

Year R	Topic	Vocabulary	I can statements	National Curriculum / ELG	Activities
Autumn 1st	Being special (F4 being special – where do we belong?)	Muslim, Islam, Eid Symbols, Holy book – Qur’an, Places of Worship – Mosque, Kaaba Peace - Assalamu Alaykum Prayer Hindu, Hinduism, Diwali,	<ul style="list-style-type: none"> Recognise religious symbols. Name and explain religious objects – Qur’an, Topi hat, prayer mat, Qur’an stand, prayer beads Describe some religious practises – peace greeting, visiting Mosque, visiting the Kaaba 	PSE – birth to three – Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. PSE 3-4 years – Develop their sense of responsibility and membership of community PSE - Reception – Think about the perspective of others. See themselves as a valuable individual. Build constructive and respectful relationships UW – birth to three – make connections between the features of their family and other families. Notice differences between people. UW – 3-4 years – continue developing positive attitudes about the differences between people. UW – Reception - Talk about members of their immediate family and community. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of the community. Recognise that people have different beliefs and celebrate special times in different ways.	<ul style="list-style-type: none"> Introduced to a character who follows Islam Discuss religious practises – visiting Mosque, Reading the Qur’an, visiting the Kaaba Listen to and discuss stories from the Qur’an <p>-</p>
Autumn 2nd	Being special (F4 being special – where do we belong?) Why is Christmas special (F2 Why is Christmas special for Christians?)	<ul style="list-style-type: none"> Hindu, Hinduism, Aum, Diwali, God/Goddess Shrine, Offerings, Temple, Diwa lamp, the Vedas Christian, Christianity, Cross, Christmas, Jesus, Nativity, Bible, Angel, Miracle, Blessing 	<ul style="list-style-type: none"> Recognise religious symbols.- cross / Aum Name and explain religious objects -, Diva lamps, shrine, Bible, nativity scene Describe some religious practises – Visiting Temple, offerings to God, celebrating Diwali, Visiting Church, reading the Bible, celebrating Christmas Discuss key parts of the nativity story Sort Christmas celebrations into religious and traditional practises Explain how some stories are special to more than 1 religion. 	PSE – birth to three – Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. PSE 3-4 years – Develop their sense of responsibility and membership of community PSE - Reception – Think about the perspective of others. See themselves as a valuable individual. Build constructive and respectful relationships UW – birth to three – make connections between the features of their family and other families. Notice differences between people. UW – 3-4 years – continue developing positive attitudes about the differences between people. UW – Reception - Talk about members of their immediate family and community. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of the community. Recognise that people have different beliefs and celebrate special times in different ways.	<ul style="list-style-type: none"> Introduced to a character who follows Hinduism Diwali workshop Discuss religious practises – celebrating Diwali, visiting temple, shrines and offerings to God/Goddess Listen to and discuss stories from Hinduism Introduced to a character who follows Christianity Discuss religious practises – visiting Church, reading the Bible Discuss the birth of Prophet Esa Discuss the birth of Jesus and compare to birth of Esa Sort Christmas traditions and religious practises.
Spring 1st	Prophet stories (unit F6 which stories are specially valued ad why?)	<ul style="list-style-type: none"> Bible, Qur’an English, Arabic Sin, Blessing, Miracle, messages Prophet, Guru Sikhs, Sikhism Gurdwara, Guru Nanak 	<ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words (e.g. prophet, blessing, sin) Identify a sacred text (Bible, Qur’an) Talk about what the stories teach believers Identify my own feelings in the stories Retell religious stories making connections between my own experiences 	PSE – birth to three – Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. PSE 3-4 years – Develop their sense of responsibility and membership of community PSE - Reception – Think about the perspective of others. See themselves as a valuable individual. Build constructive and respectful relationships UW – birth to three – make connections between the features of their family and other families. Notice differences between people. UW – 3-4 years – continue developing positive attitudes about the differences between people. UW – Reception - Talk about members of their immediate family and community. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of the community. Recognise that people have different beliefs and celebrate special times in different ways.	<ul style="list-style-type: none"> Discuss the story of Prophet Noah/Nu Discuss the story of Prophet Joseph/Yusuf Discuss the story ‘Jesus heals a man’ Introduced to a character who follows Sikhism Listen to and discuss a story from Sikhism <p>-</p> <ul style="list-style-type: none"> Chinese New Year story, traditions and crafts
Spring 2nd	Why Easter special (F3 Why is Easter special for Christians?) Being special (F4 being special – where do we belong?)	<ul style="list-style-type: none"> Christian, Christianity Easter, Prophet, Miracle, Blessing, Prayer, Forgiveness, incarnation, parable Ramadan, Fasting, Iftar, Eid al-Fitr 	<ul style="list-style-type: none"> Talk about some ways Christians remember stories at Easter Say why Easter is a special time for Christians. Recognise and retell stories connected with celebration of Easter. Understand that in the Christian faith ‘Incarnation’ means Jesus is the Son of God Recognise some symbols Christians use during Holy Week e.g. palm leaves, cross, eggs etc Talk about ideas of new life in nature. Make connections with signs of new life in nature. 	PSE – birth to three – Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. PSE 3-4 years – Develop their sense of responsibility and membership of community PSE - Reception – Think about the perspective of others. See themselves as a valuable individual. Build constructive and respectful relationships UW – birth to three – make connections between the features of their family and other families. Notice differences between people. UW – 3-4 years – continue developing positive attitudes about the differences between people. UW – Reception - Talk about members of their immediate family and community. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of the community. Recognise that people have different beliefs and celebrate special times in different ways.	<ul style="list-style-type: none"> Discuss the story of Prophet Jonah/Yunus Discuss Ramadan and how it is celebrated Discuss the story ‘The lost sheep’ Compare Christian and Muslim versions of the Easter story Sort Easter religious practises and traditions <p>Easter craft afternoon</p>
Summer 1st	Being special (F4 being special – where do we belong?) Special places (F5 Which places are specially valued and why?)	<ul style="list-style-type: none"> Prophet fasting, Ramadan, Celebration, Eid ul Fitr, Prayer Sacred, special, valued, Church, Mosque, Temple 	<ul style="list-style-type: none"> Talk about somewhere that is special to me Recognise that religious people may have places of special meaning to them Talk about things that are special and valued in a place of worship 	PSE – Building Relationships – Show sensitivity to their own and others needs UW - Past and Present – Talk about the lives of people around them and their roles in society UW – People and communities - Understand the past through settings, characters, and events encountered in books read in class and storytelling. UW – People and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	<ul style="list-style-type: none"> Discuss why we celebrate Eid and what Eid celebrations might look like Discuss 5 pillars of Islam and which of these Muslims are practicing during Ramadan Explore sacred/religious buildings associated with Christianity, Islam and Hinduism Think about and discuss places that are special to themselves Explore the idea that God created the world for us all to enjoy. <p>Eid celebration</p>
Summer 2nd	Prayer – Why is God Special (F1 Why is the word God special to Christians?)	<ul style="list-style-type: none"> Pray, Prayer, gratitude, thank you. Confession, sorry, supplication, please 	<ul style="list-style-type: none"> Talk about how prayer is important to all religions Explain what prayer might look like Explain that different people pray in different ways Talk about reasons why people might pray. 	PSE – Building Relationships – Show sensitivity to their own and others needs UW - Past and Present – Talk about the lives of people around them and their roles in society UW – People and communities - Understand the past through settings, characters, and events encountered in books read in class and storytelling. UW – People and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	<ul style="list-style-type: none"> Discuss how prayer looks similar or different for each religion Explore the different reasons for prayer – gratitude, confession and supplication

Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1st	What do Christians say about God and their beliefs What do Muslims say about God and their beliefs?	<ul style="list-style-type: none"> Parable, message, teachings Christianity, Bible, forgiveness, apologise, prayer 	<ol style="list-style-type: none"> Identify what a 'parable' is. Give clear, simple accounts of what a story means to Christians. Give an example of a way in which Christians show their belief in God as loving and forgiving. <p>Give an example of how Christians put their beliefs into practise in worship. E.g. by saying sorry to God.</p> <ol style="list-style-type: none"> Think, talk and ask questions about whether I can learn anything from the story, exploring different ideas. Give a reason for the ideas I have and the connections I make. 	<p>A1 Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>Recap profile of a Christian character and her Bible story of the Lost Sheep. Discuss what it teaches people. Learnt the word parable. Discuss the story of The Lost Son and sequence events. Think of ways Christians and Muslims show they are glad God loves them. Think about apologies and forgiveness, linking to how God forgives. Write a prayer asking for forgiveness.</p>
Autumn 2nd	Why does Christmas matter to Christians?	<ul style="list-style-type: none"> Christmas, nativity, Angel, Gabriel, Bethlehem, Manger Gratitude, thank you 	<ol style="list-style-type: none"> Give a clear, simple account of the story of Jesus' birth and why Jesus is important to Christians. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Think, talk and ask questions about Christmas for people who are Christians and people who are not. Decide what I have to be thankful for and give a reason for my ideas. 	<p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>Discuss feelings of characters in the Nativity. Discuss and record 5 key events in the Nativity. Identifying religious and non-religious cards. Make an appropriate card/decoration. Identify what characters in the nativity are grateful for. Make thank you statements and a thank you token.</p>
Spring 1st	Who is a Muslim?	<ul style="list-style-type: none"> Muslim, Islam, Muhammad, Prophet, Shahdah – Muhammad is God's messenger, Qur'an, Ramadan 	<ol style="list-style-type: none"> Recognise what is important to Muslims. Give examples of how Muslims put their beliefs into actions. Give examples of how Muslim's use stories about the Prophet and his words to guide their beliefs and actions. E.g. care for creation. Make connections through thinking, talking and asking questions about Muslim's beliefs and their ways of living. 	<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>Recap profile of a Muslim character and his artefacts. Record own special objects and write about why they are special. Discuss the Qur'an; why where when and how it is read. Learn about the Muslim story 'The Prophet and the Ants'. Create a mind map of ways to follow Prophet Muhammad's teaching. Make a poster of what Prophet Muhammad teaches in his farewell sermon.</p>
Spring 2nd	Why does Easter matter to Christians	<ul style="list-style-type: none"> Palm Sunday, Holy week, Passover meal, cross Resurrection, Sin, Salvation 	<ol style="list-style-type: none"> Tell stories of Holy week and Easter. To know about the lead up to Easter (including Palm Sunday) To know how Christians celebrate Easter. Recognise how 'new life' links to Easter. Think, talk and ask questions about whether the story of Easter has anything to say about emotions. E.g., sadness, hope, surprised, joy, shocked, happiness, excitement. 	<p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	<p>Create a wheel of signs of new life. Link to Christian ideas. Unpick and sequence key events that happened. Name and discuss the emotions Jesus' friends would have felt in the Easter story. Connect eggs as a symbol of new life. Discuss resurrection and salvation and why this is important to Christians. Draw two scenes from the story.</p>
Summer 1st	How does a Muslim live?	<ul style="list-style-type: none"> Subhah beads Subhanallah 'Glory be to God' Shahadah, (Muhammad is God's messenger) Salah (prayer) Zakat (charity), Hajj (pilgrimage), Sawm (fasting) 	<ol style="list-style-type: none"> Identify some of the key Muslim beliefs about God including the 99 names of Allah, and what some of them mean. Give examples of how Muslims put their beliefs about prayer and about Allah in to action. (e.g. daily prayer). Think, talk about and ask questions about Muslim belief and ways of living. Talk about what I think is good about prayer, respect, celebration and self-control for Muslims, giving good reasons for my ideas. Give reasons for my ideas about whether prayer, respect, celebration and self-control are good for me too. 	<p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Create five pillars (2D or 3D) to represent the five pillars of Islam. Discuss what the five pillars are – watch video. Think of adjectives to describe God e.g. merciful creator, trustworthy etc. On a bead template record pupil's own precious object and reflect on why it is precious. Create a string of beads by joining them together.</p>
Summer 2nd	What makes some places significant? What makes some places sacred to believers?	<ul style="list-style-type: none"> Sacred – connected to God Holy – dedicated to God Mosque, prayer beads, Qur'an, prayer hall, Ablution area, Church, worship, weddings, baptism, pew, font, alter, lectern, pulpit, 	<ol style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there. Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. Give examples of stories, objects, symbols and actions used in churches and mosques which show what people believe. Give simple examples of how people worship at a church or mosque. Talk about why some people like to belong to a sacred community or building. Think, talk and ask good questions about what happens in a church or mosque, giving good reasons for my ideas. Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 		<p>Discuss the words 'sacred' and 'holy' Name and draw own special place and discuss what makes it special. Plan and create own mosque and discuss it's features (2 weeks). Draw and label why a church is a special place for Christians Visit a church. Apply the British Value of liberty to decide how to record why people go to a special place.</p>

Year 2	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1st	What makes an inspiring leader	<ul style="list-style-type: none"> Inspiring Messenger Community Leader 	<ol style="list-style-type: none"> Identify two people from religions who are good followers of God. Identify a belief about a religious leader. Identify why some people inspire others. Identify characteristics in inspiring people. Give examples of inspiration. Think talk and ask questions good questions about leadership and inspiration. Notice and find out the different ways leaders are admired in different groups. Talk about links between the work and the question; Who inspires me? 	<p>A1 Recall and name different beliefs and practises, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and world views.</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Discuss, explain and record what makes someone an inspiring person/leader</p> <p>Discuss and explore why Jesus is inspiring to Christians</p> <p>Record how Zacchaeus changed after meeting Jesus.</p> <p>Discuss how Prophet Muhammad is a messenger from Allah and how his words were written down in the Qur'an for Muslims to follow.</p> <p>Think of questions to ask a Christian religious leader about their role in worship care and the wider community.</p> <p>Think of questions to ask a Muslim religious leader about their role in worship, care and the wider community.</p>
Autumn 2nd	How and why do we celebrate significant times What makes some celebrations sacred to believers?	<ul style="list-style-type: none"> Festival Celebration Five senses : see, hear, touch, taste, smell Sacred 	<ol style="list-style-type: none"> Recognise the range of celebrations and what each celebration means. Name at least 3 different festivals giving facts about each one. Identify a belief that links to a festival. Give simple examples of the ways a festival makes a difference. Talk about features in festival stories that made people feel happy/sad. Compare with own experiences. Think talk and ask questions about big days in different religions. Compare how people celebrate today with old stories. Notice and find about simple similarities. 		<p>Match festivals to religions, discuss what happens during each celebration and personal experiences.</p> <p>Record facts about different festivals</p> <p>Link celebrations to 5 senses, discussing what someone would see, hear, smell, touch, taste during Diwali</p> <p>Record what Christians may experience during the lead up and festival Christmas using 5 senses.</p> <p>Nativity</p>
Spring 1st	What can you learn from sacred books and stories?	<ul style="list-style-type: none"> Sacred, Holy Qur'an, Bible, Injil, Torah Guru Granth Sahib Parable, Chapter, Verse, Surahs New Testament, Old Testament, Gospels, Scriptures 	<ol style="list-style-type: none"> Identify a belief about God linked to what a holy book says. Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Identify at least 3 symbols of respect used by members of a religion when they use their holy book. Recognise how different religions express their respect for their scriptures. Give examples of hidden messages in faith stories. Talk about what they like in the stories from sacred texts they've heard. Think talk and ask good questions about messages within sacred texts and the values attitudes and behaviours of people. Suggest feelings/reactions of characters at key points in faith stories. Suggest meanings in the stories. Ask and suggest answers to questions arising from my learning about Holy Books. 		<p>Discuss how books (both holy and non-religious) are special and can help us to learn. Draw and write about a special book, why they like it, why it is special and what they can learn from it.</p> <p>Create a class book/display of words used in holy books/words that really matter, that we should use in everyday life – please, thank you, sorry, hope, kindness, forgiveness.</p> <p>Discuss signs of respect for the Qur'an and rank in order they believe shows the most respect.</p> <p>Reflect on the story of Hagar and Ismail and the well of ZamZam. Create a class list of ideas about the question 'What would you ask God to help within our community'</p> <p>Introduction to the bible and the different parts, make comparisons to the Qur'an</p> <p>Revise the parable 'The lost sheep' discuss why this story is still told so often after 2000 years</p>
Spring 2nd	What is the 'good news' Christians say Jesus brings?	<ul style="list-style-type: none"> Forgiveness, Peace, Friendship Repent/Repentance Disciples, Followers Incarnation, Resurrection Maundy Thursday, Good Friday 	<ol style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of the 'gospel' of 'good news'. Give clear simple accounts of what parables mean to Christians. Recognise that Jesus' teachings instruct people about how to behave. Give at least 2 examples of ways in which Christians follow teachings about forgiveness peace and bringing good news to the friendless. Give 2 examples of how Christians' put these into practise (church, community, own lives). Think talk and ask questions about whether Jesus' good news is only good news for Christians or if there are things for anyone to learn about how to live a good life giving good reasons. 		<p>Discuss people and professions that can change the world and make the world a better place. Explore how Bible stories can help/inspire people to change the world – create a list of ways to be a good helper.</p> <p>Discuss how Jesus teaches his followers about forgiveness. Create a mind map of who might need forgiveness and how it feels to be forgiven.</p> <p>Discuss how Jesus teaches his followers about peace. Discuss ways people can seek peace, carry out short activity for each and decide as a group the best way to bring Peace to the classroom.</p> <p>Discuss how Jesus teaches friendship. Create a class friendship chain of the three teachings – forgiveness peace and friendship – record different ways we can show these towards each other. What would happen if the chain was to break?</p>
Summer 1st	How do we care for others? Why does it matter?	<ul style="list-style-type: none"> 5 Pillars: Shahadah, (Muhammad is God's messenger) Salah (prayer) Zakat (charity), Hajj (pilgrimage), Sawm (fasting) Meccah Harvest, Foodbank Charity Poverty 	<ol style="list-style-type: none"> Identify a story about each person being unique and valuable. Give an example of a key belief found in one of these stories. Give an example of how people show they care for others. Give examples of how religious teachings encourage care for others. Give good reasons for why everyone should care for others.(religious and nonreligious). Think talk and ask questions about what difference believing in God makes to how people treat each other. 		<p>Discuss and make a class list of who helps us and how we can others</p> <p>Discuss the story Muhammad and the sleeping kitten, and what it teaches Muslims - link to 5 Pillars of Islam and Zakat. Answer the question why is it important to help others less fortunate than ourselves.</p> <p>Discuss the message of the Good Samaritan. Role play the story in groups.</p> <p>Recap learning about how and why we should care for others. Create posters on how to be a caring school.</p>
Summer 2nd	How do we care for Earth? Why does it matter?	<ul style="list-style-type: none"> Creation Environment Planet Extinct Garden of Eden Paradise Sabbath Heaven Ethical Moral Reduce Reuse Recycle 	<ol style="list-style-type: none"> Identify a story or text that says something about the beautiful earth. Give an example of a key belief some people find in one of these stories. Give an example of how people show how they can care for the earth, make a link to the creation story. Give examples of how Christians and Muslims show care for the earth. Say why Christians and Muslims might look after the natural world. Think talk and ask questions about what difference believing in God makes to how people treat the natural world. Give good reasons why everyone (religious and non-religious should look after the natural world). 		<p>Share and compare creation stories for both Muslims and Christians, listing what happens on each day. Split into 6 groups making pictures to represent what was created on each day.</p> <p>Discuss what harms the planet and how we can save energy. Make posters and signs for the classroom and school to save energy.</p>

Adaptive teaching strategies

Use of physical artefacts, wherever possible, to explore, touch hold and view.

Own set of visual images that mirror teaching slides.

Pictures from stories to order.

Use of props/drama during storytelling to help engage children.

T.A. support where possible to ask questions, scribe ideas.

SEND children to be in smaller groups where possible.

Mixed attaining level pairs to support each other.

Speak to Succeed partners.

Pre-teach new vocabulary. Use physical resources where possible and examples to help support meaning.

Re-visit previously taught vocabulary and concepts. Use physical resources and pictures to help remind children. Look back at previous own work and discuss what they were learning/thinking about.

Adapted worksheets – larger lines, fewer choices, pictorial support, vocabulary bank given.

Targeted questioning and scaffolding questions.

Adult to repeat and clarify instructions