



	Autumn Term Assemblies and Stories	Spring Term – Key Teaching and Learning Focus			Summer Term Assemblies and Stories
Year 1	Harvest Festival (Lead Class) Story of Christmas	Growing up in a Muslim Family <b>Mosque</b>	Holi	Growing up in a Jewish Family	Stories of Krishna
Year 2	Diwali Hanukkah	Growing up in a Christian Family <b>Baptist Church</b>	Easter	Ramadan	Eid-ul-Fitr
Year 3	Diwali The Christian Bible and Stories of Jesus	Living as a Muslim	The Torah and stories of the Jewish People	Growing up in a Sikh home <b>Gurdwara</b>	Wesak
Year 4	Sukkot	Exploring Judaism through the Synagogue <b>Synagogue</b>	The Qur'an and the Prophet Muhammad	The Church – a Christian community	Guru Nanak and his birthday
Year 5	The Buddha and his teachings	The Mosque – a Muslim community	Pesach	Wesak <b>Buddhist temple</b>	Exploring Christian Values in the world today
Year 6	Rosh Hashanah & Yom Kippur	The Mandir - a Hindu Community <b>Mandir</b>	Lent	The Buddhist Community	Hajj and Eid-ul-Adha

Virtual trip to religious building

Progression of Skills

EYFS

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Time to reflect and personal growth</b>	<p>To begin to identify the things that are important in their own lives and compare these to religious beliefs</p> <p>To begin to relate emotions to some of the experiences of religious figures they have studied</p> <p>To begin to ask questions about puzzling aspects of life</p>	<p>Identify the things that are important in their own lives and compare these to religious beliefs</p> <p>Relate emotions to some of the experiences of religious figures they have studied</p> <p>Ask questions about puzzling aspects of life</p>	<p>To begin to show an understanding that personal experiences and feelings influence attitude and actions</p> <p>To begin to give some reasons why religious figures may have acted as they did</p> <p>To begin to ask questions that have no universally agreed answers</p>	<p>Show an understanding that personal experiences and feelings influence attitude and actions</p> <p>Give some reasons why religious figures may have acted as they did</p> <p>Ask questions that have no universally agreed answers</p>	<p>To begin to recognise and express feelings about their own identities. Relate these to religious beliefs or teachings</p> <p>To begin to explain their own ideas about the answers to ultimate questions</p> <p>To begin to explain why their own answers to ultimate questions may differ from those of others</p>	<p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings</p> <p>Explain their own ideas about the answers to ultimate questions</p> <p>Explain why their own answers to ultimate questions may differ from those of others</p>
<b>Understanding how beliefs are conveyed</b>	<p>To begin to name religious symbols</p> <p>To begin to explain the meaning of religious symbols</p>	<p>Accurately name religious symbols</p> <p>Accurately explain the meaning of religious symbols</p>	<p>To begin to identify religious symbolism in literature and the arts</p>	<p>Identify religious symbolism in literature and the arts</p>	<p>To begin to explain some of the different ways that individuals show their beliefs</p>	<p>Explain some of the different ways that individuals show their beliefs</p>
<b>Understanding belief and teachings from a range of religions</b>	<p>To begin to describe the teachings of a religion</p>	<p>Describe the teachings of a religion</p> <p>Describe some of the main festivals or</p>	<p>To begin to present the key teachings and beliefs of a religion</p>	<p>Present the key teachings and beliefs of a religion</p>	<p>To begin to explain how some teaching and beliefs are shared between religions</p>	<p>Explain how some teaching and beliefs are shared between religions</p>

	To begin to describe some of the main festivals or celebrations of a religion	celebrations of a religion	To begin to refer to religious figures and holy books to explain answers	Refer to religious figures and holy books to explain answers	To begin to explain how religious beliefs shape the lives of individuals and communities	Explain how religious beliefs shape the lives of individuals and communities
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<p><b>Understanding practices, ceremonies and lifestyles</b></p>	<p>To begin to recognise, name and describe some religious artefacts, places and practices</p>	<p>Recognise, name and describe some religious artefacts, places and practices</p>	<p>To begin to identify religious artefacts and explain how and why they are used</p> <p>To begin to describe religious buildings and explain how they are used</p> <p>To begin to explain some of the religious practices of both clerics and individuals</p>	<p>Identify religious artefacts and explain how and why they are used</p> <p>Describe religious buildings and explain how they are used</p> <p>Explain some of the religious practices of both clerics and individuals</p>	<p>To begin to explain the practices and lifestyles involved in belonging to a faith community</p> <p>To begin to compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles</p> <p>To begin to show an understanding of the role of a spiritual leader</p>	<p>Explain the practices and lifestyles involved in belonging to a faith community</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles</p> <p>Show an understanding of the role of a spiritual leader</p>
<p><b>Understanding Values (in my life and others')</b></p>	<p>To begin to identify how they have to make their own choices in life</p> <p>To begin to explain how their actions affect others</p> <p>To begin understanding morals</p>	<p>Identify how they have to make their own choices in life</p> <p>Explain how their actions affect others</p> <p>To understand morals</p>	<p>To begin to understand how people's beliefs of right and wrong impact their behaviour</p> <p>To begin to describe how some of the values held by communities or individuals affect behaviour and actions</p> <p>To begin to discuss and give opinions on stories involving moral dilemmas</p>	<p>To understand how people's beliefs of right and wrong impact their behaviour</p> <p>To describe how some of the values held by communities or individuals affect behaviour and actions</p> <p>To discuss and give opinions on stories involving moral dilemmas</p>	<p>To begin to explain why religious communities or individuals may have a different view on what is right and wrong</p> <p>To begin to show an awareness of morals and right and wrong beyond rules</p> <p>To begin to express their own values and remain respectful of those with different values</p>	<p>To explain why religious communities or individuals may have a different view on what is right and wrong</p> <p>To show an awareness of morals and right and wrong beyond rules</p> <p>To express their own values and remain respectful of those with different values</p>