

Areas of learning	Skills and Knowledge	Nursery	Reception	Yr1	Yr2	Yr2+
Vocabulary		birthday, celebration, candle, cake, special food and clothes, family, present, gift, prayer	Hanuman, Ravana, diva, Pooja, Rangoli, reflection, church, Posada, Noah, bible, Koran, cross, birth, death, Eid, fasting, festival, lent, Good Friday, Maundy Thursday, Easter Sunday, Shrove Tuesday	Jesus, priest, ceremony, wedding, groom, bride, vicar, best man, bible Islam Muhammad (PBUH), Iman,, Muslim, quran, mosque	Guru Nanak, 5ks, Kesh, Kangha, Kara, Kachera, Kirpan, Gudwara, Prince Siddhartha, Buddha, temple, mandala, meditate, enlightenment, crucifix, resurrection, ascend, saviour, disciple	
		Jesus, God, prayer, respect, Mary, Joseph, Rama, Sita, Diwali, Easter, Christmas, Christian, Hindu, Muslim		Respect, faith, spirituality, religion, beliefs, similarities, differences, culture, values, traditions, God, community, diversity, citizenship, responsibility, conflict, places of worship,		
How People Act	Skills	Follow the Nursery rules and simplified aim and values	Follow the school aim and values	Follow the class rules, playground, school rules and aim and values	Follow the class rules, playground, school rules and aim and values	(to be added)
			Talk about a significant event in their own lives	Talk about a significant celebration in their life	Talk about why significant events in their life are important	
			Consider similarities and differences between themselves and others	Talk about similarities and differences between what is important to them and to other people.	Discuss similarities and differences in the way people act according to their belief system and/or religion	
			Look closely and consider the people and the lives of different people in the world around them	Talk about what they find interesting or puzzling.	Make simple links between belief and practise	
				Begin to ask questions and discuss possible answers	Ask questions and discuss possible answers with some links to religions or belief systems	



	<p>Knowledge of:</p>	<ul style="list-style-type: none"> • How they are expected to behave in nursery • The good listening song. • A special time they celebrate and what celebration means eg. Christmas, Easter, Diwali. 	<ul style="list-style-type: none"> • The school aim and values • A special time they celebrate and what celebration means eg. Christmas, Easter, Diwali. • A significant event in their own lives • A significant event in the life of someone they know 	<ul style="list-style-type: none"> • How people act in different ways because of what they believe • Different celebrations • What is important to them and to other people. • That people can show what they believe in different ways 	<ul style="list-style-type: none"> • Class rules, playground rules, aim and values • The meaning behind celebrations .i.e. Christmas, Easter, Diwali story • Why we respect ourselves and others • How people act in different ways because of what they believe and can give examples • The belief that god created the world so we should look after it. 	
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Religious stories	Skills	Listen to a variety of stories	Talk about a story and identify what they like and dislike and discuss why	Talk about and answer questions about a significant part of a story from a religion or other belief system	Discuss significant parts of a story from a religion or other belief system (i.e Christmas, Easter, Rama & Sita) Talk about some aspects of stories that make people ask questions.	
	Knowledge of:	<ul style="list-style-type: none"> Know the story 'Dirty Bertie' in relation to washing hands. Simple version of the nativity and Diwali stories. 	<ul style="list-style-type: none"> Familiar stories - Nativity, Diwali, Easter 	<ul style="list-style-type: none"> A story from a religion or other belief system (i.e Christmas, Easter, Rama & Sita) 	<ul style="list-style-type: none"> A story from a religion or other belief system How a story links to celebrations or events (i.e Jesus birth & Christmas, Jesus death & Easter, Rama & Sita & Diwali) 	
Religious Figures	Skills	Shows interest in the lives of people who are familiar to them.	Show respect to others	Explore the roles of special people in their lives and the lives of others Talk about ways in which religious figures are special	Know the roles of special people in their lives and others and explain their importance Match religious figures to their religion and discuss similarities and differences between them	
	Knowledge of:	<ul style="list-style-type: none"> People who take care of them 	<ul style="list-style-type: none"> People that are important to them 	<ul style="list-style-type: none"> Who is important to them Some key figures in some religions eg. Christianity - Jesus, priest, Islam - Muhammad, Iman 	<ul style="list-style-type: none"> Who is important to them Some key figures in some religions eg. Christianity - Jesus, disciples, priest, vicar Buddhism - Prince Siddhartha, Buddha Sikhism - ,Guru Nanak 	



Artifacts and Symbols	Skills	Talk about an object that is special to them	Talk about an object that is special to them Examine and show respect for an object that is special to them or another person	Recognise and discuss Islamic and Christian artefacts Experience and begin to identify religious artefacts and show respect for them. Recognise that religions have symbols	Recognize and discuss a range of Sikh artefacts and how they fit into Sikh practices Discuss the importance of things that are special to members of religions and other belief systems and show respect for them Talk about some art, symbols and words featured in religions and other belief systems.	
	Knowledge of:	<ul style="list-style-type: none"> An object that is special to them 	<ul style="list-style-type: none"> An object that is special to them and why Objects that are special to other people. 	<ul style="list-style-type: none"> Islamic and Christian artefacts Artefacts, art, symbols and words featured in religions and other belief systems, and talk about them. The correct names of artefacts from religions and other belief systems Ways that people treat their sacred books 	<ul style="list-style-type: none"> Sikh artefacts and what they represent Religious objects, why they are important and how they are used The correct names and spellings of artefacts from religions and other belief systems Sacred texts and why they should be treated with respect Similarities and differences in the way people act according to their belief system and/or religion 	



Places of Worship	Skills	Remember and talks about significant events in their own experiences. E.g. Birthday parties	Find out about places that are special to them or others	Recognise the importance of places of worship in their own environment and in the wider community and act respectfully in them (Church, Temple)	Recognise the importance of places of worship in their own environment and in the wider community and act respectfully in them (Church, Gurdwara) Link visiting places of worship to their knowledge and be able to discuss what they can see	
	Knowledge of:	<ul style="list-style-type: none"> • A place in their local environment 	<ul style="list-style-type: none"> • Places that are special or meaningful in their life or the lives of others 	<ul style="list-style-type: none"> • Special places where people go to worship, and talk about what people do there eg. church, temple • Key features of a place of worship (church, temple, mosque) • How people will act, dress and behave in their place of worship 	<ul style="list-style-type: none"> • Special places where people go to worship, and talk about what people do there eg. temple (Buddhist), Gurdwara • Key features of a place of worship (church, temple, Gurdwara) • How people will act, dress and behave in their place of worship and know that these expectations are linked to beliefs 	

