

End of Year Group Expectations

Nursery

At the end of Nursery, it is expected that most children will:

- Begin to make sense of their own life-story and family's history.
- Continue to develop positive attitudes about the differences between people.

Reception

At the end of Reception, it is expected that most children will:

- 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 as part of their wider understanding of the world.

Year 1

At the end of Year 1 it is expected that most children will:




- Use religious vocabulary to talk about how people belong to different groups
- Retell religious stories from Hinduism and Christianity.
- Name religious signs and objects in stories, liturgies and in the Church and Temple
- Know the sacred books of Hinduism and Christianity
- Know how and why prayer is important to Christians and Hindus
- Identify the sacred buildings of Hindus and Christians naming 3 key features
- Talk about, and ask questions about Biblical characters and key religious figures in Hinduism and Christianity
- Describe how Christians celebrate the festivals of Easter and Christmas and say why they are important to them
- Describe how Hindus celebrate Diwali and Holi and say why they are important to them







Year 2





At the end of Year 2 it is expected that most children will:

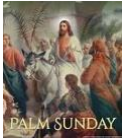
- Explain why it is important for people to feel like they belong to different groups, identify how Christians and Hindus show belonging to their faith
- Understand what is meant by the word 'value' and say what values are important to them
- Explain the religious practice of Ceremony in Christianity and Hinduism and talk about what it means to them
- Talk about and compare the importance of giving in Christianity and Hinduism
- Identify the religious symbols and artefacts of Islam and Christianity and explain how and why they are used
- Talk about how Jesus inspires Christians by discussing a story about Jesus from the bible
- Retell a religious story from Christianity and Hinduism and suggest the meanings behind each story for people of that religion.
- Describe how Hindus and Christians show commitment to their faith
- Compare Christian and Hindu Festivals using Key Vocabulary to discuss similarities and differences

Religious Education Medium Term Plan

NURSERY	<i>In Nursery there is a focus on children learning through their own experiences of family celebrations, rather than through discrete RE teaching. This is implemented through discussion, videos, books, art and role-play. In order to maximise children's opportunities for immersive learning events are sequenced in context throughout the year. In Reception, this is further developed and children learn to see family celebrations in a wider religious context and to compare their experiences with other religions. In both Nursery and Reception, RE is taught as part of Understanding the World.</i>	
Nursery term 1	<p>Special people: Me and my family- who is special to me? In Reception and Key Stage 1 children will develop this knowledge to religious figures, e.g. Jesus being special to Christians.</p>	
	<p>Special occasions: Children will be exposed to activities linked to these celebrations to help develop their understanding. Examples of special occasions may include weddings, birthdays, Eid, Diwali, Halloween, Christmas (introduce to the Nativity as the story of the birth of Jesus, to be built upon in Reception).</p>	learn about key
Vocabulary	Me, Sister, Brother, Mum, Dad, Grandparent, Aunt, Uncle, Cousin, Christmas, Diwali, Nativity, Jesus, God	
Nursery term 2	 <p><i>Focus on children's own experiences and family celebrations, through discussion, videos, books, images and role-play.</i></p> <p>What do we celebrate with our families? For example, weddings and birthdays.</p>	
	<p>Special Occasions: Children will be exposed to activities linked to these celebrations to help develop their understanding building on previous exposure with other celebrations. Examples of special occasions may include: Chinese New Year, Pancake Day, Ramadan and Easter (link back to Christmas & Christians)</p>	
Vocabulary	Easter, Ramadan	
Nursery term 3	 <p><i>Focus on children's own experiences and family celebrations, through discussion, videos, books and images and role-play.</i></p> <p>What do we celebrate with our families? For example, weddings and birthdays</p>	
	<p>Special Occasions: Children may begin to gain an understanding that not everyone has the same celebrations or celebrates in the same way. Questions may include What do we celebrate with our families? How do we celebrate? What do others celebrate? How? May include: Eid Al Fitr (revisit Islamic celebration Ramadan)</p>	
Vocabulary	Eid Al Fitr	

Year Group	<i>In Reception, children's own experiences continue to play a key role in their developing understanding of RE. Through discrete teaching, texts and exposure to activities in provision, children learn and see family celebrations in a wider religious context. They begin to compare their experiences with other religions. In order to maximise children's opportunities for immersive learning events are taught in context throughout the year. In Key Stage 1 children will go on to progress their knowledge of religions by deepening their understanding of Christian and Hindu religious beliefs.</i>			
RECEPTION	Understand beliefs and teachings This concept involves understanding the key teachings of various religions	Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.	Understand how beliefs are conveyed This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs	Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people
Reception term 1	What makes people special? Who is special to you? Who is Jesus and who is he special to? How do people celebrate? What special times do you celebrate? What is Christmas, how is it celebrated? What is Diwali, how is it celebrated? 	Revisit what makes them special to build on what makes people in general special then develop to why Christians believe God and Jesus are special. Revisit special occasions, discuss what is celebrated and why and build upon who celebrates Christmas / Diwali, how and why. Through re-enactment & role play in provision and expressive art and design activities linked to special occasions.	Religious symbols of Christmas – Stars / Angels / Three Kings Advent candles Bible extracts related to the Nativity Divas Rangoli patterns Story of Rama & Sita	Reflect on how Christmas and Diwali celebrations are similar or different. Through class discussion / talk partners / videos / books 
Vocabulary	Diwali, Hindu, Rama & Sita, Diva, Rangoli, Temple, Christmas, Christians, Jesus, Son of God, Nativity			
Reception term 2	How do people celebrate? What is Easter, how is it celebrated? What is Holi, how is it celebrated? 	Revisit who Jesus was recapping Christmas as a celebration of birth and introducing Easter as a celebration of death and rebirth / reincarnation. Revisit Hindu celebrations and introduce Holi – what is it? Why and how is it celebrated? Through re-enactment & role play in provision and expressive art and design activities linked to special occasions.	Religious symbols - Cross Bible extracts related to the Easter Story Colours linked to Holi celebrations Story of Radha and Krishna	Reflect on how Easter and Holi celebrations are similar or different. (Visit Church/Place of worship to expand children's experiences) 
Vocabulary	Easter, Reincarnation, Salvation, Cross, Hot Cross Buns, Holi, Holika, Prahlad, Vishnu, Radha, Krishna			
Reception term 3	How do people celebrate? What is Ramadan and Eid al-Fitr? How is Eid al-Fitr celebrated? What can we learn from stories?  What makes places special?	<i>Revisit children's experiences of special occasions – Ramadan and Eid al-Fitr</i> Children will be read religious stories to aid understanding about why books, narrative and story-telling is important to people. Introduce concept of right & wrong and how stories are used to demonstrate this. This will be further developed in Key Stage 1 through discussion of morals. Children will start by thinking about places that are special to them and why before moving onto places that are special for religious reasons (e.g. Church, Temple, Mosque).	Visit and explore places of worship, showing respect. 	Reflect on how Eid al-Fitr celebrations are similar or different to our own celebrations/celebrations discussed. Through class discussion / talk partners Reflect on the meaning of stories read to them in relation to their own experiences and feelings. Reflect upon what makes places special. Recapping the role of prayer and special buildings from celebrations.
Vocabulary	Muslim, Ramadan, Eid Al Fitr, Church, Temple, Mosque			

Year Group	<i>In Key Stage 1, children's knowledge and understanding is progressed through discrete teaching, texts and exposure to activities in provision. Children build upon their developing knowledge, delving deeper into Christian and Hindu beliefs and practises. Comparisons of religions in Reception develops into deeper reflective thinking about religious questions and how they view themselves and their place in the world. In order to maximise children's opportunities for immersive learning events are taught in context throughout the year. These religions were chosen specifically to widen our children's experience and understanding of beliefs within the wider community and country.</i>			
Key Stage 1	Understand beliefs and teachings This concept involves understanding the key teachings of various religions	Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.	Understand how beliefs are conveyed This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs	Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people
Year 1 term 1	<p>What do Christians believe? What do Hindus believe?</p>  <p>Why is Diwali important to Hindus and how is it celebrated?</p> <p>What is the Christmas story and where is it found?</p>	<p>Who is God? Where do Christians go to worship? Who are the Hindu deities? How and why do Christians pray? How and why do Hindu's pray? Where do Hindu's go to worship? <i>Visit to religious buildings</i></p> <p>Christmas – what is the Christmas Story and where is it found?</p>	<p>Can you recognise and name the main symbols of Diwali?</p> <p>Can you recognise and name the main symbols of Christmas?</p>	Where do I belong?
Vocabulary	God Father Son, Holy Spirit, Worship, Christianity, Jesus, Frankincense, Myrrh, Bible, Old Testament New Testament, Symbol, Gratitude, Forgiveness, Creator, Rosary, Blessing, Grace, Belief Noah Moses Abraham Brahman Krishna Aarti Prahshad Murtis Trimurti: Brahma, Vishnu and Shiva Vedas Bhagavad Gita Ramayan Diva, Rama, Sita, Ravana, Hanuman, Lakshmi, Rangoli, Deities, Puja, Bindi, Ganehsa, Mandir, Priest, Community Aum/Om			
Year 1 term 2	<p>Why is Easter important to Christians and how is it celebrated?</p> <p>Why is Holi important to Hindus and how is it celebrated?</p> <p>How do Hindus celebrate the life journey?</p>		Why are sacred texts important in religion?	<p>Who is my family and why is my family special to me? What is baptism? Who is baptised and why? What is the Hindu naming ceremony: Namkaran</p>
Key Vocabulary	Palm Sunday, Crucifixion, The Last Supper, Betrayal, Good Friday, Easter Sunday, Disciples, Sacred, Tradition, Ritual, Old Testament, Psalms, Unity, Font, God Parents, Christening Baptism/believers' baptism Dedication ceremony Incarnation Salvation Namkarna, Vedas, Bhagavad Gita Krishna, Holika, Prahlad, Namkaran			
Year 1 term 3	<p>Who is Jesus? Who made the world? Creation stories. Where do I belong religiously?</p>		<p>Can you recognise and name the main symbols of Christianity? Can you recognise and name the main symbols of Hinduism?</p>	<p>What makes our world so wonderful? Where do I belong religiously?</p>
Key Vocabulary	New Testament Jesus Parables Miracles Disciples Gospel Belief Story Church Prayer Worship Creation cross/crucifix, stained glass windows, candles, rosary beads, baptism, Holy Communion, statues Aum/Om, Ganesh, Krishna, Shiva, puja tray, aarti ceremony, prahshad, murtis, bell, lotus			
Year 2 term 1	<p>What are Christian values? What are Hindu values?</p> <p>What is a Christian ceremony? What is a Hindu ceremony?</p> <p>How and why do Hindu's celebrate Diwali? How and why do Christians celebrate Christmas?</p>			<p>Who and what is important to me and why? How do I make good choices about the morals I live by? What values do religions teach us? How do religious stories teach compassion for others? Who made the world and everything in it? Is it important to have good morals?</p>
	Charities Parables, e.g. Good Samaritan 10 commandments Sermon on the mount trust, loyalty, honesty, compassion, forgiveness, respect, helping others, staying healthy, Commitment, Faith open mindedness, positivity Baptism, wedding, marriage Compassion, kindness, moral Christingle advent Epiphany Diva, New Year, Rama, Sita, Ravana, Hanuman, rangoli, triumph Dharma Moksha Karma tradition			

Year 2 term 2	<p>Can you name and describe 3 Christian rituals? What are the deeper meanings of the Festival of Holi? What is forgiveness? What is Holy week and why is it important to Christians?</p>		<p>Why are symbols and artefacts important in Hinduism?</p>	<p>What is forgiveness?</p>
Key Vocabulary	<p>Naming ritual Baptism, confirmation, marriage Cross, Dove, water font, stained glass, Altar Lent Palm Sunday Maundy Thursday Last Supper Communion Resurrection Aum/Om, Ganesh, Krishna, Shiva, puja tray, aarti ceremony, prahshad, murtis, bell, lotus : Puja (worship) Chudakarana symbolism message</p>			
Year 2 term 3	<p>Who made the world? What do the Creation stories of Hinduism and Christianity teach us? Where do I belong religiously?</p>		<p>What symbols and artefacts are in the church? Why are they important to Christians? What symbols and artefacts are in a temple? Why are they important to Hindus? <i>Visit to religious buildings</i></p>	<p>Why is Jesus inspiring for Christians? What makes our world so wonderful? Where do I belong religiously?</p>
Key Vocabulary	<p>cross/crucifix, stained glass windows, candles, rosary beads, baptism, Holy Communion, statues Sacred Prayer Worship Priest Vicar Ministers Creation Inspirational Leadership Faith Gospal Disciples Aum/Om, Ganesh, Krishna, Shiva, puja tray, aarti ceremony, prahshad, murtis, bell,</p>			