

<p><b>Strand Beliefs and teachings (from various religions)</b></p>	<p><b>Early Years</b> <b>By the end of the EYFS:</b> <b>Children will be taught to-</b> <u>Personal, Social and Emotional Development (Self-confidence and Self-Awareness)</u> 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. <u>Personal, Social and Emotional Development (Managing Feelings and Behaviour)</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take charge of routine in their stride. <u>Personal, Social and Emotional Development (Making Relationships)</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <u>Understanding the World (People and Communities)</u> Children talk about events in their own lives and 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. <u>Understanding the World (The World)</u> Children know about similarities and differences in relation to places and objects.</p>	<p><b>Year 1/Year 2</b> <b>By the end of Key Stage 1:</b> KS1 Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p>	<p><b>Year 3</b> <b>Lower Key Stage Two</b> LKS2 Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p>
	<p><b><u>Key vocabulary</u></b></p>	<p><b><u>Key vocabulary</u></b> Beliefs, festivals, religions, symbols, 'What does the word.... mean?'</p>	
		<p><b>End Points</b></p>	<p><b>End Points</b></p>

		<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>- describe the main beliefs of a religion.</li> <li>- describe the main festivals of a religion</li> </ul>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>- describe the key teachings and beliefs of a religion.</li> <li>- begin to compare the main festivals of world religions.</li> <li>- refer to religious figures and holy books.</li> </ul>
<p>Rituals, ceremonies and lifestyles (from various religions)</p>	<p><b>Early Years</b>  <b>By the end of the EYFS: Children will be taught to</b>  <u><b>Personal, Social and Emotional Development (Self-confidence and Self-Awareness)</b></u>  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.  <u><b>Personal, Social and Emotional Development (Managing Feelings and Behaviour)</b></u>  Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take charge of routine in their stride.  <u><b>Personal, Social and Emotional Development (Making Relationships)</b></u>  Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.  <u><b>Understanding the World (People and Communities)</b></u>  Children talk about events in their own lives and 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.  <u><b>Understanding the World (The World)</b></u>  Children know about similarities and differences in relation to places and objects.</p>	<p><b>Year 1/Year 2</b>  <b>By the end of Key Stage 1:</b>  KS1 Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion.  Children begin to reflect on their own experiences of attending ceremonies.</p>	<p><b>Year 3</b>  <b>Lower Key Stage Two</b>  LKS2 Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve.  Children begin to discuss and present thoughtfully their own and others' views.  Children also explore pilgrimages as a part of a religious life.</p>

	<b><u>Key vocabulary</u></b>	<b><u>Key vocabulary</u></b> Rituals, ceremonies, artefact/s, 'Tell me about this religious ritual/ ceremony?'	
		<b>End Points</b> <b>Children can:</b> - recognise, name and describe religious artefacts, places and practices. - explain religious rituals and ceremonies and the meaning of them, including their own experiences of them. - observe when practices and rituals are featured in more than one religion or lifestyle.	<b>End Points</b> <b>Children can:</b> - identify religious artefacts and how they are involved in daily practices and rituals. - describe religious buildings and how they are used. - explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.
<b>How beliefs are expressed</b>	<b>Early Years</b> <b>By the end of the EYFS:</b> <b>Children will be taught to-</b> <b><u>Personal, Social and Emotional Development (Self-confidence and Self-Awareness)</u></b> 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. <b><u>Personal, Social and Emotional Development (Managing Feelings and Behaviour)</u></b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take charge of routine in their stride. <b><u>Personal, Social and Emotional Development (Making Relationships)</u></b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their	<b>Year 1/Year 2</b> <b>By the end of Key Stage 1:</b> KS1 Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.	<b>Year 3</b> <b>Lower Key Stage Two</b> LKS2 Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.

	<p>activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b><u>Understanding the World (People and Communities)</u></b> Children talk about events in their own lives and 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.</p> <p><b><u>Understanding the World (The World)</u></b> Children know about similarities and differences in relation to places and objects.</p>		
	<b><u>Key vocabulary</u></b>	<b><u>Key vocabulary</u></b> Tradition, belief/s, symbols, express, community	
		<p><b>End Points</b> <b>Children can:</b></p> <ul style="list-style-type: none"> <li>- name religious symbols and the meaning of them.</li> <li>- learn the name of important religious stories.</li> <li>- retell religious stories and suggest meanings in the story.</li> </ul>	<p><b>End Points</b> <b>Children can:</b></p> <ul style="list-style-type: none"> <li>- begin to identify religious symbolism in different forms of art and communication.</li> <li>- looking at holy texts and stories, explaining meaning in a story.</li> <li>- express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</li> </ul>
<b>Time to reflect and personal growth</b>	<p><b>Early Years</b> <b>By the end of the EYFS:</b> <b>Children will be taught to-</b> <b><u>Personal, Social and Emotional Development (Self-confidence and Self-Awareness)</u></b> 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.</p> <p><b><u>Personal, Social and Emotional Development (Managing Feelings and Behaviour)</u></b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group</p>	<p><b>Year 1/Year 2</b> <b>By the end of Key Stage 1:</b> KS1 Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p>	<p><b>Year 3</b> <b>Lower Key Stage Two</b> LKS2 Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p>

	<p>or class, and understand and follow the rules. They adjust their behaviour to different situations, and take charge of routine in their stride.</p> <p><b><u>Personal, Social and Emotional Development (Making Relationships)</u></b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b><u>Understanding the World (People and Communities)</u></b> Children talk about events in their own lives and 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.</p> <p><b><u>Understanding the World (The World)</u></b> Children know about similarities and differences in relation to places and objects.</p>		
	<b><u>Key vocabulary</u></b>	<b><u>Key vocabulary</u></b> Important role, belonging, identity, similarities and differences- understanding the difference between the two.	
		<b>End Points</b> <b>Children can:</b> - identify things that are important in their lives. - ask questions about the puzzling aspects of life. - understand that there are similarities and differences between people.	<b>End Points</b> <b>Children can:</b> - understand that personal experiences and feelings can influence their attitudes and actions. - offer suggestions about why religious and non-religious leaders and followers have acted the way they have. - ask questions that have no agreed answers and offer suggestions as answers to those questions. - understand that there are similarities and differences between people and respect those differences.
<b>Values (in your own life and others' lives)</b>	<b>Early Years</b> <b>By the end of the EYFS:</b> <b>Children will be taught to-</b>	<b>Year 1/Year 2</b> <b>By the end of Key Stage 1:</b> KS1 Children look at and appreciate how many people's values are an important aspect of their lives.	<b>Year 3</b> <b>Lower Key Stage Two</b> LKS2 Children develop their appreciation of the ways in which people's values are an important aspect of their

	<p><b><u>Personal, Social and Emotional Development (Self-confidence and Self-Awareness)</u></b>  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.</p> <p><b><u>Personal, Social and Emotional Development (Managing Feelings and Behaviour)</u></b>  Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take charge of routine in their stride.</p> <p><b><u>Personal, Social and Emotional Development (Making Relationships)</u></b>  Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b><u>Understanding the World (People and Communities)</u></b>  Children talk about events in their own lives and 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.</p> <p><b><u>Understanding the World (The World)</u></b>  Children know about similarities and differences in relation to places and objects.</p>	<p>Children look at religious stories to understand actions and consequences.</p> <p>Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p>	<p>lives.</p> <p>They make links to responsibility and citizenship and choices they make affecting their lives.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values.</p>
	<p><b><u>Key vocabulary</u></b></p>	<p><b><u>Key vocabulary</u></b>  Values, actions and consequences, connections, choices, influence</p>	
		<p><b>End Points</b>  <b>Children can:</b></p> <ul style="list-style-type: none"> <li>- look at how values affect a community and individuals.</li> <li>- explain how actions can affect other people.</li> </ul>	<p><b>End Points</b>  <b>Children can:</b></p> <ul style="list-style-type: none"> <li>- make informed choices and understand the consequences of choices.</li> </ul>

		<ul style="list-style-type: none"><li>- understand that they have their own choices to make and begin to understand the concept of morals.</li></ul>	<ul style="list-style-type: none"><li>- describe how shared values in a community can affect behaviour and outcomes.</li><li>- discuss and give opinions on morals and values, including their own.</li></ul>
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