

# LONDON MEED PRIMARY SCHOOL

RE	Autumn	Spring	Summer
EYFS	<p><b>Communication and language:</b></p> <ul style="list-style-type: none"> <li>• children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;</li> <li>• answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources;</li> <li>• develop their own narratives in relation to stories they hear from different traditions.</li> </ul> <p><b>Personal, social and emotional development:</b></p> <ul style="list-style-type: none"> <li>• children understand that they can expect others to treat their needs, views, cultures and beliefs with respect;</li> <li>• have a developing awareness of their own needs, views and feelings and are sensitive to those of others;</li> <li>• have a developing respect for their own cultures and beliefs, and those of other people;</li> </ul> <p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• children talk about similarities and differences between themselves and others, among families, communities and traditions;</li> <li>• begin to know about their own cultures and beliefs and those of other people;</li> <li>• explore, observe and find out about places and objects that matter in different cultures and beliefs.</li> </ul>		
Yr 1	<p><b>Christian Values / Family Units &amp; Christmas Story</b></p> <p><b>Knowledge (inc terminology):</b></p> <ul style="list-style-type: none"> <li>• Retell and suggest meaning to the Christmas story.</li> <li>• Describe some of the main festivals or celebrations of a religion (Christmas)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• identify things that are important in their lives</li> </ul> <p><b>Religions: Christianity</b></p>	<p><b>Islam / Easter Knowledge (inc terminology):</b></p> <p><b>Islam-</b></p> <ul style="list-style-type: none"> <li>• Recall and name different beliefs and practices (Muslim prayer)</li> <li>• Discuss sacred writings (The Quran)</li> <li>• Recognise some different symbols and actions which express a community's way of life (prayer, Crescent star and moon)</li> <li>• Observe and recount different ways of expressing identity - - - - (Muslim clothing, Hijab)</li> </ul>	<p><b>A special place / Weddings &amp; Christenings Knowledge (inc terminology):</b></p> <ul style="list-style-type: none"> <li>• Describe some of the main festivals or celebrations of a religion (Weddings, Christenings)</li> <li>• Recognise, name and describe some religious artefacts (Cross, wedding rings,veil) and places (church, synagogue, mosque, mandir).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Ask and respond to questions about what difference belonging to a community might make.</li> <li>• Notice and respond sensitively to some similarities between different religions</li> </ul> <p><b>Religion: Christianity</b></p>

Bravery.....Community.....Curiosity.....Resilience.....Respect

# LONDON MEED PRIMARY SCHOOL

		<b>Easter-</b> <ul style="list-style-type: none"> <li>Recall and name different beliefs and practice (Easter celebrations)</li> <li>Retell the Easter story.</li> <li>Recognise different symbols and actions which express a community's way of life (Cross on hot cross buns, easter eggs / new life)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Describe some of the main festivals or celebrations of a religion.</li> <li>Name some religious symbols.</li> <li>Explain the meaning of some religious symbols.</li> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> </ul> <p><b>Religions: Islam, Christianity</b></p>	
Yr 2	<b>Celebrations Knowledge (inc terminology):</b> <ul style="list-style-type: none"> <li>Recall and name different festivals</li> <li>(Yom Kippur - greeting card Harvest - poem, Rosh Hashanah - honey and apple Sukkot, - design a sukkah Passover - seder plate Diwali - Listen to Rama and Sita story and rangoli patterns,</li> </ul>	<b>Creation / Why did Jesus tell stories? Knowledge (inc terminology):</b> <ul style="list-style-type: none"> <li>Listen to the Christian story of creation</li> <li>Sequence and explain the Christian story of creation</li> <li>Understand the Aborigine story of creation and draw a scene.</li> <li>Retell the Muslim story of creation</li> </ul>	<b>The Torah / Places of Worship Knowledge (inc terminology):</b> <ul style="list-style-type: none"> <li>Discuss sacred writings (Jewish Torah)</li> <li>Recognise symbols at the synagogue</li> <li>Compare Jewish rules in Torah with life rules.</li> <li>Kosher food</li> <li>Passover</li> <li>Observe and recount different ways of expressing identity and belonging, (places of worship include church, synagogue, mandir, mosque, Wat).</li> </ul>

Bravery.....Community.....Curiosity.....Resilience.....Respect

# LONDON MEED PRIMARY SCHOOL

	<p>Eid - card Christmas - decorations Holi -coloured powder scene</p> <ul style="list-style-type: none"> <li>Recognise and appreciate some similarities between communities.</li> <li>Notice and respond sensitively to some similarities between different religions and worldviews.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Describe some of the main festivals or celebrations of a religion.</li> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> </ul> <p><b>Religions: Judaism, Christianity, Islam,</b></p>	<ul style="list-style-type: none"> <li>Understand the Hindu story of creation and describe one of the main characters from it.</li> <li>Understand the Chinese story of creation in relation to Chinese New Year.</li> <li>Retell and suggest meanings to some religious festivals</li> <li>Shrove Tuesday -</li> <li>and moral stories (parables: The wise man and the foolish man The seed sower The prodigal son The good samaritan The lost sheep</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> </ul> <p><b>Religions: Christianity, Islam, Judaism, Islam, Hinduism,</b></p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Describe some of the teachings of a religion (Jewish Torah).</li> <li>Recognise, name and describe some religious artefacts, places and practices. (Synagogue, Mosque, Church, Mandir)</li> </ul> <p><b>Religions: Islam, Christianity, Judaism, Hinduism</b></p>
Yr 3	<p><b>Signs in Life Knowledge (inc terminology):</b></p> <ul style="list-style-type: none"> <li>Explore and describe a range of religious symbols (cross, Star of David, khanda, dharma</li> </ul>	<p><b>Into the Light / Inside a Bible Knowledge (inc terminology):</b></p> <ul style="list-style-type: none"> <li>Retell the story of Rama and Sita</li> <li>Recognise the way Hindus celebrate Diwali (Rangoli</li> </ul>	<p><b>Characters of faith / Who was Jesus? Knowledge (inc terminology):</b></p> <ul style="list-style-type: none"> <li>Retell the story of Jesus in the temple as a young boy.</li> <li>Explain two or more of the stories which describe some of the miracles that Jesus performed according to The Bible.</li> </ul>

Bravery.....Community.....Curiosity.....Resilience.....Respect

# LONDON MEED PRIMARY SCHOOL

	<p>wheel, aum, crescent moon and star).</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Identify religious symbolism in literature and the arts.</li> <li>Show an understanding that personal experiences and feelings influence attitudes and actions.</li> </ul> <p><b>Religions: Islam, Christianity, Judaism, Hinduism</b></p>	<p>patterns, recognise diva lamps, give gifts, visit Mandirs)</p> <ul style="list-style-type: none"> <li>Name and recognise some HIndy Gods (Rama, Sita, Ganesh, Hanuman, Lakshmi)</li> <li>Understand the Hindu story of creation</li> <li>Explain the features of puja (shrine, prasad - offerings, bell, incense, tilak pot)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Present the key teachings and beliefs of a religion.</li> <li>Describe religious buildings and explain how they are used. <ul style="list-style-type: none"> <li>Design own rangoli patterns.</li> </ul> </li> </ul> <p><b>Religions: Hinduism, Christianity</b></p>	<ul style="list-style-type: none"> <li>Understand the story of Abraham and the idols.</li> <li>Understand the Easter story.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use images of Jesus to deduce what some of his characteristics may have been.</li> <li>Draw and label the three aspects of the holy trinity as a piece of art.</li> <li>To empathise that Jesus suffered ill treatment from his jealous enemies and write about a similar modern day scenario.</li> <li>To make calligrams of the word 'faith'.</li> <li>Explain the reasons to admire a modern day idol.</li> <li>Orally retell the story of Abraham as part of a group.</li> <li>Produce a piece of art to represent their understanding of the word 'faith'.</li> <li>Use an ipad to retrieve information about a world religion.</li> </ul> <p><b>Religions: Christianity</b></p>
Yr 4	<p><b>The laughing buddha / A starry night</b></p> <p><b>Knowledge (inc terminology):</b></p> <ul style="list-style-type: none"> <li>Recall the key events from the life of Siddhartha Gautama (Buddha)</li> <li>Understand what the 4 noble truths are.</li> </ul>	<p><b>How do Hindus worship? / Why eggs at Easter?</b></p> <p><b>Knowledge (inc terminology):</b></p> <ul style="list-style-type: none"> <li>Recognise the Hindu symbol of the aum.</li> <li>Understand the HIndu story of creation.</li> <li>Understand why and Christians celebrate Shrove Tuesday.</li> <li>Understand the events of Good Friday.</li> <li>Retell the Easter story events.</li> </ul>	<p><b>What's on our doorstep?</b></p> <p><b>Knowledge (inc terminology):</b></p> <ul style="list-style-type: none"> <li>understand which religious groups exist in the neighbourhood.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Write questions appropriate to ask religious visitors to school.</li> <li>Listen to the information provided by religious visitors to school and make notes.</li> <li>Work as a group to collate information in a organised way.</li> </ul>

# LONDON MEED PRIMARY SCHOOL

	<ul style="list-style-type: none"> <li>Describe what type of possessions a Buddhist monk would have (alms bowl, razor, prayer beads, robes, sandals)</li> <li>Understand what a pilgrimage is</li> <li>.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Give examples in your own life that relate to the Buddhist 8 fold path.</li> <li>Explain what Buddhists mean by 'karma'.</li> <li>Draw and label the main Buddhist symbols ( dharma wheel, lotus flower, parasol and lion)</li> <li>Use drama to retell the story of Mary and Joseph's journey to Bethlehem.</li> <li>Use drama to explain how the shepherds in the Christmas story felt at seeing angels.</li> <li>Use art to characterise the 3 wise men.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Retell the Hindu story of creation.</li> <li>Create an information booklet about Puja (Hindu worship)</li> <li>Use the ipads to research facts about a chosen Hindu God.</li> <li>Describe the symbols of lent.</li> <li>Match palm Sunday symbols to given definitions.</li> <li>use the medium of pastels to create a scene from the Easter story</li> </ul> <p><b>Religions: Hinduism, Christianity</b></p>	<ul style="list-style-type: none"> <li>Design an information booklet which summarises the key information provided by different religious visitors to our school.</li> <li>Write an imaginary job advert for a vicar.</li> </ul> <p><b>Religions: Hinduism, Christianity, Buddhism, Islam, Sikhism, Judaism</b></p>
--	---	---	---

# LONDON MEED PRIMARY SCHOOL

	<ul style="list-style-type: none"> <li>Sequence the events of the journeys from Nazareth to Bethlehem to Egypt</li> <li>Recognise the ways in which Christmas is celebrated around the world.</li> </ul>		
Yr 5	<p><b>Religions: Buddhism, Christianity</b></p> <p><b>The most famous book in the world Knowledge (inc terminology):</b></p> <ul style="list-style-type: none"> <li>Understand the history of how The Bible came to be in printed form.</li> <li>Recognise and understand the meaning of the Ten Commandments</li> <li>Understand the historical events leading to The Bible being printed in English.</li> <li>To recognise and understand stories from the old testament.</li> <li>Understand the use of AD and BC in reference to events from The Bible.</li> <li>Understand how advent is celebrated by Christians.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Explain what is already known about The Bible</li> <li>Locate different books within The Bible</li> <li>Describe different characters from The Bible.</li> <li>Use Bible references to locate information in The Bible</li> </ul>	<p><b>Islamic beliefs / Why is Mohammed important to muslims? Knowledge (inc terminology):</b></p> <ul style="list-style-type: none"> <li>Explain what is already known about Islam.</li> <li>Recognise and label features of a mosque.</li> <li>Explain the rituals that take place during Islamic prayer.</li> <li>Describe what each of the pillars of Islam mean.</li> <li>Understand the steps involved in 'Wudu'.</li> <li>Explain the importance of the Qu'ran for Muslims.</li> <li>Describe Aqueqa party events.</li> <li>Understand the ways the Muhammads's words affect the lives of Muslims.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Create a model 3D mosque.</li> <li>Design an information leaflet about 'Salah'.</li> <li>Compare the similarities and differences between Mohammad (PHUH) and Jesus.</li> </ul>	<p><b>Acting on our morals Knowledge (inc terminology):</b></p> <ul style="list-style-type: none"> <li>Understand what a moral dilemma is.</li> <li>Understand how the Life of Desmond Tutu has inspired others.</li> <li>Understand the ways in which Nelson Mandela was able to forgive his captors.</li> <li>Understand how the principles of Christianity are linked to the work of charities.</li> <li>Understand how the Salvation Army put their faith into action.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Complete a story that includes a moral dilemma.</li> <li>Describe a situation where you had to forgive someone or ask forgiveness from someone.</li> <li>Research facts about Christian Aid charity, using an Ipad.</li> <li>Research facts about Islamic relief charity, using an iPad.</li> <li>Use role play to explain facts about a religious charity.</li> <li>Design a charity fundraising event for a charity of choice.</li> </ul> <p><b>Religions: Christianity, Islam</b></p>

Bravery.....Community.....Curiosity.....Resilience.....Respect

# LONDON MEED PRIMARY SCHOOL

	Religions: Christianity	Religions: Islam	
Yr 6	<p><b>Exploring Judaism Knowledge (inc terminology):</b></p> <ul style="list-style-type: none"> <li>Understand how Abraham showed his faith in God.</li> <li>Recognise and name a variety of Jewish artefacts.</li> <li>Recognise features of a synagogue.</li> <li>Understand why the Torah is special for Jews.</li> <li>Explain how the Jewish festival of Rosh hashanah is celebrated.</li> <li>Explain how the Jewish festival of Yom Kippur is celebrated.</li> <li>Describe the festival of Passover.</li> <li>Understand how the festival of Hannukkah is celebrated by Jews.</li> <li>Understand some key events from the life of Anne Frank.</li> <li>Understand events in the life of a modern day Jewish child.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Create a poem to explain the Jewish story of creation.</li> <li>Empathise with the feelings of Jewish people persecuted by the Nazis during WWII.</li> </ul>	<p><b>Key religious leaders / The sikh way of life Knowledge (inc terminology):</b></p> <ul style="list-style-type: none"> <li>Describe qualities needed to be an effective leader.</li> <li>Understand what made Martin Luther king an effective leader.</li> <li>Understand why Mother Teresa is an important Christian figure.</li> <li>Understand that power and leadership can be used in a negative way.</li> <li></li> <li>Retell the story of Guru Nanaks life.</li> <li>Understand the main principles of Sikhism.</li> <li>Recognise and name Sikh symbols.</li> <li>Understand the importance of the Guru Granth Sahib for Sikhs.</li> <li>Recognise key features of a Sikh gurdwara.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Reflect on your own abilities as a leader.</li> </ul> <p><b>Religions: Christianity, Sikhism</b></p>	<p><b>The artistic believer Knowledge (inc terminology):</b></p> <ul style="list-style-type: none"> <li>Recognise the symbolism of colours used in religious art.</li> <li>Understand that an artists interpretation of religious figures can affect the mood of a piece of art.</li> <li>Understand the purpose of stained glass windows in churches.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Create a piece of art entitled 'Life after life' (depicting a scene from afterlife).</li> <li>Create a piece of art using geometric shapes in the style of Islamic art.</li> <li>Investigate the link between religion and art using computing.</li> </ul> <p><b>Religions: Christianity, Islam, Judaism, Sikhism, Hindusim, Buddhism</b></p>

Bravery.....Community.....Curiosity.....Resilience.....Respect

# LONDON MEED PRIMARY SCHOOL

	Religions: Judaism		
--	--------------------	--	--

Bravery.....Community.....Curiosity.....Resilience.....Respect