor 4 | Veer |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year |
| Through the events and festivals of Harvest and Easter. To know how Easter is celebrated and to understand its significance to Christians. Recognise festivals, celebrations and special times that are important to them. Show respect for festivals and special times that are important to others. | How do we show we care for others? Recognise that religious views of life can influence a caring attitude towards others. Show an awareness of their own and others' emotions. Recognise their positive and negative feelings and learn that such experiences are part of being human. Learn to be sensitive to the needs of others. Learn how key beliefs affect the ways that people choose to behave, including the idea that the Bible is important to Christians. What makes places special? Recognise that there are special places where people go to worship and their importance to believers. Know some of the ways in which people pray and meditate. Show that they have begun to be aware that some people regularly worship God in different ways in which religious people use and explain symbolism of food, clothing, ritual objects and behaviour. Show that they have begun to be aware of the special use of some objects, actions, gestures and words in religious worship. Where do I belong? What do I believe? Identify what matters to them and other people and share their ideas. Be able to express their feelings of belonging and depending on others. Show an awareness of the influence of religion on the community. Be aware and begin to develop and understanding of the cycle of life, including birth and death. | Who is a Christian and what do they believe? Know some of the ways in which Christians pray and meditate. Be able to recount some stories about significant religious figures. Learn from the stories and experiences of religious figures. Show an awareness that different people belong to different religions. Understand the importance of religion to believers. Show an awareness of Christian festivals and make simple links between festivals in different religions. What can stories teach us about life? Recognise that religious teachings have special writings which believers respect. Be aware of the special ways sacred texts are treated. Know some religious stories. Be encouraged to ask questions to aid their understanding. Learn to value and respect their own opinions and those of others. What do different people believe God is like? Think about the different words and art which are used to describe what God is like. Compare some different ways believers show respect to God and each other, e.g. head coverings, greetings. Identify and discuss any questions they may have about themselves, life and God. Talk about any experiences of wonder and awe which they may have, recognising that some people explain these feelings in terms of God. | How does a Christian follow Jesus? Identify some of the key beliefs Christians hold. Describe and apply some of the ways that God is represented in Christianity. Describe how and why sacred texts are important to believers. Know the main events in the life of Jesus and their importance to believers. Recognise the influence of religious stories on ideals of character and moral values. Start to understand the impact of Christianity on society today. Who is my neighbour? Describe some key events in the lives of contemporary figures who have inspired believers. Recognise and describe the influence of religious stories on ideals of character and moral values. Make links between religious and moral ideas and their influence on lifestyle and behaviour. Make links between what religions teach about right and wrong and their own views. Values: What matters the most? Discuss the meaning of morals and values. Understand that people have different points of view. Make links between their own ideas and the way religions and beliefs enable people to value themselves and recognise their responsibility towards others. How did the world come into being and why should we care for it? Ask and suggest answers to questions about the origins of human life. Describe some of the difficult questions about God. Describe a range of responses from religious viewpoint. Describe a range of responses from religious the world and behaviour of believers and themselves. | What are the deeper meanings of festivals? Understand the meanings of some festivals and their significance for believers. Describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour. Recognise and describe the influence of religious stories on ideals of character and moral values. Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration. How is new life welcomed into the world? Describe the impacts of ceremonies that mark important stages in people's lives, making links to their own lives. Describe how people express their beliefs through ceremonies that show the importance of belonging. Understand ways in which faith communities support and strengthen their members. Express views about their own spiritual ideas and questions about life as a journey. Who inspires me? Understand what makes somebody inspirational. Know the main events in the life of a significant religious figure and their importance to believers and the impact on society. Identify how religious and non-religious viewpoints have influenced inspirational figures. Make links between religious and moral ideas and their influence on lifestyle and behaviour. | What can we learn from wisdom? Recognise that diffierent teachings Recognise and des religious stories or moral values and le Understand how mexpressed through language and art, poems, prays, arch design and celebra Understand that didifferent points of thoughtfully with te Make links betwee teach about right own views. What can we learn from temptation? Understand what is explore the codes Christians and Mu Identify similarities between the codes Christians and Mu Identify similarities between the codes Christians and Mu Recognise and des religious stories or and moral values. Make links betweet teach about right own lives. What happens when w Start to understant and non-religious is through cent the importance of Describe the importance of Describe the importance of Describe the importance |

| /ear 5 | Year 6 |
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| from reflecting on | What is so special about marriage? |
| isin rejiccung on | Recognise that there are different types |
| different religions follow | of marriage ceremony and describe |
| ings. | how people express their beliefs |
| describe the influence of | through ceremonies that show the |
| s on ideals of character, | importance of belonging. |
| nd behaviour. | Describe the impact of ceremonies that |
| w religious meaning in | mark important stages in people's lives, |
| ugh different types of | making links to their own lives. |
| art, e.g. in parables, | Understand how religious meaning is |
| architecture, icons, | expressed through different types of |
| bration. | language and art, e.g. in parables, |
| at different people have | poems, prayers, architecture, icons, |
| of view, engaging | design and celebration. |
| th them. | Understand how religious faith helps |
| veen what religions | some people deal with both positive |
| ht and wrong and their | and negative feelings and experiences. |
| | Express views about their own spiritual |
| Summalini | ideas and questions about life as a |
| from religions about | journey. |
| at temptation is and | What will make our city a more respectful |
| les for living used by | place? |
| Muslims. | Know of the different religions |
| ities and differences | practised in the local community. |
| des for living used by | Describe some examples of how non- |
| Muslims. | religious and different religious |
| describe the influence of | communities of Leicester work and |
| s on ideals and character | celebrate together. |
| es. | Understand some causes of prejudice. |
| ween what religions | Be able to apply ideas from sources of |
| ht and wrong and their | authority (within religion and outside of |
| | religion) to questions about race, |
| <i>"</i> • • | diversity, community and behaviour. |
| n we die? | Apply the idea of respect to other |
| tand different religious | people's beliefs, values and opinions. |
| us beliefs about death. | Can religion help to build a fair world and |
| eople express their ceremonies that show | Can religion help to build a fair world and make poverty history? |
| of belonging. | Develop an understanding of what |
| pact of ceremonies that | fairness, justice and compassion mean. |
| t stages in people's lives, | Describe a range of responses from |
| their own lives. | religious and other sources to global |
| w religious faith helps | issues such as poverty, injustice and |
| eal with both positive | war, making links to religious teachings |
| elings and experiences. | and their own behaviour. |
| bout their own spiritual | Understand why religious and other |
| tions about life as a | communities address economic |
| | imbalance through activities such as |
| | fair trade. |
| | Make links between war and suffering on a clobal scale and the conflict and |
| | on a global scale and the conflict and sadness they experience in their own |
| | lives. |
| | Apply what they have learned to their |
| | own spiritual ideas, experiences and |
| | questions and to religious and social |
| | issues in Leicester, the UK and the |
| | wider world. |



| CHRISTMAS DEPTH STUDY | | | | | |
|--|--|--|--|--|---|
| EYFS | Year 1 | Year 2 | YEAR 3 | Year 4 | |
| <u>Why is the Nativity story told at</u> <u>Christmas?</u> | How is light used in the celebration of <u>Christmas?</u> | Why do we give and receive gifts at <u>Christmas?</u> | Why are messages important at <u>Christmas?</u> | How is Christmas celebrated around the world? | Why is Advent im |
| To know the Nativity story and to understand its significance to Christians. Use the vocabulary: Christmas, story, Jesus. | Recognise that light is a religious symbol. Talk about their own experiences of Christmas. Use the vocabulary: advent, Christingle and Nativity. | Recognise that religious celebrations are significant because they express meaning and influence communities. Understand the role of the Wise Men in the Christmas story and the reason gifts are given at Christmas today. Use the vocabulary: Christmas, gifts, Melchior, Balthazar, Caspar, gold, frankincense and myrrh. | Recognise that religious celebrations are significant because they express meaning and influence communities. Understand the role of the Angel Gabriel and shepherds in bringing news about the Baby Jesus. Discuss how news is shared at Christmas. Use the vocabulary: Angel Gabriel, Mary, Baby Jesus and shepherds. | Recognise that religious celebrations are significant because they express meaning and influence communities. Understand some of the different ways Christmas is celebrated around the world and how this links to religious stories. Discuss their own Christmas traditions. Use the vocabulary: Advent, Christmas, Joseph, Mary, Jerusalem, faith and Nativity. | Recognise th celebrations they express communities Understand t of waiting an observed in of Understand t advent wreat Use the voca Christianity, of wreath. |

| Year 5 | Year 6 |
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| Year 5 important to Christians? e that religious ons are significant because ess meaning and influence ties. nd that advent is a period g and explain how it is in churches. nd the significance of the | Year 6 <u>Is Christmas sacred or secular?</u> Recognise that religious celebrations are significant because they express meaning and influence communities. Understand how Christmas can be celebrated in different ways. Compare religious and secular celebrations and reflect on the |
| reath. ocabulary: Advent, ty, Christmas and advent | celebrations they take part in. Use the vocabulary: sacred, secular, Christmas, carol, culture and tradition. |



| | | | HINDUISM | | |
|--|--|--|---------------------------------------|---|--|
| | Year 1 | Year 2 | Year 3 | Year 4 | |
| - | | What do different people believe God is | How did the world come into being and | | |
| EYFS hrough the events and elebrations of Diwali and Holi. To know the story of Rama and Sita and to understand its significance to Hindus. Recognise festivals, celebrations and special times that are important to them. Show respect for festivals and special times that are important to others. | Ind Who is a Hindu and what do they believe? and Holi. • Know some of the ways in which Hindus pray and meditate. y of Rama • Show that they have begun to be aware of the ways in which Hindus worship in religious buildings and in their homes. o Hindus. • Show that they have begun to be aware of some Hindu festivals. and Holi. • Show that they have begun to be aware of the ways in which Hindus worship in religious buildings and in their homes. • Hindus. • Show that they have begun to be aware of some Hindu festivals. • Show that they have begun to be aware of some Hindu festivals. • Make simple links between festivals in different religions. • Recognise that religious celebrations are significant because they express meaning and influence communities. • Show an awareness that different people | Year 2 What do different people believe God is like? Think about the different words and art which are used to describe what God is like. Compare some different ways believers show respect to God and each other, e.g. head coverings, greetings. Identify and discuss any questions they may have about themselves, life and God. Talk about any experiences of wonder and awe which they may have, recognising that some people explain these feelings in terms of God. | | Year 4 What does it mean to be a Hindu? Identify some of the key beliefs of Hindus. Describe and apply some of the ways that God is represented and show knowledge of different ways of worshipping God. Describe why and how sacred texts are important to believers. Recognise and describe the influence of religious stories on ideals of character and moral values. Recognise and describe the functions of the mandir. Explore and express spiritual feelings and experiences. Experience the learning that comes from visiting places of worship. How is new life welcomed into the world? Describe the impacts of ceremonies that mark important stages in people's lives, making links to their own lives. Describe how people express their beliefs through ceremonies that show the importance of belonging. Understand ways in which faith communities support and strengthen their own spiritual ideas and questions about life as a journey. | |

| Year 5 | Year 6 | | | |
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| | What is so special about marriage? | | | |
| | Recognise that there are different | | | |
| | types of marriage ceremony and | | | |
| | describe how people express their | | | |
| | beliefs through ceremonies that | | | |
| | show the importance of belonging. | | | |
| | Describe the impact of ceremonies | | | |
| | that mark important stages in | | | |
| | people's lives, making links to their | | | |
| | own lives. | | | |
| | Understand how religious meaning | | | |
| | is expressed through different types | | | |
| | of language and art, e.g. in | | | |
| | parables, poems, prayers, | | | |
| | architecture, icons, design and celebration. | | | |
| | Understand how religious faith helps | | | |
| | some people deal with both positive | | | |
| | and negative feelings and | | | |
| | experiences. | | | |
| | Express views about their own | | | |
| | spiritual ideas and questions about | | | |
| | life as a journey. | | | |
| | | | | |
| | What will make our city a more | | | |
| | respectful place? | | | |
| | Know of the different religions | | | |
| | practised in the local community. | | | |
| | Describe some examples of how | | | |
| | non-religious and different religious | | | |
| | communities of Leicester work and | | | |
| | celebrate together. | | | |
| | Understand some causes of | | | |
| | prejudice. | | | |
| | Be able to apply ideas from sources | | | |
| | of authority (within religion and | | | |
| | outside of religion) to questions | | | |
| | about race, diversity, community | | | |
| | and behaviour.Apply the idea of respect to other | | | |
| | Apply the lace of respect to other people's beliefs, values and opinions. | | | |
| | people's bellejs, values and opinions. | | | |
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| ISLAM | | | | | | |
|---|---|--|---|---|---|--|
| EYFS Year | | Year 3 | Year 4 | Year 5 | Year 6 | |
| Through the events and festivals of | Who is a Muslim and what do the | - | How is new life welcomed into the | What can we learn from reflecting on | What does it mean to be a Muslim? | |
| Ramadan and Eid. | believe? | and why should we care for it? | world? | wisdom? | Identify and describe some of the key beliefs of Muslims. | |
| | Know some of the ways in which Muslime provide and | Ask and suggest answers to | Describe the impacts of | Recognise that different | Describe and apply some of the ways that God is | |
| To know how Eid is celebrated | which Muslims pray and | questions about the origins of | ceremonies that mark important | religions follow different | represented. | |
| and to understand its | meditate. Show that they have begun t | human life. | stages in people's lives, making links to their own lives. | teachings.Recognise and describe the | Know some reason why people pray, considering the idea that people believe they can communicate with God in | |
| significance to Muslims. | be aware of the ways in which | Describe sorrie of the difficult | Describe how people express | <i>influence of religious stories on</i> | prayer. | |
| Recognise festivals, celebrations | Muslims worship in religious | questions lije presents joi | their beliefs through ceremonies | ideals of character, moral values | Describe how and why sacred texts are important to | |
| and special times that are | buildings and in their homes | everyone, including questions | that show the importance of | and behaviour. | believers. | |
| important to them. | Show that they begun to be | about Goa. | belonging. | Understand how religious | Recognise and describe the influence of religious stories on | |
| | aware of some Islamic festiv | Describe different beliefs about | Understand ways in which faith | meaning in expressed through | ideals of character and moral values. | |
| Show respect for festivals and | Make simple links between | how the world was created, | communities support and | different types of language and | Show understanding of the value and importance of | |
| special times that are important | festivals in different religions | including a non-religious | strengthen their members. | art, e.g. in parables, poems, | pilgrimage to believers. | |
| to others. | Learn from stories and | viewpoint. | Express views about their own | prays, architecture, icons, design | Recognise and describe the functions and significance of the | |
| | experiences of religious lead | ers. Describe a range of responses | spiritual ideas and questions | and celebration. | mosque. | |
| | Learn from first-hand accourt | ts from religions and other sources | about life as a journey. | Understand that different | Experience the learning that comes from visiting places of | |
| | of members of local faith | to global issues. | | people have different points of | worship. | |
| | communities. | Make links between religious | | view, engaging thoughtfully | | |
| | Show an awareness that people | , , , , , , , , , , , , , , , , , , , | | with them. | What is so special about marriage? | |
| | belong to different religions. | behaviour of believers and | | Make links between what | Recognise that there are different types of marriage | |
| | Understand the importance | of themselves. | | religions teach about right and | ceremony and describe how people express their beliefs | |
| | religions to believers. | | | wrong and their own views. | through ceremonies that show the importance of belonging. | |
| | | | | What one we leave from roligions | Describe the impact of ceremonies that mark important | |
| | | | | What can we learn from religions about temptation? | stages in people's lives, making links to their own lives. Understand how religious meaning is expressed through | |
| | | | | Understand what temptation is | different types of language and art, e.g. in parables, poems, | |
| | | | | and explore the codes for living | prayers, architecture, icons, design and celebration. | |
| | | | | used by Christians and Muslims. | Understand how religious faith helps some people deal with | |
| | | | | Identify similarities and | both positive and negative feelings and experiences. | |
| | | | | differences between the codes | Express views about their own spiritual ideas and questions | |
| | | | | for living used by Christians and | about life as a journey. | |
| | | | | Muslims. | | |
| | | | | Recognise and describe the | What will make our city a more respectful place? | |
| | | | | influence of religious stories on | Know of the different religions practised in the local | |
| | | | | ideals and character and moral | community. | |
| | | | | values. | Describe some examples of how non-religious and different | |
| | | | | Make links between what | religious communities of Leicester work and celebrate | |
| | | | | religions teach about right and | together. | |
| | | | | wrong and their own lives. | Understand some causes of prejudice. | |
| | | | | | Be able to apply ideas from sources of authority (within | |
| | | | | | religion and outside of religion) to questions about race, | |
| | | | | | diversity, community and behaviour. | |
| | | | | | Apply the idea of respect to other people's beliefs, values and oninions | |
| | | | | | and opinions. | |
| | | | | | Can religion help to build a fair world and make poverty history? | |
| | | | | | Develop an understanding of what fairness, justice and | |
| | | | | | compassion mean. | |
| | | | | | Describe a range of responses from religious and other | |
| | | | | | sources to global issues such as poverty, injustice and war, | |
| | | | | | making links to religious teachings and their own behaviour. | |
| | | | | | Understand why religious and other communities address | |
| | | | | | economic imbalance through activities such as fair trade. | |
| | | | | | • Make links between war and suffering on a global scale and | |
| | | | | | the conflict and sadness they experience in their own lives. | |
| | | | | | Apply what they have learned to their own spiritual ideas, | |
| | | | | | experiences and questions and to religious and social issues | |
| | | | | | in Leicester, the UK and the wider world. | |
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| SIKHISM | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Y |
| Through the events and festival of Diwali. To know how Diwali is celebrated and to understand its significance to Sikhs. Recognise festivals, celebrations and special times that are important to them. Show respect for festivals and special times that are important to others. | How do we show we care for others? Recognise that religious views of life can influence a caring attitude towards others. Show an awareness of their own and others' emotions. Recognise their positive and negative feelings and learn that such experiences are part of being human. Learn to be sensitive to the needs of others. Learn how key beliefs affect the ways that people choose to behave, including the idea that the Bible is important to Christians. | What can stories teach us about life? Recognise that religious teachings have special writings which believers respect. Be aware of the special ways sacred texts are treated. Know some religious stories. Be encouraged to ask questions to aid their understanding. Learn to value and respect their own opinions and those of others. | Who is my neighbour? Describe some key events in the lives of contemporary figures who have inspired believers. Recognise and describe the influence of religious stories on ideals of character and moral values. Make links between religious and moral ideas and their influence on lifestyle and behaviour. Make links between what religions teach about right and wrong and their own views. | How is new life welcomed into the world? Describe the impacts of ceremonies that mark important stages in people's lives, making links to their own lives. Describe how people express their beliefs through ceremonies that show the importance of belonging. Understand ways in which faith communities support and strengthen their members. Express views about their own spiritual ideas and questions about life as a journey. | What does it mear Identify and a key beliefs of Describe and ways that Go show knowled of worshippir Describe how are important Recognise an influence of rideals of char values. Know the ma a significant ritheir importations of texperience the from visiting provide the second structure of the second structure o |

| | Year 6 |
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| Year 5 ean to be a Sikh? d describe some of the of Sikhs. Ind apply some of the God is represented and vledge of different ways ping God. ow and why sacred texts ant to believers. and describe the of religious stories on haracter and moral main events in the life of at religious figure and rtance to believers and society. and describe the of the gurdwara. | What is so special about marriage? Recognise that there are different types of marriage ceremony and describe how people express their beliefs through ceremonies that show the importance of belonging. Describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives. Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration. Understand how religious faith helps some people deal with both positive and negative feelings and experiences. |
| e the learning that comes ng places of worship. | experiences. Express views about their own spiritual ideas and questions about life as a journey. What will make our city a more respectful place? Know of the different religions practised in the local community. Describe some examples of how non-religious and different religious communities of Leicester work and celebrate together. Understand some causes of prejudice. Be able to apply ideas from sources of authority (within religion and outside of religion) to questions about race, diversity, community and behaviour. Apply the idea of respect to other people's beliefs, values and opinions. |
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(To be read in conjunction with RE Progression of Skills Document and RE Coverage Document)

| | | | R RELIGIONS AND NON-RELIGIOUS WORLD | | |
|---|--|--|--|--|---|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Through the events and celebrations of | How do we show we care for others? | What can stories teach us about life? | Who is my neighbour? (Humanism) | What are the deeper meanings of | What can we learn from |
| <mark>Chinese New Year</mark> . | (Judaism) | (Buddhism) | Describe some key events in the | festivals? (Judaism) | wisdom? (Buddhism) |
| | Recognise that religious views of | Recognise that religious teachings | lives of contemporary figures who | Understand the meanings of some | Recognise that difference |
| To know how some Chinese | life can influence a caring attitude | have special writings which | have inspired believers. | festivals and their significance for | follow different teac |
| celebrate their New Year. | towards others. | believers respect. | Recognise and describe the | believers. | Recognise and desci |
| | Show an awareness of their own | Be aware of the special ways | influence of religious stories on | Describe the different ways in | influence of religious |
| Recognise festivals, celebrations | and others' emotions. | sacred texts are treated. | ideals of character and moral | which religious people use and | ideals of character, i |
| and special times that are | Recognise their positive and | Know some religious stories. | values. | explain the symbolism of food, | and behaviour. |
| important to them. | negative feelings and learn that | Be encouraged to ask questions to | Make links between religious and | clothing, music, ritual objects and | Understand how reli |
| | such experiences are part of being | aid their understanding. | moral ideas and their influence on | behaviour. | in expressed through |
| Show respect for festivals and | human. | Learn to value and respect their | lifestyle and behaviour. | Recognise and describe the | types of language a |
| special times that are important to | Learn to be sensitive to the needs | own opinions and those of others. | Make links between what religions | influence of religious stories on | parables, poems, pro |
| others. | of others. | | teach about right and wrong and | ideals of character and moral | architecture, icons, o |
| | Learn how key beliefs affect the | | their own views. | values. | celebration. |
| | ways that people choose to | | | Understand how religious meaning | Understand that diff |
| | behave, including the idea that the | | Values: What matters the most? | is expressed through different | have different points |
| | Bible is important to Christians. | | (Humanism) | types of language and art, e.g. in | engaging thoughtfu |
| | | | Know that some people are non- religious (Illum prints) and describe | parables, poems, prayers, | Make links between |
| | | | religious (Humanists) and describe | architecture, icons, design and | teach about right ar |
| | | | a non-religious way of life. | celebration. | their own views. |
| | | | Discuss the meaning of morals and | | |
| | | | values. | Who inspires me? (Humanism) Understand what makes somebody | What happens when we |
| | | | Understand that people have different points of view | , | (Humanism, Jainism and |
| | | | different points of view. | inspirational. | Start to understand religious and pap re |
| | | | Make links between their own ideas and the way religions and | Know the main events in the life of a cignificant religious figure and | religious and non-re about death. |
| | | | ideas and the way religions and | a significant religious figure and | |
| | | | beliefs enable people to value | their importance to believers and | Describe how people beliefs through core |
| | | | themselves and recognise their responsibility towards others. | the impact on society. Identify how religious and non- | beliefs through cere show the importanc |
| | | | responsibility towards others. | | |
| | | | How did the world come into being and | religious viewpoints have influenced inspirational figures. | Describe the impact that mark important |
| | | | why should we care for it? (Humanism) | Make links between religious and | people's lives, makir |
| | | | Ask and suggest answers to | moral ideas and their influence on | own lives. |
| | | | | lifestyle and behaviour. | Understand how rel |
| | | | questions about the origins of | lijestyle ullu belluviour. | |
| | | | human life. | | helps some people a positive and negativ |
| | | | Describe some of the difficult | | experiences. |
| | | | questions life presents for | | Express views about |
| | | | everyone, including questions | | spiritual ideas and q |
| | | | about God. | | life as a journey. |
| | | | Describe different beliefs about | | ije us u journey. |
| | | | how the world was created, | | |
| | | | including a non-religious viewpoint. | | |
| | | | Describe a range of responses from | | |
| | | | religions and other sources to | | |
| | | | global issues. | | |
| | | | Make links between religious | | |
| | | | <i>beliefs about the world and</i> | | |
| | | | behaviour of believers and | | |
| | | | - | | |
| | | | themselves. | | |

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rom reflecting on

different religions teachings. describe the gious stories on ter, moral values

v religious meaning ough different ge and art, e.g. in s, prays, ons, design and

t different people oints of view, htfully with them. veen what religions ht and wrong and

we die? and Judaism) and different

n-religious beliefs

eople express their ceremonies that tance of belonging. pact of ceremonies rtant stages in naking links to their

v religious faith ple deal with both gative feelings and

bout their own nd questions about '.

Year 6

What is so special about marriage? (Judaism)

- Recognise that there are different types of marriage ceremony and describe how people express their beliefs through ceremonies that show the importance of belonging.
- Describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives.
- Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration.
- Understand how religious faith helps some people deal with both positive and negative feelings and experiences.
- Express views about their own spiritual ideas and questions about life as a journey.

What will make our city a more respectful place? (Judaism)

- Know of the different religions practised in the local community.
- Describe some examples of how non-religious and different religious communities of Leicester work and celebrate together.
- Understand some causes of prejudice.
- Be able to apply ideas from sources of authority (within religion and outside of religion) to questions about race, diversity, community and behaviour.
- Apply the idea of respect to other people's beliefs, values and opinions.