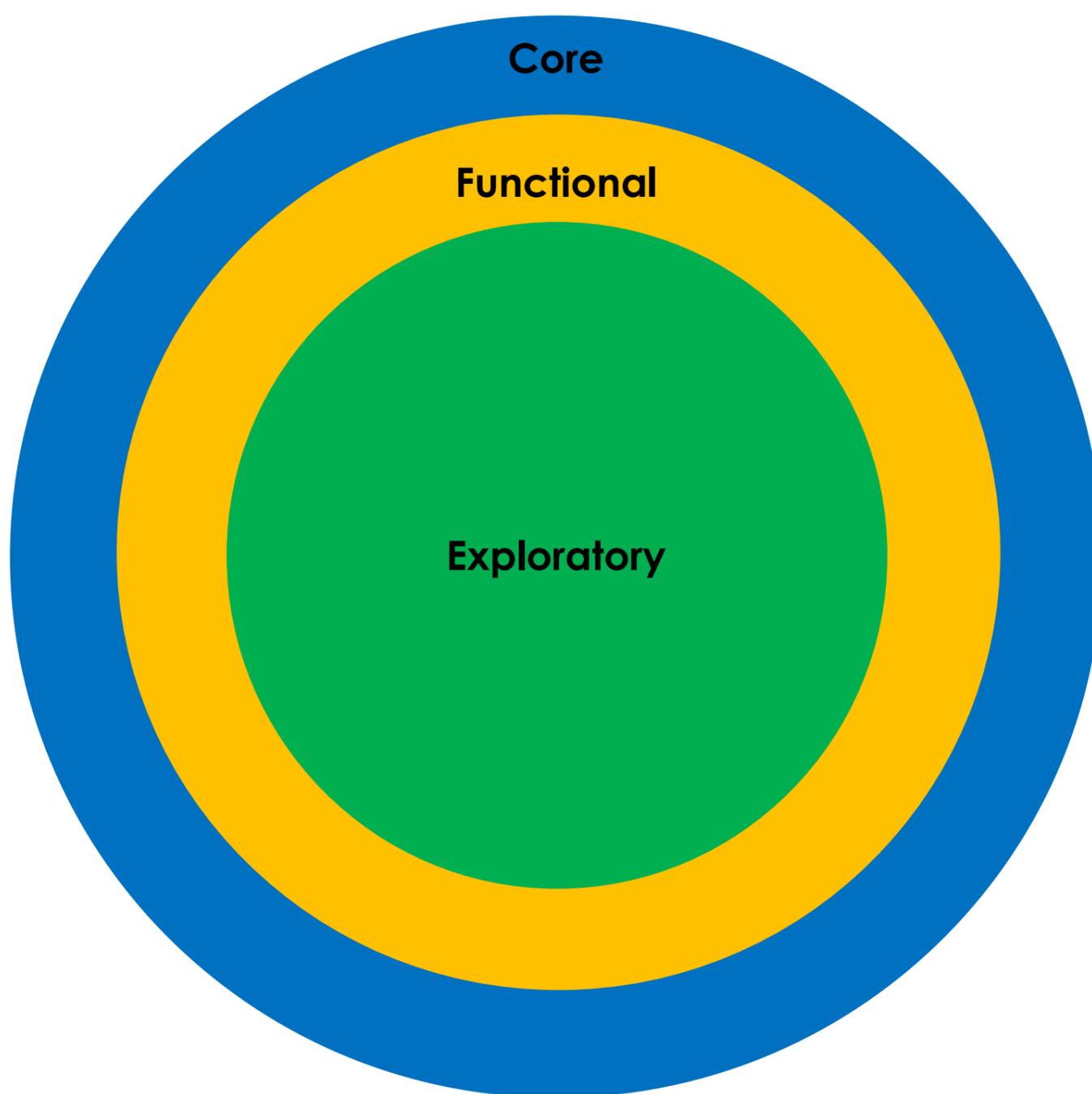


RE, Culture and Celebration

Curriculum Map - 2020

(broken down into the curriculum tiers)



INTENT: To support each child's understanding of themselves as individuals and develop their sense of belonging as part of the wider community so that they can reflect on and accept the similarities and differences in all cultures, beliefs and ways of life thus promoting empathy and a positive future for every child from all backgrounds.

Let's take a look at the children's experiences of RE, Culture and Celebrations as part of the **Early Years Foundation Stage** at Ladywood School...

Personal, Social and Emotional Development—Self Confidence and Self Awareness	16-26 months	<ul style="list-style-type: none"> Demonstrates sense of self as an individual. 	<p><u>Throughout the year in EYFS, children will have the opportunity to engage with...</u></p> <p>In Reception, as well as working towards the RE, Culture and Celebration related targets within Personal, Social and Emotional Development (Self Confidence and Self Awareness), all children are encouraged to recognise themselves as individuals and develop a sense of belonging within their immediate family and their wider community.</p>
	22-36 months	<ul style="list-style-type: none"> Expresses own preferences. Expresses own interests. 	
	30-50 months	<ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more confident in new social situations. Will communicate freely about own home and community. 	
	40-60 months	<ul style="list-style-type: none"> Confident to speak to others about own needs and wants. Confident to speak to others about own interests. Confident to speak to others about own opinions. Can describe self in positive terms and talk about abilities. 	
	ELG	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	

Understanding the World—People and Communities	16-26 months	<ul style="list-style-type: none"> Is curious about people. Enjoys pictures and stories about themselves, their families and other people. 	<p><u>Throughout the year in EYFS, children will have the opportunity to engage with...</u></p> <p>In Reception, as well as working towards the RE, Culture and Celebration related targets within Understanding the World (People and Communities), all children are expected to be exposed to and explore celebrations for a range of different cultures (e.g. Christmas, Easter, Ramadan, Chinese New Year etc.)</p>
	22-36 months	<ul style="list-style-type: none"> In pretend play, imitates everyday actions and events from own family and cultural background. Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	
	30-50 months	<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	
	40-60 months	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines 	
	ELG	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	

How our RE Curriculum Map is broken down into tiers...

	Key Stage 1 (Christians, Jews & Muslims)		Lower Key Stage 2 (Christians, Jews, Muslims & Hindus)		Upper Key Stage 2 (Christians, Jews, Muslims & Hindus)	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploratory Tier	P4 and below	P4 and below	P4 and below	P4 and below	P4 and below	P4 and below
Functional Tier	P5-P6	P5-P6	P5-P8	P5-P8	P8- Agreed Bolton SYLLABUS Y1-Y2	P8- Agreed Bolton SYLLABUS Y1-Y2
Core Tier	P7-P8	P7-P8	Agreed Bolton SYLLABUS Y1-2	Agreed Bolton SYLLABUS Y1-2	Agreed Bolton SYLLABUS Y3-4	Agreed Bolton SYLLABUS Y3-4

The sections of the Bolton Agreed Syllabus that are being focused on throughout this curriculum map are **‘Making sense of belief’** and **‘Understanding the impact’** (objectives are colour coordinated in purple and red through the document). If an individual child in your class is achieving the objectives on the Developing tier of the curriculum in years 3-6; we will be looking at moving them onto ‘Mastery’ level objectives. These will be looking at **‘Making connections’**.

Please liaise with the RE team to identify specific children that this may be appropriate for.

All children accessing the Engagement Model will be working within the Exploratory Tier.

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Christians	Christians	Muslims	Christians	All	Jews
<p>Exploratory</p> <p>Throughout the year, children in the Exploratory Tier are expected to take part in celebrations of personal significance (e.g. birthday/new home celebrations), at a level that is appropriate for the individual child.</p>	<ul style="list-style-type: none"> To actively explore the Cross, that symbolizes Christianity, in a range of different ways (craft activities, sensory tray, Attention Autism groups etc.). To briefly participate in a craft activity to create their own Cross (through a method that is engaging for them). To begin to observe celebration assemblies such as star of the week and to respond to praise for what they have done. To begin to demonstrate a brief appreciation for stillness/quietness - <i>this could be through relaxing music, Tac Pac/ Sherborne sessions etc.</i> (This is the starting point of beginning to look at personal reflection and prayer). 	<p>Special stories</p> <ul style="list-style-type: none"> To respond during sensory activities relating to Christmas e.g. crafts, tuff tray activities, Attention Autism groups. To experience and observe a Christmas celebration assembly as part of the Ladywood school community. To try on some of the clothes worn by religious figures in the Nativity story (e.g. Wise men, Shepherds etc.). To actively explore the story prompts used to tell the nativity story. 	<ul style="list-style-type: none"> To explore clothes from the Islamic community. To explore some artefacts that are important in Islam (e.g. prayer mat, compass, skull cap). To explore a range of foods and spices that are used in the Islamic community (through touch, smell or taste). To be able to express if their likes and dislikes to foods and spices from the Islamic culture (e.g. through gesture – pushing food away or requesting more). 	<ul style="list-style-type: none"> To experience an Easter celebration assembly as part of the Ladywood school community. To smell, touch or taste foods relating to Easter (e.g. hot cross buns, Easter eggs as part of an egg hunt etc.) To actively explore the story prompts used to tell the Easter story. <p>Special places</p> <ul style="list-style-type: none"> To experience a visit to the Church at Easter time. 	<p>Belonging</p> <ul style="list-style-type: none"> To explore the Ladywood School community by becoming more aware of our school environment (e.g. go for a nature walk around the forest) To begin to show interest in and recognize familiar people (e.g. staff in their class). To greet known people within the Ladywood School environment. To begin to be able to make choices relating to their knowledge of the school environment, (e.g. choosing which area they want to spend time in when motivated to do so—for example, when the ball pool is one of the op- 	<ul style="list-style-type: none"> To visit the Jewish Museum and react to sensory stimuli. To actively explore The Star of David, that symbolizes Judasim, in a range of different ways (craft activities, sensory tray, Attention Autism groups etc.). To briefly participate in a craft activity to create their own Star of David (through a method that is engaging for them). To explore the Torah whilst experiencing Jewish worship. To explore clothes that Jews would wear during worship (e.g. Kippur).
<p>Functional</p> <p>Throughout the year, children in the Functional tier are expected to recognize themselves and their influence over events and other people; as well as show concern and sympathy for those around them (e.g. when distressed).</p>	<ul style="list-style-type: none"> To take part in making their own interpretation of a cross alongside two or three other learners. To begin to appreciate stillness/quietness for longer periods as an adult supports them to participate in short prayers (e.g. putting hands together) To begin to listen and respond to some very simple and relevant prayers. To be aware of their own influence on events as they begin to participate in star of the week celebration assemblies. 	<ul style="list-style-type: none"> To engage in small world play with the Nativity scene/prompts from the Nativity story with two or three other learners. To create their own Christingle with support. To listen and respond to the familiar religious story of the Nativity. To make your own contribution to the celebration of Christmas (e.g. joining in with Christmas cards and crafts/their role in the Christmas show). To begin to be aware of the influence they have on events and other people as part of the Christmas Show. 	<ul style="list-style-type: none"> To respond to the new experience of tasting foods and spices from the Islamic culture and begin to be able to identify which foods they like and don't like using symbols and signs. To engage in Islamic artefacts in a more purposeful way (e.g. showing interest in what the prayer mat/ skull caps are used for and beginning to imitate what an adult does with them). To respond and cooperate with others while making prayer mats in small groups. To listen and respond to Islamic music. 	<ul style="list-style-type: none"> To respond to the religious experience of visiting a Church at Easter time (e.g. through colour, lights, tactile objects, music etc). To listen and begin to respond to the Easter story. To listen to and respond to a range of Easter music, in a variety of ways (E.g. vocalizing, dancing, copying actions etc.) To make your own contribution to celebration of Easter (e.g. joining in with Easter cards and Easter crafts). 	<ul style="list-style-type: none"> To be able to engage briefly in moments of individual reflection and recognize things they have done well. To recognize and identify a range of people that are part of the Ladywood Community. To carry out ritualized actions that are associated with the Ladywood community and their school routine (e.g. hanging up their coat on their peg etc). To be comfortable, confident and happy in their school environment and to feel a part of the school community (e.g. star of the week, recognizing people in the 	<ul style="list-style-type: none"> To show interest on their visit to the Jewish Museum. To take part in making their own interpretation of the Star of David alongside two or three other learners. To participate in making their own Torah scroll and begin to understand that it is very important to Jews (e.g. treating it with care). To participate in making a Kippah that would be worn as part of Jewish worship as they begin to understand their influence over events (e.g. selecting their own craft resources)
<p>Core</p>	<p>God Creation Incarnation Gospel Salvation</p> <ul style="list-style-type: none"> To begin to be able evaluate their own behavior in simple ways (e.g. on the basis of consequence— they have got a star of the week award for something they have done well etc). To take an active role in relevant prayers (e.g. joining in with a familiar prayer or saying the dinner time prayer to the rest of the class). To recognize that Christians pray to God. To begin to recognize that the Cross is an important symbol to Christians and create their own representation. 	<ul style="list-style-type: none"> To look at pictures of themselves celebrating a birthday and understand that Christmas is Jesus's birthday. To take part in role play to retell the nativity story. To show care and concern for baby Jesus in the manger. To create their own Christingle and begin to understand what the orange represents. 	<p>God Tawhid Ibadah Iman</p> <ul style="list-style-type: none"> To learn more about the Islamic culture by listening to traditional music/songs—What language are they singing in? Can we join in/copy the beat using our own musical instruments? (Gong, drums, percussion) To use some simple adjectives/symbols to describe the taste and/ or smell of each of the Islamic foods and spices. To identify that 'Allah' is very important to Muslims. To recognise that prayer mats, skull caps and compasses are important to Muslims and begin to demonstrate how these are used. 	<ul style="list-style-type: none"> To listen to and participate in the story of Easter. To use pictures, symbols and drawings to communicate their ideas about the Easter story (e.g. What is happening in the picture? It makes me feel...). To recognise 'Jesus' as an important person in the Easter story. To recognise the significance of the Church to Christians during our educational visit. 	<p>Sacred places Ourselves, others and the world Faith community</p> <ul style="list-style-type: none"> To reflect on what makes them happy, sad, excited or upset at school (e.g. looking at our friends, identify our favorite activities and areas etc.). To have a basic understanding of 'right' and 'wrong' - <i>linking to the idea of school rules</i> (children could sort symbols to identify if they are the right or wrong things to do.) To care for our Ladywood School environment (e.g. tidying outside., putting rubbish in the bin, growing plants etc.) To begin to recognize Ladywood as part of a wider community (e.g. exploring the personalized map of Little Lever which has Ladywood identi- 	<p>God Torah The People</p> <ul style="list-style-type: none"> To find out about aspects of the Jewish religion on their visit to the Jewish Museum. To be able to identify the Star of David on request, from a choice of objects. To begin to recognize that the Star of David is a significant symbol to Jews and create their own representation. To be able to identify the Jewish holy text as the Torah and create their own representation.

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Christians	Jews	Christians	All	Muslims	Christians
<p>Exploratory</p> <p>Throughout the year, children in the Exploratory Tier are expected to take part in celebrations of personal significance (e.g. birthday/new home celebrations), at a level that is appropriate for the individual child.</p>	<p>Special stories</p> <ul style="list-style-type: none"> To explore the Bible whilst experiencing Christian worship. To explore the resources from the sensory story of 'Jesus calming the storm' / 'Jesus walking on water' (e.g. the water, spray bottle, thunder stick etc). To explore the clothes that Jesus and his disciples wore. 	<ul style="list-style-type: none"> To participate in some traditions of Hanukkah (spinning the dreidle, lighting battery operated candles—menorah). To experience music that would be listened to during Hanukkah. To experience (through smell, touch or taste) the delicacies that are enjoyed during Hanukkah—e.g. <i>Latkes</i>, <i>Sufganiyot</i> etc.) To express their own feelings/likes and dislikes relating to their experience of Hanukkah (using the appropriate Pupil Voice Communication Board). 	<ul style="list-style-type: none"> To react to sensory stimuli whilst out in the community (e.g. buying the ingredients before making pancakes in school). To react to sensory stimuli at school (Attention Autism or sensory activities linked to pancake day). To explore (through taste, touch and smell) their pancakes and toppings. 	<ul style="list-style-type: none"> To begin to anticipate and show pleasure from praise for something they have done. To begin to take pleasure from some of their own personal achievements (e.g. this could be showing more independence in washing their hands, completing a short task or showing pride during star of the week etc). <p>Belonging</p> <ul style="list-style-type: none"> To explore our local community in a range of ways (e.g. through walks and educational visits) To recognize themselves through pictures and in mirrors. 	<ul style="list-style-type: none"> To actively explore The Star and Crescent, that symbolizes Islam, in a range of different ways (craft activities, sensory tray, Attention Autism groups etc). To briefly participate in a craft activity to create their own Star and Crescent (through a method that is engaging for them). To explore the Qur'an whilst experiencing Islamic worship. <p>Special places</p> <ul style="list-style-type: none"> To react to sensory stimuli during a visit to the 	<ul style="list-style-type: none"> To actively explore sensory activities linked to the creation story. To react to sensory stimuli at school (e.g. during Attention Autism sessions linked to the creation story). To begin to celebrate their own personal achievements in relation to each religion (e.g. showing some interest in pictures of themselves engaging in religious activities throughout the year—this could be done through collage).
<p>Functional</p> <p>Throughout the year, children in the Functional tier are expected to recognize themselves and their influence over events and other people; as well as show concern and sympathy for those around them (e.g. when distressed).</p>	<ul style="list-style-type: none"> To begin to explore a familiar religious story with two or three other learners (e.g. Jesus figure in blue slime, can the child show Jesus walking on the water?) To listen and respond to religious sensory stories (for example, Jesus calming the storm or Jesus walking on water). To take part in simple role play of Jesus walking on water and begin to be aware of their influence on these events. 	<ul style="list-style-type: none"> To respond to the new religious experience of Hanukkah (focusing on the music, colour, food, lights, drama and tactile objects). To make their own contribution to the Jewish celebration of Hanukkah (e.g. through artwork, role play and music). To respond to and cooperate with other learners in a small group during Hanukkah celebration activities. To begin to understand more about the Jewish culture by exploring Hebrew writing (e.g. tracing, coping, experimenting etc). 	<ul style="list-style-type: none"> To respond to the new religious experience of pancake day by tasting, smelling and exploring pancakes, mixture and toppings. To begin to engage in very simple moments of individual reflection while we think about our favourite foods (the starting point in learning about Lent). To begin to respond to others and cooperate while making pancake mixture in a small group. To be able to assist in making the pancake batter through carrying out familiar ritualized actions (e.g. stirring when given a spoon, pouring when given a jug etc.) 	<ul style="list-style-type: none"> To engage in moments of individual reflection as we look back at photographs of our favourite visits within our local community. To be aware of their influence on events and other people (focusing on how we keep safe/act whilst out in the community). To become more familiar with their local environment as part of education visits while re-responding/cooperating with others in group situations. To demonstrate that they can show concern and sympathy for others in distress as we begin to look at what it means to be a good friend (this could be done through observation, role play with dolls) 	<ul style="list-style-type: none"> To respond to the new religious experience of visiting a Mosque (through music, drama, colour, lights, foods or tactile objects). To respond to the Islamic symbol of the Star and Crescent in a range of ways including colour mixing, sensory/tactile shapes and light (sensory room/light box). To create their own interpretation of the Star and Crescent with support from an adult. To explore the Quran and understand their own influence on objects/events by treating it with care. 	<ul style="list-style-type: none"> To take a moment of personal reflection to look at photographs of their religious experiences throughout the year and identify what they have enjoyed most. To explore small world play linked to the creation story with two or three other learners and be aware of their influence on other people (e.g. sharing, taking turns). To listen and begin to respond to a very simple version of the creation story (e.g. using the 'Kids Bible').
<p>Core</p>	<ul style="list-style-type: none"> To begin to understand that religious stories carry a moral meaning in a simple way (e.g. Jesus walking on water represented placing our faith in God as he has control over the elements—the sea). To be able to use word, signs or symbols to describe what they think Jesus is like in simple terms. To know that the Christian holy text is the Bible (children could make their own front cover for the Bible) To understand that Christians worship in the Church. To understand that 'God' is very important to Christians. 	<p>God Torah The People</p> <ul style="list-style-type: none"> To communicate ideas/feelings in response to their experience of the Hanukkah celebration. To realise the significance of Jewish artefacts used to celebrate Hanukkah (E.g. menorah, oil lamp, dreidel etc). To understand that Jews worship in the Synagogue. To know that the Torah is written in Hebrew. 	<p>God Creation Incarnation Gospel Salvation</p> <ul style="list-style-type: none"> To be able to identify some things that they like as we begin to look at what people may give up at Lent (e.g. chocolate, sweets etc.) To communicate their feelings about making pancakes and what they have enjoyed most about the pancake day celebration. To be able to take turns and share resources while making pancakes, as they begin to understand and respect that other people have needs as well. To begin to understand what Lent is and communicate simple facts about Lent/Jesus using symbols to support (e.g. Christians celebrate Lent/At lent people give things up/Jesus went to the desert for 40 days and 40 	<p>Sacred places Ourselves, others and the world Faith community</p> <ul style="list-style-type: none"> To be able to identify where is special to them and begin to look at why this is—this could be home, religious venue etc. To understand what it means to be a friend and make their own purposeful relationships with others. To know that Jesus's special friends were named disciples. To reflect on what makes them happy, sad, excited or upset within our local community (e.g. looking back on education visits and identify what we've enjoyed and not enjoyed). To understand that everyone is different and it is important to treat other people with care. 	<p>God Tawhid Ibadah Iman</p> <ul style="list-style-type: none"> To be able to express their ideas/feelings in response to their visit to the Mosque in simple terms. To begin to recognize the significance of the Star and Crescent to Muslims and create their own representation. To be able to recognize the significance of the Qur'an and identify this as the holy text for Muslims. To understand that Muslims worship in the Mosque and experience a Mosque as part of an educational visit. 	<ul style="list-style-type: none"> To begin to look at our favourite things and make a poster about what makes the world amazing for us (e.g. our favourite animals, our favourite places etc.) To be able to identify 'Who created the world?' (through sign, symbols, gestures and vocalizations). To listen with interest to the creation story and begin to retell parts of the story through small world play. To begin to understand that we need to care for the environment (e.g. growing plants for the garden/litter picking/recycling).

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Christians	Christians	Jews	Hindus	Muslims	Christians
<p>Exploratory</p> <p>God</p> <ul style="list-style-type: none"> To engage with story props from the parable of The Lost Son. To visit a Church and react to sensory stimuli. To explore some of the objects used in Christian worship (e.g. cross, Bible etc). 	<p>Creation</p> <ul style="list-style-type: none"> To actively explore sensory activities linked to the creation story. To briefly engage in play with props/resources linked to the creation story (e.g. small world play etc.) To react to sensory stimuli whilst in a community setting (e.g. whilst out on Educational Visits—getting to know our community). 	<p>God</p> <p>Torah</p> <p>People</p> <ul style="list-style-type: none"> To participate in a Jewish celebration (e.g. Shabbat) in a range of ways (e.g. exploring foods/clothing/smells/music). To visit a Synagogue and react to sensory stimuli. To explore some of the objects used in Jewish worship (e.g. Torah, kippah etc). 	<p>Introduction to Hinduism</p> <ul style="list-style-type: none"> To actively explore Aum, that symbolizes Hinduism, in a range of different ways (craft activities, sensory tray, Attention Autism groups etc). To participate in some traditions of the Hindu Holi Festival (e.g. exploring bright coloured powder paint to make their own creation). To experience music from the Holi Festival. To experience (through smell, touch or taste) the delicacies that are enjoyed during Holi Festival—e.g. <i>Puran Poli, Thandai, Bhang (herb)</i>. To express their own feelings/likes and dislikes relating to their experience of the Holi Festival (using Blank level 1 communi- 	<p>God</p> <p>Tawhid</p> <p>Ibadah</p> <p>Iman</p> <ul style="list-style-type: none"> To participate in an Islamic celebration of Eid in a range of ways (e.g. exploring foods/clothing/smells/music). To visit a Mosque and react to sensory stimuli. To explore some of the objects used in Islamic worship (e.g. Qu'ran, prayer mat) 	<ul style="list-style-type: none"> To react and respond to pictures of people they love—parents/carers/family. To briefly engage in a role play wedding with support (e.g. dressing in wedding clothes, listening to wedding music, walking down the aisle etc.) - <i>demonstrating one way in which people show they love each other.</i> To be able to recognize and identify a pictures of themselves from a group. 	
<p>Functional</p> <p>Throughout the year, children in the Functional Tier are expected to develop their sense of self as an individual and as part of a wider community by improving their understanding of their emotions (happy, sad, excited or lonely) and gradually taking part in group activities (starting with two learners) until they are comfortable and able to respond/cooperate well within small groups and make purposeful relationships with others.</p>	<ul style="list-style-type: none"> To respond to the religious experience of visiting a Church in a variety of ways (e.g. showing interest in music, tactile objects, colours, lights etc). To begin to carry out ritualised actions within a religious setting (e.g. puffing our hands together when we pray). To listen to and begin to respond to a religious parable (e.g. The Lost Son). To be able to answer very simple questions and communicate their ideas and feelings using pictures/symbols, after visiting the Church (e.g. look back on pictures from your education visit and reflect on what you experienced.) To begin to realise the significance of religious artefacts, symbols and places (e.g. during visit to the Church) - <i>identify significant objects from a group etc.</i> 	<ul style="list-style-type: none"> To begin to be aware of their own influence on events and other people in relation to how we look after each other and the world (e.g. <i>understanding that our actions and behavior can upset others or throwing rubbish on the floor is bad for the environment</i>). To be able to order symbols and/or pictures of key events to retell the Creation Story. To be able to answer questions and communicate their opinions/responses about the Creation story. To treat living things and their environment with care and concern (<i>this could be how they handles plants/animals</i>). 	<ul style="list-style-type: none"> To respond to the new religious experience of visiting a Synagogue in a variety of ways (e.g. showing interest in music, tactile objects, colours, lights etc). To find out aspects about the Jewish community through drama /music/ artwork as we look at Shabbat—the Jewish day of rest. To be able to answer very simple questions and communicate their ideas and feelings using pictures/symbols, after visiting the Synagogue (e.g. look back at pictures from your education visit and reflect on what you experienced.) To begin to realise the significance of religious artefacts, symbols and places (e.g. during visit to the Synagogue) - <i>identify significant objects from a group etc.</i> 	<ul style="list-style-type: none"> To respond to the new religious experience of the Holi festival (focusing on the music, colour, food, lights, drama and tactile objects). To make their own contribution to the Hindu celebration of Holi (e.g. through artwork, role play and music). To find out more about the Hindu religion by listening to the story behind Holi festival and answering simple questions linked to the story. To communicate ideas and feelings in response to their experience of Holi festival. To begin to recognize that the Aum is an important symbol to Hindus and create their own representation. 	<ul style="list-style-type: none"> To respond to the religious experience of visiting a Mosque in a variety of ways (e.g. showing interest in music, tactile objects, colours, lights etc). To begin to carry out ritualised actions within a religious setting (e.g. taking part in Wudu before prayer begins). To make their own contribution to the Islamic celebration of Eid and Ramadan (e.g. through artwork, role play, music etc). To be able to answer very simple questions and communicate their ideas and feelings using pictures/symbols, after visiting the Mosque (e.g. look back on pictures from your education visit and reflect on what you experienced.) To begin to realise the significance of religious artefacts, symbols and places (e.g. during visit to the Mosque) - <i>identify significant objects from a group etc.</i> 	
<p>Core</p>	<p>What do Christians believe God is like? [God]</p> <ul style="list-style-type: none"> To know what a parable is—what is your favourite parable? To listen to and retell the story of the Lost Son from the Bible—what does this mean to Christians? (recognizing God as a loving father). <p>What makes some places sacred to believers?</p> <ul style="list-style-type: none"> To visit a Church and be able to identify Christian spiritual leaders and some of the key characteristics. To identify at least 3 objects used in the Christian religion for worship (e.g. cross, Bible etc.) - what are they how are they used and what do they mean? To know how Christians worship at the Church and who do they worship to. To understand Christian beliefs about worship. 	<p>Who do Christians say made the world? [Creation]</p> <ul style="list-style-type: none"> To listen to and retell key elements of the Christian creation story—verbally, written and using symbols (Genesis 1:1-2:3) To recognise that "creation" is the beginning of the "big story" of the Bible—what does the rest of the Bible say about God? <p>How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> To be able to give a clear and simple account of what Genesis 1 tells Christians and Jews about the natural world—why do Christians and Jews look after the natural world? To give examples on how Christians and Jews can show care for the natural earth. 	<p>Who is Jewish and how do they live? [God/Torah/ People]</p> <ul style="list-style-type: none"> To retell simple stories used in Jewish celebrations (e.g. Hanukkah/Minchah) and recognise how this reminds Jews of what God is like. To give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah). <p>What makes some places sacred to believers?</p> <ul style="list-style-type: none"> To visit a Synagogue and be able to identify Jewish spiritual leaders and some of the key characteristics. To identify at least 3 objects used in Jewish worship (e.g. Torah, kippah etc.) - what are they, how are they used and what do they mean? To know how Jews worship in the Synagogue and who they worship to. To understand Jewish beliefs about worship. 	<ul style="list-style-type: none"> To begin to understand the meaning behind the Holi festival and why this is an important celebration to Hindus. To be able to retell the story behind Holi festival and give examples of how Holi is celebrated—(<i>paint is thrown, bonfires are lit</i>). To begin to be able to understand the meaning behind some of the traditions of Holi festival (e.g. <i>bonfires are lit to burn away evil spirits. What do the different coloured powders that are thrown represent?</i>) To be able to identify that during Holi Festival we celebrate the Hindu God Krishna. 	<p>Who is a Muslim and how do they live? [God/ Tawhid/Ibadah/Iman]</p> <ul style="list-style-type: none"> To understand what Muslims believe about Muhammad from stories about the Prophet To give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. fasting during Ramadan to mark when Allah gave the first chapters of the Qu'ran to Prophet Muhammad, followed by Eid al-Fitr to break to fast). To give examples of how Muslims put their beliefs about prayer into action. <p>What makes some places sacred to believers?</p> <ul style="list-style-type: none"> To visit a Mosque and be able to identify Muslim spiritual leaders and some of the key characteristics. To identify at least 3 objects used in Islamic worship (e.g. Qu'ran, prayer mat) - what are they how are they used and what do they mean? To know how Muslims worship in the Mosque and who they worship to. To understand Muslim beliefs about worship. 	<p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> To recognise that loving others is important in all of communities—Who do we love in our community? Why do we love them? To be able to give a simple explanation of what Jesus taught Christians about loving each other. To use ICT technology to research an other religious leader who taught about loving other people—What did they teach? To explore some of the similarities and differences between messages in two different cultures—How do they show they love each other? (e.g. Christianity and Islam). <p>How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> To be able to listen to a religious story that highlights each person's value and uniqueness (e.g. The Lost Sheep or the Lost Coin) and to be able to give an example of the moral behind the story—God loves all people etc. To show what they have learnt from these religious stories and communicate ways that we can care for and be kind to others (e.g. going to charity).

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Jews	Christians	Muslims	Christians	Hindus	Christians
<p>Exploratory</p> <p>Throughout the year, children in the Exploratory Tier are expected to take part in celebrations of personal significance (e.g. birth-day/new home celebrations), at a level that is appropriate for the individual child.</p>	<p>God</p> <p>Torah</p> <p>The People</p> <p><i>Faith community</i></p> <ul style="list-style-type: none"> To participate in some traditions of Rosh Hashanah (e.g. blowing the Shofar, lighting candles—use battery candles). To experience music that would be listened to during Rosh Hashanah. To experience (through smell, touch or taste) the delicacies that are enjoyed during Rosh Hashanah—e.g. Apples and honey, Challah, honey cake To express their own feelings/likes and dislikes relating to their experience of Rosh Hashanah (using the appropriate Pupil Voice Communication 	<p>Incarnation</p> <p>Gospel</p> <ul style="list-style-type: none"> To actively participate in our Christmas celebration assembly as part of the Ladywood School community. To explore a nativity scene for an extended period. To respond during sensory activities relating to Christmas e.g. crafts, tuff tray activities, Attention Autism groups. To express own likes and dislikes relating to the celebration of Christmas (using the appropriate Pupil Voice communication board). To respond to familiar Christmas music through eye gaze, gesture, movement etc. 	<p>God</p> <p>Tawhid</p> <p>Ibadah</p> <p>Iman</p> <p><i>Faith community</i></p> <ul style="list-style-type: none"> To explore what clothes might be worn at a Muslim wedding. To make and explore (through smell, touch or taste) some delicacies and spices that may be present at a Muslim wedding. To explore resources and props used during our Muslim wedding role play, for extended periods of time. To experience music that would be played at a Muslim wedding. 	<p>Salvation</p> <ul style="list-style-type: none"> To participate in our Easter celebration assembly as part of the Ladywood School community. To explore a range of religious objects linked to the story of Easter (e.g. the cross, the bible). To go shopping for and explore different foods that are linked to Easter (e.g. hot cross buns, Easter Eggs). To respond during sensory activities relating to Easter (e.g. making cards, crafts, tuff tray activities, Attention Autism groups). 	<p>Introduction to Hinduism</p> <ul style="list-style-type: none"> To visit a Hindu temple and react to sensory stimuli. To begin to express own feelings in relation to Hindu experiences (Pupil voice). To be able to wear and explore clothes from the Hindu culture that may be worn for worship To explore a range of religious objects linking to Hinduism. 	<p><i>Understanding ourselves and the world around them</i></p> <ul style="list-style-type: none"> To listen and briefly engage with sensory props linked to the story of 'The Good Samaritan.' To recognize themselves and begin to recognize 1 or 2 familiar peers/staff/ family members (through pictures, videos, in the mirror etc). To respond to praise for what they have done and celebrate personal achievements (e.g. For completing a short task - this is the beginning of learning about right and wrong.)
<p>Functional</p> <p>Throughout the year, children in the Functional Tier are expected to develop their sense of self as an individual and as part of a wider community by improving their understanding of their emotions (happy, sad, excited or lonely) and gradually taking part in group activities (starting with two learners) until they are comfortable and able to respond/cooperate well within small groups and make purposeful relationships with others.</p>	<ul style="list-style-type: none"> To respond to the new religious experience of the Rosh Hashanah (focusing on the music, colour, food, lights, drama and tactile objects). To make their own contribution to the Jewish celebration of Rosh Hashanah (e.g. through artwork, role play and music). To communicate ideas and feelings in response to their experience of Rosh Hashanah festival. 	<ul style="list-style-type: none"> To communicate simple facts about Jesus, the Nativity story and the Christian celebration of Christmas (e.g. this could be done on the computer/on a poster/in groups or individually). To increasingly be able to communicate feelings, ideas and responses about the celebration of Christmas. To be able to retell and answer simple questions about the Christmas Nativity story in a way that is appropriate for the child (e.g. through drama, ordering pictures etc.) To reflect on what makes us happy, sad, excited and lonely as we begin to look at the idea of charity—(how can we make other people happy that don't have the things we have? May wrap presents for less fortunate children at Christmas time) 	<ul style="list-style-type: none"> To learn more about the Islamic culture by taking part in a role play Islamic wedding ceremony—begin to look at the concept of arranged marriages. To communicate their feelings about what and who is special to them and we begin to look at what it means to 'love' each other. To begin to realise the significance of some Islamic religious artefacts (e.g. the Qu'ran) and listen to an Islamic prayer. To identify that Muslims may make the pilgrimage to Mecca during their lifetimes. To understand that we should all treat each other with care and concern and that the Qu'ran teaches Muslims to love each other. 	<ul style="list-style-type: none"> To show concern and sympathy for Jesus as they begin to understand the story of Easter (through gestures, words, facial expressions, symbols etc.) To increasingly be able to communicate feelings, ideas and responses about the celebration of Easter. To communicate simple facts about Jesus and the Christian celebration of Easter. To be able to retell the Easter story in a way that is appropriate for the child (e.g. through drama, ordering pictures etc.) 	<ul style="list-style-type: none"> To respond to the new religious experience of visiting a Hindu temple in a variety of ways (e.g. showing interest in music, tactile objects, colours, lights etc). To begin to carry out ritualised actions within a religious setting (e.g. understanding that it is important to remove shoes and wash your hands when entering the temple). To be able to answer very simple questions and communicate their ideas and feelings using pictures/symbols, after visiting the temple (e.g. look back on pictures from your education visit and reflect on what you experienced.) To begin to realise the significance of religious artefacts, symbols and places (e.g. during visit to the temple) - identify significant objects from a group etc. 	<ul style="list-style-type: none"> To be able to evaluate their own work and behavior in simple ways and to identify some actions as right or wrong (starting to introduce this idea on the basis of consequences.) To be able to retell the story of The Good Samaritan in a simple way (E.g. through role play, ordering pictures etc). To begin to understand that religious stories can carry moral as well as religious meaning (e.g. What is the story of the Good Samaritan trying to tell us about how people should be treated?) To understand/be accepting and respectful of the needs and feelings of others as well as themselves (e.g. to identify someone in class who is a kind
<p>Core</p>	<p>Who is Jewish and how do they live? [God/Torah/ People]</p> <ul style="list-style-type: none"> To listen to and recognise a Jewish prayer (Shema) To make links between Jewish ideas of God found in stories and how Jews live. To be aware that Jews remember God in different ways (e.g. mezuzah, on Shabbat). To understand how and why Rosh Hashanah is celebrated by Jews. <p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> To recognise some symbols of belonging within the Jewish community (e.g. 7 To identify at least two traditions in the Jewish culture that they use to express their love (e.g. Brit Bar - welcome ceremony—or the promises made at Jewish ketubah—wedding contract). 	<p>Why does Christmas matter to Christians? [Incarnation]</p> <ul style="list-style-type: none"> To know that stories of Jesus 'He came from the Gospels. To be able to retell the story of Jesus' birth. To be able to give a simple explanation of why Jesus is important to Christians. To give examples of how Christians use the Nativity story to guide their actions at Christmas. <p>What is the 'good news' Christians believe Jesus brings? [Gospel]</p> <ul style="list-style-type: none"> To listen to stories from the Bible and recognise a link between 'Gospel' and 'good news' (e.g. Matthew the tax collector) To be able to give a very simple account of what these stories mean to Christians. To learn about some of the instructions that Jesus gives to people about how to behave. To be able to give ways Christians follow teachings about forgiveness, peace and bringing good news to the homeless. To give examples of how Christians put beliefs into practice (e.g. charity and confession). 	<p>Who is a Muslim and how do they live? [God/ Tawhid/ibadah/iman]</p> <ul style="list-style-type: none"> To listen to and recognise the meaning behind the words of Shohadah and understand that this is very important to Muslims. To be able to identify and simply explain some of the key beliefs of Muslims (e.g. Shohadah and 99 names of Allah). To begin to understand why Muslims may make the pilgrimage to Mecca during their lifetimes. To give examples of how Muslims use the shahadah to show what matters to them. <p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> To understand what Muslims are taught about loving each other (e.g. None of you is a good Muslim until you love for your brother and sister what you love for yourself). To understand the importance of marriage in Islam and that some marriages are arranged by families. To recognise some symbols of belonging within Islam (e.g. calligraphy, picture of the Ka'aba, a prayer cap—kufiyah). To begin to understand the meaning behind some of the actions involved in the Muslim welcoming 	<p>Why does Easter matter to Christians? [Salvation]</p> <ul style="list-style-type: none"> To show a basic understanding of 'incarnation' and 'salvation' and recognise these within the Easter story. To listen and retell stories of Holy Week and Easter from the Bible. To identify elements from these stories where Jesus is rescuing people (salvation). To understand how Christians celebrate Jesus's death and resurrection at Church during Easter. 	<ul style="list-style-type: none"> To visit a Hindu Temple—mandir -and be able to document some of the key features (children could take their own photos to document what they have seen). To be able to identify and label key features of the Mandir. To join in with Hindu worship and begin to understand why things are done in a certain way (e.g. why do we wash our hands before prayer?) 	<p>How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> To listen to the story of 'The Good Samaritan'. To give examples of ways children in classes understand or applied skills. To explore ideas of good and thoughtful and wrong. To show an understanding of how we can help other people by voting for a charity that you would like to donate money to and organising a small fund raising event in school (e.g. bake sale etc.)

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Christians	Hindus	Christians	Jews	Muslims	Christians
<p>Exploratory</p> <p>Throughout the year, children in the Exploratory Tier are expected to take part in celebrations of personal significance (e.g. birthday/new home celebrations), at a level that is appropriate for the individual child.</p>	<p>Creation</p> <ul style="list-style-type: none"> To actively explore sensory props relating to the Creation story for a more extended period of time. To actively take part in a simple craft activity of the Earth to represent the Christian idea of the Creation story. To briefly participate in a range of 'tidying', 'cleaning' and 'caring' activities as we look at how we should look after ourselves/other things and to celebrate this as a personal achievement (this could be as simple as washing hands or putting rubbish in the bin). 	<p>Introduction to Hinduism</p> <ul style="list-style-type: none"> To participate in some traditions of the Diwali Festival (e.g. exploring lights in a range of ways—sensory room, interactive sensory programme, light box etc.) To experience music from the Diwali Festival. To experience (through smell, touch or taste) the delicacies that are enjoyed during Diwali Festival—e.g. Kheer, Mithai, Samosa etc.). To express their own feelings/likes and dislikes relating to their experience of the Holi Festival (through gesture, pushing objects away/using the Blank Level 1 Communication Board). 	<p>Faith community</p> <ul style="list-style-type: none"> To react to sensory stimuli in a community setting (e.g. whilst out on Educational Visits—getting to know our community). <p>Significant events</p> <ul style="list-style-type: none"> To respond to praise for what they have done and to join in celebrating personal achievements. To briefly show interest in/engage with pictures of themselves during significant moments in their own lives (e.g. birthday's, family celebrations etc.) - Can the children recognize themselves? 	<p>God</p> <p>Torah</p> <p>The People</p> <ul style="list-style-type: none"> To explore, smell and taste food from the Jewish community. To experience music and prayers from the Jewish community. <p>Sacred buildings</p> <ul style="list-style-type: none"> To visit a Synagogue and react to sensory stimuli. To express their own feelings, likes and dislikes in relation to their visit to the Synagogue (using Pupil Voice communication boards). 	<p>God</p> <p>Tawhid</p> <p>Ibadah</p> <p>Iman</p> <ul style="list-style-type: none"> To experience clothes, music and prayers from the Islamic community. To explore Islamic worship (e.g. taking shoes off, Wudu, prayer mats etc). <p>Sacred buildings</p> <ul style="list-style-type: none"> To visit a Mosque and react to sensory stimuli. To express their own feelings, likes and dislikes in relation to their visit to the Mosque (using Pupil Voice communication boards). 	<p>God</p> <ul style="list-style-type: none"> To begin to engage briefly with a sensory story from the Bible. To actively explore a range of religious objects relating to the Christianity and God. <p>Sacred building</p> <ul style="list-style-type: none"> To visit a Church and react to sensory stimuli. To express their own feelings, likes and dislikes in relation to their visit to the Church (using Pupil Voice communication boards).
<p>Functional</p> <p>Throughout the year, children in the Functional Tier are expected to develop their sense of self as an individual and as part of a wider community by improving their understanding of their emotions (happy, sad, excited or lonely) and gradually taking part in group activities (starting with two learners) until they are comfortable and able to respond/cooperate well within small groups and make purposeful relationships with others.</p>	<p>Who do Christians say made the world? [Creation]</p> <ul style="list-style-type: none"> To listen to and retell key elements of the Christian creation story (Genesis 1:1-2:3) To recognise that 'Creation' is the beginning of the 'big story' of the Bible.—what does this tell us about God? <p>How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> To be able to give a clear and simple account of what Genesis 1 tells Christians and Jews about the natural world.—why do Christians and Jews look after the natural world. To give examples on how Christians and Jews can show care for the natural earth. 	<ul style="list-style-type: none"> To be able to understand that Diwali is the Festival of Lights. To listen and show interest in the story of Diwali. To be able to give some examples of how Diwali is celebrated by Hindus. To understand that Hindu's have more than one god. 	<p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> To recognise that loving others is important in lots of communities.—Who do we love in our community? Why do we love them? To be able to give a simple explanation of what Jesus taught Christians about loving each other. To use ICT technology to research another religious leader who taught about loving other people.—What did they teach? To explore some of the similarities and differences between marriages in different two different cultures.—How do they show they love each other? <p>How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> To be able to listen to a religious story that highlights each person's value and uniqueness (e.g. The Lost Sheep or The Lost Coin) and to be able to give an example of the key belief—God loves all people etc. To show what they have learnt from these religious stories and communicate how we can care for and be kind to others (e.g. giving to charity). 	<p>Who is Jewish and how do they live? [God/Torah/ People]</p> <ul style="list-style-type: none"> To retell simple stories used in Jewish celebrations (e.g. Hanukkah/Shabbat) and recognise how this reminds Jews of what God is like. To give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot). <p>What makes some places sacred to believers?</p> <ul style="list-style-type: none"> To visit a Synagogue and be able to identify Jewish spiritual leaders and some of the key characteristics. To identify at least 3 objects used in Jewish worship (e.g. Torah, skull cap) - what are they, how are they used and what do they mean? To know how Jews worship in the Synagogue and who they worship to. To understand Jewish beliefs about worship. 	<p>Who is a Muslim and how do they live? [God/ Tawhid/ibadah/iman]</p> <ul style="list-style-type: none"> To listen to and recognise the words of Shahadah and understand that this is very important to Muslims. To be able to identify and simply explain some of the key beliefs of Muslims (e.g. Shahadah and 99 names of Allah). To understand what Muslims believe about Muhammad from stories about the Prophet. <p>What makes some places sacred to believers?</p> <ul style="list-style-type: none"> To visit a Mosque and be able to identify Muslim spiritual leaders and some of the key characteristics. To identify at least 3 objects used in Islamic worship (e.g. Quran, prayer mat) - what are they, how are they used and what do they mean? To know how Muslims worship in the Mosque and who they worship to. To understand Muslim beliefs about worship. 	<p>What do Christians believe God is like? [God]</p> <ul style="list-style-type: none"> To know what a parable is—what is your favourite parable? To listen to and retell the story of the Lost Son from the Bible—what does this mean to Christians? (recognising God as a forgiving Father). <p>What makes some places sacred to believers?</p> <ul style="list-style-type: none"> To visit a Church and be able to identify Christian spiritual leaders and some of the key characteristics. To identify at least 3 objects used in the Christian religion to worship (e.g. cross, Bible) - what are they, how are they used and what do they mean? To know how Christians worship at the Church and who they worship to. To understand Christian beliefs about worship.
<p>Core</p>	<p>What do Christians learn from the creation story? [Creation/Fall]</p> <ul style="list-style-type: none"> To make a timeline to represent the Bible's 'big story' starting with God and the Creation story. To identify Christian beliefs about God and Creation (using Genesis 1). To listen to the story of 'The Fall' and understand that this gives an explanation to Christians about why things go wrong in the world. To begin to understand about the concept of 'sin' and how/why Christians may say sorry and ask for forgiveness from God. <p>How and why do people try to make the world a better place?</p> <ul style="list-style-type: none"> To be able to recognise why Christians believe the world isn't always a good place and give some examples of who (starting locally e.g. filming/reading) and then writing the water world). To research people who have tried to make the world a better place (e.g. Martin Luther King Jr, Mother Teresa, Desmond Tutu etc.) 	<p>What do Hindus believe God is like? [Brahman/atman]</p> <ul style="list-style-type: none"> To be able to identify some Hindu deities and give an simple explanation of how they help Hindu's describe God. To show an understanding of how some stories help to explain what Hindu's believe about God (Svetaketu, Ganesha and Diwali). To understand the importance of Hindu murti's and give a brief explanation of how this expresses God's immanence. To participate in the celebration of Diwali in school and be able to give a brief explanation of why it is celebrated (e.g. link this to their understanding of Hindu gods—Brahma and Vishnu). To identify different ways in which Hindu's worship and how this link to their beliefs about God (e.g. choosing a deity and worshipping at a home shrine). 	<p>How and why do people mark the significant events of life?</p> <ul style="list-style-type: none"> To understand the meaning behind baptisms in the Christian community. To be able to highlight some of the significant events and milestones in the life of a Christian—can we recall significant events in our own lives? (Opportunity of children to bring in their own pictures and share these with their peers while discussing similarities and differences in cultures). To investigate and identify some similarities and differences in ceremonies of commitment across different religions (e.g. different practices of marriage). 	<p>How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]</p> <ul style="list-style-type: none"> To be able to identify some Jewish beliefs about God, sin and forgiveness and give a brief description of their meaning. To understand what Jews believe god is like and how they express these views through worship and festivals (at home as well as part of the wider community). <p>How and why do people mark the significant events of life?</p> <ul style="list-style-type: none"> To understand Jewish beliefs about love, commitment and promises (e.g. 'Love your neighbour as yourself' - Leviticus 19:18). To be able to explain what a bar mitzvah is and why it is an important milestone in the Jewish culture. 	<p>How do festivals and worship show what matters to a Muslim? [Ibadah]</p> <ul style="list-style-type: none"> To listen to sections of Surah 1 of the Qur'an and recall some beliefs about Allah. To recognise and describe how Muslims show their beliefs and commitment to Allah through Ibadah (worship). <p>How and why do people mark the significant events of life?</p> <ul style="list-style-type: none"> To be able to understand the importance of Hajj and Ramadan to Muslims—how and why do they celebrate? 	<p>What is it like for someone to follow God? [People of God]</p> <ul style="list-style-type: none"> To listen to the story of Noah's Ark and recall the promises Noah and his family made to God after the flood. To understand that promises made to God can be called a 'covenant' - Can you recall previous covenants from Bible stories you've heard before? - Noah. To be able to make comparisons about the stories of Noah and his promise (covenant) with God. Where do we see these promises in our lives? (e.g. Weddings, Christenings etc). <p>What is the 'Trinity' and why is it important for Christians? [God/ Incarnation]</p> <ul style="list-style-type: none"> To recognise what a 'Gospel' is and give examples of the kinds of stories it contains—Can you select stories to make your own Gospel? To understand what 'The Family' is and when to look relating to the Trinity. To recognise the importance of the Trinity to Christians (e.g. how playing a board game).

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Jews	Christians	Muslims	Christians	Christians	Hindus
<p>Exploratory</p> <p>Throughout the year, children in the Exploratory Tier are expected to take part in celebrations of personal significance (e.g. birth-day/new home celebrations), at a level that is appropriate for the individual child.</p>	<p>God</p> <p>Torah</p> <p>The People</p> <ul style="list-style-type: none"> To actively engage in Jewish worship (Shabbat). To experience the celebration of Yom Kippur—the Day of Atonement and explore how it is marked in the Jewish community. <p><i>Faith community</i></p> <ul style="list-style-type: none"> To react to sensory stimuli in a community setting (e.g. recognizing familiar and key places within their community.) 	<p>Incarnation/Christmas</p> <ul style="list-style-type: none"> To respond to sensory stimuli related to Christmas (e.g. sensory crafts, sensory tuff tray activities/light room activities etc.) To observe and be happy to participate in the Christmas production. To express own feelings, likes and dislikes relating to the Christmas celebration (using Pupil Voice communication boards). <p><i>Faith community</i></p> <ul style="list-style-type: none"> To react to sensory stimuli in a community setting (e.g. recognizing familiar and key places within their community.) 	<p>God</p> <p>Tawhid</p> <p>Ibadah</p> <p>Iman</p> <ul style="list-style-type: none"> To actively engage in Islamic worship (e.g. removing shoes, taking part in Wudhu, listening to Islamic prayer/music etc.). To explore, smell and taste food from the Islamic community. <p><i>Faith community</i></p> <ul style="list-style-type: none"> To react to sensory stimuli in a community setting (e.g. recognizing familiar and key places within their community.) 	<p>Salvation</p> <ul style="list-style-type: none"> To respond to sensory stimuli related to Easter (e.g. during sensory activities/ Attention Autism sessions). To take an active role in our Easter celebration assembly as part of the Ladywood School community. To express own feelings, likes and dislikes relating to the Easter celebration (using Pupil Voice communication boards). To explore artefacts related to Easter with increasing purpose. 	<p>Gospel</p> <ul style="list-style-type: none"> To explore a range of artefacts relating to our world. To recognize ourselves as separate to the people around us (e.g. identifying peers through pictures and in the classroom). To begin to understand how we care for living things (e.g. watering plants, looking after animals/dolls/our friends). 	<p>Introduction to Hinduism</p> <ul style="list-style-type: none"> To explore the foods/spices that may be present at a Hindu wedding. To observe and try on clothes that may be worn during a Hindu wedding. To experience music that may be played at a Hindu wedding. To explore a range of religious objects related to a Hindu wedding and Dussehra. To observe and participate in the celebration leavers assembly. To respond to praise for what they have done and to join in celebrating personal achievements (as part of leavers assembly).
<p>Functional</p> <p>Throughout the year, children in the Functional Tier are expected to develop their sense of self as an individual and as part of a wider community by improving their understanding of their emotions (happy, sad, excited or lonely) and gradually taking part in group activities (starting with two learners) until they are comfortable and able to respond/cooperate well within small groups and make purposeful relationships with others.</p>	<p>Who is Jewish and how do they live? [God/Torah/ People]</p> <ul style="list-style-type: none"> To listen to and recognise a Jewish prayer (Shema) To make links between Jewish ideas of God found in stories and how Jews live. To be aware that Jews remember God in different ways (e.g. mezuzah, on Shabbat). <p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> To recognize some symbols of belonging within the Jewish community (e.g. Mezuzah, menorah, Kiddush cap, challah bread, kippah). To identify at least two traditions in the Jewish culture that they used to express their love (e.g. Brit Bat - welcome ceremony—or the promises made at Jewish ketubah—wedding contact). 	<p>Why does Christmas matter to Christians? [Incarnation]</p> <ul style="list-style-type: none"> To know that stories of Jesus' life come from the Gospels. To be able to retell the story of Jesus's birth. To be able to give a simple explanation of why Jesus is important to Christians. To give examples of how Christians use the Nativity story to guide their actions at Christmas. 	<p>Who is a Muslim and how do they live? [God/ Tawhid/Ibadah/Iman]</p> <ul style="list-style-type: none"> To give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. fasting during Ramadan). To give examples of how Muslims put their beliefs about prayer into action. To give examples of how Muslims use shahadah to show what matters to them. <p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> To understand what Muslims are taught about loving each other (e.g. 'None of you is a good Muslim until you love for your brother and sister what you love for yourself'). To recognize some symbols of belonging within Islam (e.g. calligraphy, picture of the Ka'aba, a prayer cap—taqiyah). To begin to understand the meaning behind some of the actions involved in the Muslim welcoming ceremony of Aqiqah. 	<p>Why does Easter matter to Christians? [Salvation]</p> <ul style="list-style-type: none"> To show a basic understanding of 'incarnation' and 'salvation' and recognize these within the Easter story. To listen and retell stories of Holy Week and Easter from the Bible. To identify elements from these stories where Jesus is rescuing people (Salvation). To understand how Christians celebrate Jesus's death and resurrection at Church during Easter. 	<p>What is the 'good news' Christians believe Jesus brings? [Gospel]</p> <ul style="list-style-type: none"> To listen to stories from the Bible and recognize a link between 'Gospel' and 'good news' (e.g. Matthew the tax collector) To be able to give a very simple account of what these stories mean to Christians. To learn about some of the instructions that Jesus gives to people about how to behave. To be able to give ways Christians follow teachings about forgiveness, peace and bringing good news to the friendless. To give examples of how Christians put beliefs into practice (e.g. charity and confession) <p>How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> To listen to the story of 'The Good Samaritan'. To give examples of each child in classes uniqueness or special skills. To explore ideas of good and bad/right and wrong. To show an understand of how we can help other people why voting for a charity that you would like to donate money to and organising a small fund raising event in school (e.g. 	<p>Introduction to Hinduism</p> <p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> To recognize some symbols of belonging within the Hindu community (e.g. Rakhi's). To be able to explain where we feel like we belong? - We belong at Ladywood/in our families/in our community. To understand what Hindu's are taught about loving one another.
<p>Core</p>	<p>How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]</p> <ul style="list-style-type: none"> To make links between the story of Exodus and Jews relationships and beliefs about God (e.g. after they escape from Egypt, the Jewish people were given the Ten Commandments) through text and film or drama. What does the story of Exodus mean for Jews today and how does it impact how Jews live? (e.g. taking into account prayers and blessings that Jewish people say throughout the day, celebrating forgiveness/salvation/freedom at festivals.) <p>How and why do people try to make the world a better place?</p> <ul style="list-style-type: none"> To be able to reflect on the uses of an (what would we do as a class). To research the Jewish teaching of tikkun olam (mending the world) and tzedaka (charity). 	<ul style="list-style-type: none"> To take an active part in the school Christmas production and be able to demonstrate an understanding of why we are celebrating. <p>What kind of world did Jesus want? [Gospel]</p> <ul style="list-style-type: none"> To research and identify links from the Gospel that tell the story and teachings of Jesus (e.g. Jesus calls the first disciples—Matthew 4:18-22). To make links between the calling of the first disciples and how Christians follow Jesus today ('Follow us and we will give you life'). To investigate Jesus's actions towards people who are different and begin to understand what this means for Christians (e.g. How might Christians show love for all?) 	<p>How and why do people try to make the world a better place?</p> <ul style="list-style-type: none"> To have an understanding of the Muslims believe in charity (sadaqah) - what is it? How do Muslims give to charity? What charities might they give to? To identify differences in how people put their beliefs into action. <p>How do festivals and worship show what matters to a Muslim? [Ibadah]</p> <ul style="list-style-type: none"> To give examples and describe different types of Ibadah. To understand and be able to explain that one of the Five Pillars of Islam is fasting during Ramadan. To give examples of how worship takes place both at home and as part of the wider community. 	<p>Why do Christians call the day Jesus died 'Good Friday'? [Salvation]</p> <ul style="list-style-type: none"> To recognize the word 'Salvation'. To understand that Christians believe that Jesus came to save people (by showing them how to live). To know the key events of Holy week and what they mean for Christians (e.g. giving examples about the importance/significance of each event). 	<p>For Christians, what was the impact of Pentecost? [Kingdom of God]</p> <ul style="list-style-type: none"> To be able to make links between the story of the Pentecost and Christian's beliefs about the 'Kingdom of God' on Earth. To be able to give a brief explanation of what Pentecost means to some Christians now and how it might impact on how they live. To be able to give examples of how Christians show their beliefs about the Holy Spirit in worship and how it helps them. 	<p>What does it mean to be Hindu in Britain today? [Dharma]</p> <ul style="list-style-type: none"> To be able to identify the terms 'dharma', 'karma', 'Dharma', and 'karma' and explain what they mean. To make links between Hindu practices and the idea of Dharma as a way of life (dharma). To be able to describe how Hindu's in Britain show their faith at home (puja) and when their faith communities ('arti' / bhajans' at the mandir and festivals such as Diwali). To begin to show an understanding of different ways in which Hindu's show their faith (e.g. how faith is shown in Britain compared to parts of India). <p>How and why do people mark the significant events of life?</p> <ul style="list-style-type: none"> To be able to give a brief explanation of the Hindu festival of the Hindu festival of the Hindu festival (wedding, commitment and confirmation) and that they are all the same to take on religious responsibilities.