LONDON MEED PRIMARY SCHOOL

RE	Autumn	Spring	Summer
EYFS	**Communication and language:** • children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions; • answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources; • develop their own narratives in relation to stories they hear from different traditions. **Personal, social and emotional development:** • children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; • have a developing awareness of their own needs, views and feelings and are sensitive to those of others; • have a developing respect for their own cultures and beliefs, and those of other people; **Understanding the world** • children talk about similarities and differences between themselves and others, among families, communities and traditions; • begin to know about their own cultures and beliefs and those of other people; • explore, observe and find out about places and objects that matter in different cultures and beliefs.		
Yr 1	**Christian Values / Family Units & Christmas Story** **Knowledge (inc terminology):** ● Retell and suggest meaning to the Christmas story. ● Describe some of the main festivals or celebrations of a religion (Christmas) **Skills:** ● identify things that are important in their lives **Religions: Christianity**	**Islam / Easter** **Knowledge (inc terminology):** **Islam-** ● Recall and name different beliefs and practices (Muslim prayer) ● Discuss sacred writings (The Quran) ● Recognise some different symbols and actions which express a community's way of life (prayer, Crescent star and moon) ● Observe and recount different ways of expressing identity - - - - (Muslim clothing, HIjad)	**A special place / Weddings & Christenings** **Knowledge (inc terminology):** ● Describe some of the main festivals or celebrations of a religion (Weddings, Christenings) ● Recognise, name and describe some religious artefacts (Cross, wedding rings,veil) and places (church, synogogue, mosque, mandir). **Skills:** ● Ask and respond to questions about what difference belonging to a community might make. ● Notice and respond sensitively to some similarities between different religions **Religion: Christianity**

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		Easter- ● Recall and name different beliefs and practice (Easter celebrations) ● Retell the Easter story. ● Recognise different symbols and actions which express a community's way of life (Cross on hot cross buns, easter eggs / new life) **Skills:** ● Describe some of the main festivals or celebrations of a religion. ● Name some religious symbols. ● Explain the meaning of some religious symbols. ● Identify the things that are important in their own lives and compare these to religious beliefs. **Religions: Islam, Christianity**	
Yr 2	**Celebrations** **Knowledge (inc terminology):** ● Recall and name different festivals ● (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,	**Creation / Why did Jesus tell stories?** **Knowledge (inc terminology):** ● Listen to the Christian story of creation ● Sequence and explain the Christian story of creation ● Understand the Aborigine story of creation and draw a scene.	**The Torah / Places of Worship** **Knowledge (inc terminology):** ● Discuss sacred writings (Jewish Torah) ● Recognise symbols at the synagogue ● Compare Jewish rules in Torah with life rules. ● Kosher food ● Passover

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	Eid - card Christmas - decorations Holi -coloured powder scene • Recognise and appreciate some similarities between communities. • Notice and respond sensitively to some similarities between different religions and worldviews. **Skills:** • Describe some of the main festivals or celebrations of a religion. • Identify the things that are important in their own lives and compare these to religious beliefs. **Religions: Judaism, Christianity, Islam,**	• Retell the Muslim story of creation • Understand the HIndu story of creation and describe one of the main characters from it. • Understand the Chinese story of creation in relation to Chinese New Year. • Retell and suggest meanings to some religious festivals • Shrove Tuesday - • and moral stories (parables: The wise man and the foolish man The seed sewer The prodigal son The good samaritan The lost sheep **Skills:** • Describe some of the teachings of a religion. • Identify the things that are important in their own lives and compare these to religious beliefs. **Religions:** **Christianity, Islam, Judaism, Islam, Hinduism,**	• Observe and recount different ways of expressing identity and belonging, (places of worship include church, synagogue, mandir, mosque, Wat). **Skills:** • Describe some of the teachings of a religion (Jewish Torah). • Recognise, name and describe some religious artefacts, places and practices. (Synagogue, Mosque, Church, Mandir) **Religions:** **Islam, Christianity, Judaism, Hinduism**
Yr 3	**Signs in Life** **Knowledge (inc terminology):**	**Into the Light / Inside a Bible** **Knowledge (inc terminology):** • Retell the story of Rama and Sita	**Characters of faith / Who was Jesus?** **Knowledge (inc terminology):** • Retell the story of Jesus in the temple as a young boy.

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	• Explore and describe a range of religious symbols (cross, Star of David, khanda, dharma wheel, aum, crescent moon and star). **Skills:** • Identify religious symbolism in literature and the arts. • Show an understanding that personal experiences and feelings influence attitudes and actions. **Religions: Islam, Christianity, Judaism, Hinduism**	• Recognise the way HIndus celebrate Diwali (Rangoli patterns, recognise diva lamps, give gifts, visit Mandirs) • Name and recognise some HIndy Gods (Rama, Sita, Ganesh, Hanuman, Lakshmi) • Understand the Hindu story of creation • Explain the features of puja (shrine, prasad - offerings, bell, incense, tilak pot) **Skills:** • Present the key teachings and beliefs of a religion. • Describe religious buildings and explain how they are used. • Design own rangoli patterns. **Religions: Hinduism, Christianity**	• Explain two or more of the stories which describe some of the miracles that Jesus performed according to The Bible. • Understand the story of Abraham and the idols. • Understand the Easter story. **Skills:** • Use images of Jesus to deduce what some of his characteristics may have been. • Draw and label the three aspects of the holy trinity as a piece of art. • To empathise that Jesus suffered ill treatment from his jealous enemies and write about a similar modern day scenario. • To make calligrams of the word 'faith'. • Explain the reasons to admire a modern day idol. • Orally retell the story of Abraham as part of a group. • Produce a piece of art to represent their understanding of the word 'faith'. • Use an ipad to retrieve information about a world religion. **Religions: Christianity**
Yr 4	**The laughing buddha / A starry night** **Knowledge (inc terminology):** • Recall the key events from the life of Siddartha Gautama (Buddha) • Understand what the 4 noble truths are. • Describe what type of possessions a Buddhist monk would have (alms bowl, razor, prayer beads, robes, sandals	**How do Hindus worship? / Why eggs at Easter?** **Knowledge (inc terminology):** • Recognise the Hindu symbol of the aum. • Understand the HIndu story of creation. • Understand why and Christians celebrate Shrove Tuesday. • Understand the events of Good Friday. • Retell the Easter story events.	**What's on our doorstep?** **Knowledge (inc terminology):** • understand which religious groups exist in the neighbourhood. **Skills:** • Write questions appropriate to ask religious visitors to school. • Listen to the information provided by religious visitors to school and make notes. • Work as a group to collate information in a organised way.

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	• Understand what a pilgrimage is • . **Skills:** • Give examples in your own life that relate to the Buddhist 8 fold path. • Explain what Buddhists mean by 'karma'. • Draw and label the main Buddhist symbols (dharma wheel, lotus flower, parasol and lion) • Use drama to retell the story of Mary and Joseph's journey to Bethlehem. • Use drama to explain how the shepherds in the Christmas story felt at seeing angels. • Use art to characterise the 3 wise men. • Sequence the events of the journeys from Nazareth to Bethlehem to Egypt • Recognise the ways in which Christmas is celebrated around the world. **Religions: Buddhism, Christianity**	**Skills:** • Retell the Hindu story of creation. • Create an information booklet about Puja (HIndu worship) • Use the ipads to research facts about a chosen Hindu God. • Describe the symbols of lent. • Match palm Sunday symbols to given definitions. • use the medium of pastels to create a scene from the Easter story **Religions: Hinduism, Christianity**	• Design an information booklet which summarises the key information provided by different religious visitors to our school. • Write an imaginary job advert for a vicar. **Religions: HInduism, CHristianity, Buddhism, Islam, Sikhism, Judaism**
Yr 5	**The most famous book in the world** **Knowledge (inc terminology):** • Understand the history of how The BIble came to be in printed form. • Recognise and understand the meaning of the Ten Commandments • Understand the historical events leading to The BIble being printed in English. • To recognise and understand stories from the old testament. • Understand the use of AD and BC in reference to events from The BIble.	**Islamic beliefs / Why is Mohammed important to muslims?** **Knowledge (inc terminology):** • Explain what is already known about Islam. • Recognise and label features of a mosque. • Explain the rituals that take place during Islamic prayer. • Describe what each of the pillars of Islam mean.	**Acting on our morals** **Knowledge (inc terminology):** • Understand what a moral dilemma is. • Understand how the Life of Desmond Tutu has inspired others. • Understand the ways in which Nelson Mandela was able to forgive his captors. • Understand how the principles of Christianity are linked to the work of charities. • Understand how the Salvation Army put their faith into action.

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	• Understand how advent is celebrated by Christians. **Skills:** • Explain what is already known about The BIble • Locate different books within The BIble • Describe different characters from The BIble. • Use Bible references to locate information in The Bible **Religions: Christianity**	• Understand the steps involved in 'Wudu'. • Explain the importance of the Qu'ran for Muslims. • Describe Aqueqa party events. • Understand the ways the Mihammads's words affect the lives of Muslims. **Skills:** • Create a model 3D mosque. • Design an information leaflet about 'Salah'. • Compare the similarities and differences between Mohammad (PHUH) and Jesus. **Religions: Islam**	**Skills:** • Complete a story that includes a moral dilemma. • Describe a situation where you had to forgive someone or ask forgiveness from someone. • Research facts about Christian Aid charity, using an Ipad. • Research facts about Islamic relief charity, using an IPad. • Use role play to explain facts about a religious charity. • Design a charity fundraising event for a charity of choice. **Religions: Christianity, Islam**
Yr 6	**Exploring Judaism** **Knowledge (inc terminology):** • Understand how Abraham showed his faith in God. • Recognise and name a variety of Jewish artefacts. • Recognise features of a synagogue. • Understand why the Torah is special for Jews. • Explain how the Jewish festival of Rosh hashanah is celebrated. • Explain how the Jewish festival of Yom Kippur is celebrated. • Describe the festival of Passover. • Understand how the festival of Hannukkah is celebrated by Jews. • Understand some key events from the life of Anne Frank.	**Key religious leaders / The sikh way of life** **Knowledge (inc terminology):** • Describe qualities needed to be an effective leader. • Understand what made Martin Luther king an effective leader. • Understand why Mother Teresa is an important Christian figure. • Understand that power and leadership can be used in a negative way. • • Retell the story of Guru Nanaks life. • Understand the main principles of Sikhism. • Recognise and name Sikh symbols.	**The artistic believer** **Knowledge (inc terminology):** • Recognise the symbolism of colours used in religious art. • Understand that an artists interpretation of religious figures can affect the mood of a piece of art. • Understand the purpose of stained glass windows in churches. **Skills:** • Create a piece of art entitled 'Life after life' (depicting a scene from afterlife. • Create a piece of art using geometric shapes in the style of Islamic art. • Investigate the link between religion and art using computing. **Religions: Christianity, Islam, Judaism, Sikhism, Hindusim, Buddhism**

	• Understand events in the life of a modern day Jewish child. **Skills:** • Create a poem to explain the Jewish story of creation. • Empathise with the feelings of Jewish people persecuted by the Nazis during WWII. **Religions: Judaism**	• Understand the importance of the Guru Granth Sahib for Sikhs. • Recognise key features of a Sikh gurdwara. **Skills:** • Reflect on your own abilities as a leader. **Religions: Christianity, Sikhism**	