

<b>VOCABULARY</b>	<p>Believing</p> <p>Prayer</p> <p>Christian person</p> <p>Jewish person</p> <p>Muslim person</p> <p>Celebration</p>	<p>Religion</p> <p>Spiritual</p> <p>Object</p> <p>Symbol</p> <p>Holy</p> <p>Worship</p> <p>Christian Church: altar, cross, crucifix, font, lectern</p> <p>Bible</p> <p>Jewish Synagogue: ark, Ner Tamid, Torah, tallit, kippah</p> <p>Torah</p> <p>Muslim Mosque: Wudu, prayer mat, prayer beads. Qur'an</p>	<p>Festivals Christmas, Easter, Harvest Shabbat, Pesach, Chanukah, Sukkot Ramadan</p> <p>Eid-ul-Fitr</p> <p>Faith</p>	<p>Build on prior learning and introduce Humanist and Hinduism Confirmation, Bar/bat Mitzvah, sacred thread</p> <p>Faith community</p> <p>Diversity</p>	<p>Puja, OM, aarti</p> <p>bhajans (hymns)</p> <p>The Bhagavad Gita</p> <p>Reincarnation</p>
<b>Skill Strand A: Know about and understand</b>	<p>Ask simple questions to deepen understanding of a story or viewpoint.</p> <p>Begin to develop responses of their own, to questions asked.</p>	<p>A1 begins to recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meaning behind them.</p> <p>A2: begins to retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p> <p>A3: begins to recognise some different symbols and actions, which express a</p>	<p>A1 recalls and names different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meaning behind them.</p> <p>A2: retells and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p> <p>A3: recognises some different symbols and actions, which express a</p>	<p>A1: starts showing an awareness of how to describe and make connections between different features of the religion and worldviews studied, discovers more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p> <p>A2: starts showing an awareness of how to describe and understand links between stories and other aspects of the communities they are investigating, responding</p>	<p>A1: begins to describe and make connections between different features of the religion and worldviews studied, discovers more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p> <p>A2: begins to describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to sources of wisdom and beliefs and actions which arise from them</p>

				and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	
<b>Skill Strand B: Express and communicate</b>	<p>Enquiry to build questions from what we are interested by.</p> <p>Enquire to ask questions about a religion addressed.</p> <p>Enquire to ask questions about a religion and worldviews that are addressed.</p>	<p>B1: begins to ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to community might make.</p> <p>B2: begins to observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>B1: asks and responds to questions about what communities do, and why, so that they can identify what difference belonging to community might make.</p> <p>B2: observes and recounts different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3: notices and responds sensitively to some similarities between different religions and worldviews.</p>	<p>B1: starts showing an awareness of how to observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2: starts showing an awareness of how to understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3: starts showing an awareness of how to observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.</p>	<p>B1: begins to understand various religions and so that they can explain reasons, their significance to individuals and communities.</p> <p>B2: begins to show awareness of how to understand the commitment to of faith or belief, why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3: begins to show awareness of how to understand and consider different dimensions of religion so that they can explore and show understanding of similarities and differences between different religions and worldviews.</p>

<p style="text-align: center;"><b>Skill Strand C: Gain and deploy skills</b></p>	<p>Develop understanding and skills needed to appreciate varied responses to questions</p> <p>Develop understanding and skills needed to appreciate and appraise varied responses to questions</p>	<p>ideas and opinions in response using words, music, art or poetry.</p> <p>C2: begins to find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3: begins to find out about questions of right and wrong and begins to express their ideas and opinions in response.</p>	<p>opinions in response using words, music, art or poetry.</p> <p>C2: finds out about and responds with ideas to examples of co-operation between people who are different.</p> <p>C3 finds out about questions of right and wrong and begins to express their ideas and opinions in response.</p>	<p>on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2: starts showing an awareness of how to consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>	<p>about what is right and wrong and what is fair, and expresses ideas clearly in</p>
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