



## Arnold View Primary School

### RE Skills and Knowledge Progression Framework



#### Intent

At Arnold View Primary School we develop the children's knowledge and understanding of the major world faiths. We enable children to develop a sound knowledge not only of Christianity but also of other world religions and children are given the chance to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions. Our teaching of Religious Education follows the guidance given in the latest Agreed Syllabus for Nottingham City and Nottinghamshire. Our intent is that pupils:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- develop an understanding of religious traditions and appreciate the cultural differences in Britain today;
- develop investigative and research skills that enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society and
- understand that RE is not just about religion. It also teaches you about the controversial issues in the past and present such as; war and equality.
- Our pupils are encouraged to express ideas and insights into key questions which face all human beings as we travel through life.

We believe in the importance of sequencing a curriculum which is progressive and designed effectively to reduce gaps in knowledge and to enable children to learn more and remember more. We also believe strongly in supporting cognitive load, enabling children to accumulate information in manageable chunks so that they understand one idea before moving onto the next.

#### RE and SEND

For pupils with SEND, adaptations may be made in RE which are based on the child's individual needs. However, we acknowledge that pupils with SEND do not generally benefit from differentiated teaching, tasks or expectations. Targeted teaching, however, can be effective in ensuring pupils achieve specific goals. We also ensure that SEND pupils are appropriately challenged in geography by:

- Teaching staff using teaching methods which match the needs of children and not planning for overly elaborate tasks which make it more difficult for pupils with SEND to learn curriculum content.
- Having an ethos that any adaptations should be based on individual needs and should aim to retain ambition for pupils with SEND.
- Understanding that for pupils with SEND needs which are more complex, it may be appropriate to have different curriculum expectations.
- Designing lessons carefully to ensure that key learning is clear and accessible to all.

## Skills and Knowledge Progression Framework

	EYFS	KS1	LKS2	UKS2	KS3				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
Aims/Knowledge/Skills	<p><b>CYCLE A - AT1</b></p> <p><b>Caring and Dottie and Buzz AIMS</b></p> <p><b>To know and understand:</b> Belonging in families, including both animal and human.</p> <p>Ways of following Jesus, such as dedications; and through discovering about his first followers.</p> <p><b>To express ideas and insights about;</b> How animals and the pupils are cared for. Caring about pets and people close to them.</p> <p><b>To gain and deploy skills in:</b> Talking about some ways animals care for their young and how they have been cared for and how they care for others. Talking about being thankful.</p> <p><b>Key Vocabulary</b> Belonging, Jesus, followers, caring, animals, family, young</p> <p><b>CYCLE A - AT2</b></p> <p><b>Special Times 1 / Celebrations (Harvest, Sukkot, Diwali &amp; Christmas) AIMS</b></p> <p><b>To know and understand:</b> Different festivals and how they are celebrated eg Harvest, Sukkot, and Diwali.</p> <p>The story of Jesus' birth, introducing it through birthdays, and exploring Christmas celebrations both in and out of the church.</p> <p><b>To express ideas and insights about;</b> Festivals and how they are celebrated. Helping, giving and being thankful.</p> <p><b>To gain and deploy skills in:</b></p>	<p><b>CYCLE A - AT1</b></p> <p><b>Belonging KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Their uniqueness as a person in a family, school, and community. Examples of sharing and caring for other people and animals. Explore characteristics such as goodness, kindness, joyfulness, patience, gentleness, peacefulness, faithfulness, and being loving. Christian symbols and ways of belonging in Christianity eg Christenings and Believer's baptisms. Jesus' baptism.</p> <p><b>SKILLS</b></p> <p><b>Pupils will:-</b> Discuss simply, share and express their own ideas, and use observation and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, Christian, church, symbol, God, worship, belonging, baptism</p> <p><b>CYCLE A - AT2</b></p> <p><b>Diwali &amp; Christmas Celebrations KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> The annual Hindu festival of Diwali and the Christian festival of Christmas. Stories, artefacts, food, drama and dancing celebrations, gift bringing, events in homes and places of worship.</p> <p><b>SKILLS</b></p> <p><b>Pupils will:-</b> Discuss simply, practice suggesting meanings for</p>	<p><b>CYCLE A - AT1</b></p> <p><b>Belonging KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Their uniqueness as a person in a family, school, and community. Examples of sharing and caring for other people and animals. Explore characteristics such as goodness, kindness, joyfulness, patience, gentleness, peacefulness, faithfulness, and being loving. Christian symbols and ways of belonging in Christianity eg Christenings and Believer's baptisms. 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Thinking, cooperation and information gathering skills.</p> <p><b>Key Vocabulary</b> Religion, Christain, God, Jesus, New Testament, symbols, parables, role model, commitment, inspiration, values</p> <p><b>CYCLE A - AT2</b></p> <p><b>Light and Dark &amp; Christmas 3 KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> The symbolism of light in both the Christian and Hindu religions. They will gain knowledge about the coming of the Holy Spirit at Pentecost, the fruits of the Spirit, Saul's conversion ( and light ) , and Saul's life and rescues. They will also learn about the Hindu festival of Diwali, the story</p>	<p><b>CYCLE A - AT1</b></p> <p><b>Signs, Symbols and Parables KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> The parables ( stories) and teaching of Jesus, such as The persistent widow, Hidden Treasure, Pearl of Great Price, the Banquet, the Pharisee and the tax collector, The Talents, The Sower and other KS1 stories that are recalled.</p> <p><b>SKILLS</b></p> <p><b>Pupils will develop:-</b> Skills of engaging with stories and inferring meaning from them. Discussion skills and developing understanding about values from stories . Thinking, cooperation and information gathering skills.</p> <p><b>Key Vocabulary</b> Religion, Christain, God, Jesus, New Testament, symbols, parables, role model, commitment, inspiration, values</p> <p><b>CYCLE A - AT2</b></p> <p><b>Light and Dark &amp; Christmas 3 KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> The symbolism of light in both the Christian and Hindu religions. 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Jesus' baptism.</p> <p><b>SKILLS</b></p> <p><b>Pupils will:-</b> Discuss simply, share and express their own ideas, and use observation and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, faith, atheist, agnostic, charity, zakah, justice, inspiration, commitment, values, dilemma, compassion.</p> <p><b>CYCLE A - AT2</b></p> <p><b>Muslim Families and Celebrations &amp; Christmas 5</b></p> <p><b>Pupils will learn about:-</b> Muslim beliefs about Allah, and the impact of their beliefs on their daily life including food, clothes, reading of the Qur'an, going to the mosque and prayer. Muslim weddings, baby welcoming, naming ceremony.</p> <p><b>SKILLS</b></p> <p><b>Pupils will develop:-</b> Information gathering skills, thinking, co-operation and</p>	<p><b>CYCLE A - AT1</b></p> <p><b>What's important: Exploring Values KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Their uniqueness as a person in a family, school, and community. 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<p>Talking about festivals of different cultures, exploring these in a variety of ways.</p> <p>Talking about and relating Jesus' birthday to the children's birthday, and celebrating both.</p> <p><b>Key Vocabulary</b></p> <p>Celebrate, festival, Harvest, Diwali, Sukkot, Jesus, Christmas, church, helping, thankful, birthday</p> <p><b>Cycle A - SP1</b></p> <p><b>Special Jewish and Christian Stories</b></p> <p><b>AIMS</b></p> <p><b>To know and understand:</b> The main parts of some stories from the Bible. (Old Testament).</p> <p><b>To express ideas and insights about:</b> Their understanding about God. Being young does not prevent you from doing important things.</p> <p><b>To gain and deploy skills in:</b> Talking about the situations and ideas from the stories and investigations. Talking about doing the right thing.</p> <p><b>Key Vocabulary</b></p> <p>Bible, story, Old Testament, God, right and wrong,</p> <p><b>Cycle A - SP2</b></p> <p><b>Jesus' Stories – A Special Person</b></p> <p><b>A Special Time - Easter and Dottie and Buzz</b></p> <p><b>AIMS</b></p> <p><b>To know and understand:</b> Some of Jesus' stories (parables).</p> <p><b>To express ideas and insights about:</b> Helping and caring for others. Feelings about being lost and being found.</p> <p><b>To gain and deploy skills in:</b> Caring and helping practically. Saying sorry and forgiving others.</p>	<p>celebrations, gift bringing, events in homes and places of worship.</p> <p><b>SKILLS</b></p> <p><b>Pupils will:-</b> Discuss simply, practice suggesting meanings for artefacts, and use observation, reflective and thinking skills. Develop helping and caring skills.</p> <p><b>Key Vocabulary</b></p> <p>Celebration, festival, religion, Christian, church, Jesus, God, Christmas, Hindu, Diwali, artefacts, symbol, hope, love, peace, happiness</p> <p><b>Cycle A - SP1</b></p> <p><b>Jewish Creation to Shabbat</b></p> <p><b>KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Some Jewish people's ideas about God and the story of creation. The importance of Shabbat, a way of belonging. The link between creation and Shabbat. The Jewish and Christian story of Abraham.</p> <p><b>SKILLS</b></p> <p><b>Pupils will:-</b> Discuss, share and express their own ideas about God, and use observation, reflective and thinking skills. Develop literacy skills. Have opportunities to develop their ability to suggest meaning in Jewish practices.</p> <p><b>Key Vocabulary</b></p> <p>Religion, symbol, God, Judaism, Jewish, Shabbat, Shabbat rest, creation story, worship, obedience</p> <p><b>Cycle A - SP2</b></p> <p><b>Jesus and His Miracles &amp; Easter 1</b></p> <p><b>KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Some of Jesus' healings eg feeding of the 5000,</p>	<p>artefacts, and use observation, reflective and thinking skills. Develop helping and caring skills.</p> <p><b>Key Vocabulary</b></p> <p>Celebration, festival, religion, Christian, church, Jesus, God, Christmas, Hindu, Diwali, artefacts, symbol, hope, love, peace, happiness</p> <p><b>Cycle A - SP1</b></p> <p><b>Jewish Creation to Shabbat</b></p> <p><b>KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Some Jewish people's ideas about God and the story of creation. The importance of Shabbat, a way of belonging. The link between creation and Shabbat. 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Consider how to express respectful attitudes to people that may be different from themselves with different views.</p> <p><b>Key Vocabulary</b></p> <p>Religion, Islam, Muslim, Allah, Qur'an, Prophet Muhammad PBUH, Imam, mosque, prayer and wudu ( cleansing).</p> <p><b>Cycle A - SP1</b></p> <p><b>Exploring the Old Testament</b></p> <p><b>KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> The Old Testament scriptures – recalling many of the important characters, the different types of texts, translations, and two new characters- Ruth and Joshua- and their valuable characteristics, such as friendship and loyalty ( Ruth) and courage and trust ( Joshua)</p> <p>Stories/ texts from various parts of the Old Testament that give wisdom.</p> <p><b>SKILLS</b></p> <p><b>Pupils will develop:-</b> The ability to explore &amp; discuss both wisdom and valuable characteristics . The ability to respond thoughtfully to the wisdom and characteristics and apply them to their own lives Reflective, co-operation and thinking skills.</p> <p><b>Key Vocabulary</b></p> <p>Religion, God, Bible, Old Testament, Christian, texts, Dead Sea Scrolls, translations, guidance, inspiration, rules for living, wise sayings, friendship, commitment, trust, courage, loyalty.</p> <p><b>Cycle A - SP2</b></p> <p><b>Pilgrimages &amp; Easter 5</b></p> <p><b>KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Pilgrimages to a variety of places such as Jerusalem,</p>	<p>Muslim weddings, baby welcoming, naming ceremony.</p> <p><b>SKILLS</b></p> <p><b>Pupils will develop:-</b> Information gathering skills, thinking, co-operation and discussion skills. Consider how to express respectful attitudes to people that may be different from themselves with different views.</p> <p><b>Key Vocabulary</b></p> <p>Religion, Islam, Muslim, Allah, Qur'an, Prophet Muhammad PBUH, Imam, mosque, prayer and wudu ( cleansing).</p> <p><b>Cycle A - SP1</b></p> <p><b>Exploring the Old Testament</b></p> <p><b>KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> The Old Testament scriptures – recalling many of the important characters, the different types of texts, translations, and two new characters- Ruth and Joshua- and their valuable characteristics, such as friendship and loyalty ( Ruth) and courage and trust ( Joshua).</p> <p>Stories/ texts from various parts of the Old Testament that give wisdom.</p> <p><b>SKILLS</b></p> <p><b>Pupils will develop:-</b> The ability to explore &amp; discuss both wisdom and valuable characteristics . The ability to respond thoughtfully to the wisdom and characteristics and apply them to their own lives Reflective, co-operation and thinking skills.</p> <p><b>Key Vocabulary</b></p>	<p>Explain diverse ideas and viewpoints from inside the religion I am studying clearly in various forms, e.g. in art, argument, description and comparison.</p> <p>Investigate and explain why the religion I am studying matters to young followers in the UK today.</p> <p>Explain the impact of religious buildings on the communities they serve, referring to ideas, practices and viewpoints.</p> <p>Express ideas of their own about sacred space, religious buildings and community thoughtfully.</p> <p>Apply ideas such as sacredness, holy space, the impact of community and the value of solidarity in relation to different religions and world views thoughtfully for themselves.</p> <p>Understand the range of ideas and practices from at least three religions, linking and comparing different viewpoints about worship and sacred space.</p> <p>Explain diverse ideas and viewpoints about he value and significance of places of worship clearly in various forms.</p> <p>Investigate and explain why religious buildings matter to believers – and why 'secular halls' for non-religious community life are rather rare.</p> <p>Explain the impact of Jesus' teaching among Christians today.</p>
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<p><b>Key Vocabulary</b> Easter, helping, caring, feelings, lost, found, sorry, forgiving,</p> <p><b>CYCLE A - SUM1/2</b> <b>AIMS</b> <b>To know and understand:</b> A local Christian place of worship, including some of the various features and events there. Other places around their town/ village.</p> <p><b>To express ideas and insights about:</b> Their feelings in a Christian church. Being lost and being found.</p> <p><b>To gain and deploy skills in:</b> Showing a curiosity about places around their town/ village including the church; showing a desire to discover what is there. Talking about friendships and developing skills of co-operation.</p> <p><b>Key Vocabulary</b> Christian, church, friendship, curiosity, discover, features, town, village</p> <p><b>CYCLE B - AT1</b> <b>We're Special – Caring, Belonging &amp; Baptism</b> <b>AIMS</b> <b>To know and understand:</b> Belonging in families, including ones of different faiths. Ways of following Jesus, such as baptisms/ christenings.</p> <p><b>To express ideas and insights;</b> How they belong in groups. How everyone is special and about caring and looking after people close to them.</p> <p><b>To gain and deploy skills in:</b> Talking about some ways they belong and care. Talking about being thankful.</p> <p><b>Key Vocabulary</b> Belonging, family, faith, Jesus, Baptism, Christening, special, belonging, thankful</p> <p><b>CYCLE B - AT2</b></p>	<p>creation story, worship, obedience</p> <p><b>CYCLE A - SP2</b> <b>Jesus and His Miracles &amp; Easter 1</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> <b>SKILLS</b> <b>Pupils will:-</b> Develop the ability to engage with stories, remember the characters, and enjoy retelling the stories. Literacy skills. Discuss simply, share and express their own ideas and thinking skills</p> <p><b>Key Vocabulary</b> Religion, Christian, church, Bible, symbol, God, thankful Ness, faith, belief, senses words</p> <p><b>CYCLE A - SUM 1</b> <b>Visiting a Church</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> The Christian church, and its main features. The use of the church as a place of worship, including aspects such as artefacts, symbols, music, Holy book- the Bible. Some of Jesus' healings eg feeding of the 5000, calming the sea, paralysed man lowered through the roof, the Centurion's son, the blind man, 10 lepers, Jairus ' daughter These healings matter to Christians as they believe Jesus was God come to earth, with the power to heal people. The concept of thankfulness for healing.</p>	<p>calming the sea, paralysed man lowered through the roof, the Centurion's son, the blind man, 10 lepers, Jairus ' daughter. 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Co-operative and thinking skills. The ability to practice the skills of suggesting a</p>	<p>Practice skills expressing ideas about values from the stories.</p> <p><b>Key Vocabulary</b> Religion, Christian, Jewish, God, Old Testament, wise sayings, anointing, faith, belief, values, challenges, promises, courage, persistence, obedience, trustworthiness, loyalty, patience, commitment</p> <p><b>CYCLE A - SP2</b> <b>Hindu Worship &amp; Easter 3</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Hindu worship in the home and Mandir, and use of the puja artefacts, including the use of senses. Hindu beliefs about various gods and goddesses and the use of the story of 6 blind men and an elephant to show their views. Hindu stories such as Krishna's childhood, about Svetaketa etc.</p> <p><b>SKILLS,</b> <b>Pupils will develop:-</b> Discussion, reflection, thinking and information gathering skills. Ability to infer and suggest meanings to religious artefacts and practices.</p> <p><b>Key Vocabulary</b> Religion, Hinduism, Hindu, God, goddess, murtis, puja, beliefs, Mandir, ritual, symbols, artefacts, commitment and values</p> <p><b>CYCLE A - SUM1</b> <b>Visiting and Reviewing a Local Church</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Churches and the way that they express their ideas about belief, worship and help the community.</p>	<p>was smallest &amp; youngest brother).</p> <p><b>SKILLS</b> <b>Pupils will:-</b> Develop discussion, cooperation and thinking skills. Practice skills expressing ideas about values from the stories.</p> <p><b>Key Vocabulary</b> Religion, Christian, Jewish, God, Old Testament, wise sayings, anointing, faith, belief, values, challenges, promises, courage, persistence, obedience, trustworthiness, loyalty, patience, commitment</p> <p><b>CYCLE A - SP2</b> <b>Hindu Worship &amp; Easter 3</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Hindu worship in the home and Mandir, and use of the puja artefacts, including the use of senses. Hindu beliefs about various gods and goddesses and the use of the story of 6 blind men and an elephant to show their views. Hindu stories such as Krishna's childhood, about Svetaketa etc.</p> <p><b>SKILLS,</b> <b>Pupils will develop:-</b> Discussion, reflection, thinking and information gathering skills. Ability to infer and suggest meanings to religious artefacts and practices.</p> <p><b>Key Vocabulary</b> Religion, Hinduism, Hindu, God, goddess, murtis, puja, beliefs,</p>	<p>Walsingham, St David, Lourdes, Makkah ( Muslim), Ganges River (Hindu), Golden Temple ( Sikh).</p> <p>The reasons for going on pilgrimage. The rituals and practices at Makkah.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> The ability to express understanding and handle varied perspectives on pilgrimages. Information gathering and using it. Discussion, co-operation, and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, faith, Muslim, Hindu, Christian , Sikh, spiritual, pilgrim, pilgrimage, ritual, commitment, values.</p> <p><b>CYCLE A - SUM1</b> <b>Investigating Religions and Harmony, Near and Far</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Religions in their local area and the diversity in the city, in the UK and in the world. Hinduism to a greater degree, and its impact. Sikhism – a brief introduction. Inspirational people in today's world, who advocate non-violence. This is followed by an investigation into harmony.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> The ability to apply the ideas from inspiration, weighing up the contributions that the people made. The ability to discuss, reflect upon, consider how harmony could be reached. Co-operation and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, Hinduism, Sikhism, diversity, religious plurality,</p>	<p>Religion, God, Bible, Old Testament, Christian, texts, Dead Sea Scrolls, translations, guidance, inspiration, rules for living, wise sayings, friendship, commitment, trust, courage, loyalty.</p> <p><b>CYCLE A - SP2</b> <b>Pilgrimages &amp; Easter 5</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Pilgrimages to a variety of places such as Jerusalem, Walsingham, St David, Lourdes, Makkah ( Muslim), Ganges River (Hindu), Golden Temple ( Sikh).</p> <p>The reasons for going on pilgrimage. The rituals and practices at Makkah.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> The ability to express understanding and handle varied perspectives on pilgrimages. Information gathering and using it. Discussion, co-operation, and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, faith, Muslim, Hindu, Christian , Sikh, spiritual, pilgrim, pilgrimage, ritual, commitment, values.</p> <p><b>CYCLE A - SUM1</b> <b>Investigating Religions and Harmony, Near and Far</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Religions in their local area and the diversity in the city, in the UK and in the world. Hinduism to a greater degree, and its impact. Sikhism – a brief introduction.</p>	<p>Express ideas of their own about Jesus' teaching on themes like forgiveness, wealth, prayer and inclusive love thoughtfully.</p> <p>Apply ideas from the teaching and example of Jesus thoughtfully to some contemporary issues of religion, spirituality or ethics.</p> <p>Understand Jesus' ideas and their influence on Christian practices, linking different viewpoints about his significance to examples. Explain diverse ideas about the impact of the life, teaching and example of Jesus and explain a range of viewpoints clearly in various forms. Investigate and explain why Jesus is considered to be (one of) humanity's more influential figures by billions of Christians, and many who are not Christians too. Explain the impact of religious ideas about good and evil, connecting ideas about goodness and God with religious practice and moral viewpoints. Express ideas of their own about goodness and evil in relation to religious texts and teachings thoughtfully. Apply ideas about god and evil from different religions and world views thoughtfully. Understand links between beliefs about good and evil and some varied ways these are put into practice in different religions.</p>
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<p><b>Special Times 2- Celebrations – (Harvest Eid and Christmas) AIMS</b></p> <p><b>To know and understand:</b> Different festivals and how they are celebrated eg Harvest, Eid and Christmas. Jesus’ birth, introducing it through Teddy’s birthday, and Christmas celebrations.</p> <p><b>To express ideas and insights about;</b> Festivals and how they are celebrated. Giving and being thankful.</p> <p><b>To gain and deploy skills in:</b> Talking about festivals of different cultures, exploring these in a variety of ways. Talking about and celebrating Jesus’ birthday.</p> <p><b>Key Vocabulary</b> Harvest, Eid, Christmas, celebration, Jesus, birthday, festival, culture</p> <p><b>CYCLE B - SP1</b> <b>Special Stories from the Bible AIMS</b></p> <p><b>To know and understand:</b> The main parts of some stories from the Bible. (Old Testament).</p> <p><b>To express ideas and insights about;</b> Such values as honesty, doing right, being sorry, forgiving and helping.</p> <p><b>To gain and deploy skills in:</b> Talking about and communicating in various ways about the stories and the above values.</p> <p><b>Key Vocabulary</b> Bible, story, honesty, helping, forgiveness, doing right, values, Old Testament</p> <p><b>CYCLE B - SP2</b> <b>A Special Time - Easter and Dottie and Buzz</b> See Planning</p> <p><b>Key Vocabulary</b> Bible, Easter, Jesus, cross, church, God, new life</p>	<p>Some of the events that can happen there such as weddings.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Simple discussion skills, and use observation and reflective skills applied to churches. Co-operative and thinking skills. The ability to practice the skills of suggesting a meaning for artefacts and religious practices.</p> <p><b>Key Vocabulary</b> Religion, Christian, church, Bible, symbol, God, faith, belief, worship, holiness, sacred, altar, font, lectern, pew, nave, chancel, peace, respect</p> <p><b>CYCLE A - SUM2</b> <b>Jewish Stories KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Three Jewish and Christian stories – Noah ( building the Ark, safely landing with all the animals, Moses ( the secret baby in the bulrushes, the burning bush, the 10 plagues, the parting of the sea), and Jonah (his initial reluctance to God’s call, running away, in the whale, going to Ninevah and doing what God wanted).</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Literacy skills, including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories. Discuss simply, and use reflective, co-operation and thinking skills. Practice the skills of suggesting a meaning for artefacts and religious practices.</p> <p><b>Key Vocabulary</b> Religion, Christian, Jewish, God, Bible, Torah, faith, belief, courage, persistence, obedience, forgiveness</p> <p><b>CYCLE B - AT1</b></p>	<p>meaning for artefacts and religious practices.</p> <p><b>Key Vocabulary</b> Religion, Christian, church, Bible, symbol, God, faith, belief, worship, holiness, sacred, altar, font, lectern, pew, nave, chancel, peace, respect</p> <p><b>CYCLE A - SUM2</b> <b>Jewish Stories KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Three Jewish and Christian stories – Noah ( building the Ark, safely landing with all the animals, Moses ( the secret baby in the bulrushes, the burning bush, the 10 plagues, the parting of the sea), and Jonah (his initial reluctance to God’s call, running away, in the whale, going to Ninevah and doing what God wanted).</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Literacy skills, including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories. Discuss simply, and use reflective, co-operation and thinking skills. Practice the skills of suggesting a meaning for artefacts and religious practices.</p> <p><b>Key Vocabulary</b> Religion, Christian, Jewish, God, Bible, Torah, faith, belief, courage, persistence, obedience, forgiveness</p> <p><b>CYCLE B - AT1</b></p>	<p>How to use criteria to match people to aspects of different churches. A church through investigating it on a visit.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Observation, discussion and describing skills on the visit. Reflective thinking and information gathering skills..</p> <p><b>Key Vocabulary</b> Religion, Christian, God, church, worship, Trinity, spiritual, ritual, prayer, sacred, commitment, values, respect, peace, community</p> <p><b>CYCLE A - SUM2</b> <b>Amazing Roller Roaster Rides in the Bible KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Inspirational people from Jewish and Christian stories – Joseph (coat, pit, Egypt, Potiphar, prison, dreams-butler, baker, Pharaoh, 2<sup>nd</sup> in command, forgives family, family reunited.); review of Jonah’s life, Esther (king’s choice, Jewish people threatened, saves then). A simple overview of the Bible.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Literacy skills, including the ability to engage with stories, and inferring meaning from the stories. Skills of expressing understanding and handling varied perspectives in the stories Discussion and thinking skills as well as gathering information skills. Expressing ideas about values.</p> <p><b>Key Vocabulary</b> Religion, Christian, Jewish, God, Bible, Torah, Old</p>	<p>Mandir, ritual, symbols, artefacts, commitment and values</p> <p><b>CYCLE A - SUM1</b> <b>Visiting and Reviewing a Local Church KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Churches and the way that they express their ideas about belief, worship and help the community. How to use criteria to match people to aspects of different churches. A church through investigating it on a visit.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Observation, discussion and describing skills on the visit. Reflective thinking and information gathering skills..</p> <p><b>Key Vocabulary</b> Religion, Christian, God, church, worship, Trinity, spiritual, ritual, prayer, sacred, commitment, values, respect, peace, community</p> <p><b>CYCLE A - SUM2</b> <b>Amazing Roller Roaster Rides in the Bible KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Inspirational people from Jewish and Christian stories – Joseph (coat, pit, Egypt, Potiphar, prison, dreams- butler, baker, Pharaoh, 2<sup>nd</sup> in command, forgives family, family reunited.); review of Jonah’s life, Esther (king’s choice, Jewish people threatened, saves then).</p>	<p>murtis, arti, puja, kirpan, kara, kangha, kachera, non-violence, harmony.</p> <p><b>CYCLE A - SUM2</b> <b>Expressing Faith through the Arts KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> How the Arts can show faith and belief. The various Art forms that are express faith, such as music, dance, drama, plays, film, paintings, calligraphy, geometric designs, architecture, textiles, sculpture, stained glass. The use of these Art forms primarily in Christianity, but also in Hinduism and Islam.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Exploration, Reflective, co-operation and thinking skills. An ability to respond thoughtfully to the various arts forms above, but also aspects such as colour. Artistic skills using their own art form to produce work for a faith group.</p> <p><b>Key Vocabulary</b> Religion, Christian, Hindu, Muslim, spiritual, worship, Psalms, calligraphy, devotion, belief, self-expression.</p> <p><b>CYCLE B - AT1</b> <b>Making a Difference KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> The Spiritual concepts of justice, fairness, compassion and responsibility through the exploration of poverty. Inspirational people and charities in today’s world, who have tackled these global issues. Wisdom from various faiths and the reasons for their involvement in global issues.</p> <p><b>SKILLS</b></p>	<p>Inspirational people in today’s world, who advocate non-violence. This is followed by an investigation into harmony.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> The ability to apply the ideas from inspiration, weighing up the contributions that the people made. The ability to discuss, reflect upon, consider how harmony could be reached. Co-operation and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, Hinduism, Sikhism, diversity, religious plurality, murtis, arti, puja, kirpan, kara, kangha, kachera, non-violence, harmony.</p> <p><b>CYCLE A - SUM2</b> <b>Expressing Faith through the Arts KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> How the Arts can show faith and belief. The various Art forms that are express faith, such as music, dance, drama, plays, film, paintings, calligraphy, geometric designs, architecture, textiles, sculpture, stained glass. The use of these Art forms primarily in Christianity, but also in Hinduism and Islam.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Exploration, Reflective, co-operation and thinking skills. An ability to respond thoughtfully to the various arts forms above,</p>	<p>Explain diverse ideas and viewpoints about good and evil clearly in various forms, e.g. in art, argument, description and comparison.</p> <p>Investigate and explain why religious – or atheist – teaching about good and evil matters to believers.</p>
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<p><b>CYCLE B - SUM1/2</b> <b>Jesus' Miracles</b> <b>– A Special Person</b></p> <p><b>AIMS</b></p> <p><b>To know and understand:</b> Some of Jesus' miracles – both healing ones and those over nature.</p> <p><b>To express ideas and insights about:</b> Being caring and helpful in friendships. Being thankful.</p> <p><b>To gain and deploy skills in:</b> Talking about their ideas about Jesus' miracles, thankfulness and friendships.</p> <p><b>Key Vocabulary</b> Bible, Jesus, Miracles, caring, helpful, friendship, thankfulness, healing</p>	<p>Discuss simply, and use reflective, co-operation and thinking skills. Practice the skills of suggesting a meaning for artefacts and religious practices.</p> <p><b>Key Vocabulary</b> Religion, Christian, Jewish, God, Bible, Torah, faith, belief, courage, persistence, obedience, forgiveness</p> <p><b>CYCLE B - AT2</b> <b>Jewish Celebrations and Stories</b></p> <p><b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Some stories from the Jewish and Christian Bibles – David (fighting a lion, fighting Goliath) and Daniel ( in the lion's den). The annual Jewish festival of Hanukkah, including celebrations, story, artefacts, food and games.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Literacy skills, including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories Discussion skills simply, and use observation, reflective, co-operative and thinking skills. The ability to practice the skills of suggesting a meaning for artefacts and religious practices</p> <p><b>Key Vocabulary</b> Religion, Christian, church, symbol, God, Bible, faith, belief, parable</p> <p><b>CYCLE B - AT2</b> <b>Celebrations – Eid &amp; Christmas</b></p> <p><b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> The annual Muslim festival Eid, and the annual Christian festival, Christmas. Such aspects as stories, artefacts, food, ways of celebrating, gifts and God's gift.</p> <p><b>Key Vocabulary</b> Religion, Christian, church, symbol, God, Bible, faith, belief, parable</p> <p><b>CYCLE B AT2</b></p>	<p><b>Jewish Celebrations and Stories</b></p> <p><b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Some stories from the Jewish and Christian Bibles – David (fighting a lion, fighting Goliath) and Daniel ( in the lion's den). The annual Jewish festival of Hanukkah, including celebrations, story, artefacts, food and games.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Literacy skills, including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories Discussion skills simply, and use observation, reflective, co-operative and thinking skills. The ability to practice the skills of suggesting a meaning for artefacts and religious practices</p> <p><b>Key Vocabulary</b> Religion, Christian, church, symbol, God, Bible, faith, belief, parable</p> <p><b>CYCLE B - AT2</b> <b>Celebrations – Eid &amp; Christmas</b></p> <p><b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> The annual Muslim festival Eid, and the annual Christian festival, Christmas. Such aspects as stories, artefacts, food, ways of celebrating, gifts and God's gift.</p> <p><b>SKILLS</b> <b>Pupils will:-</b> Discuss simply, practice suggesting meanings for artefacts, and use observation, reflective and thinking skills.</p>	<p>Testament, New Testament, faith, belief, value, courage, persistence, obedience, forgiveness, freedom, loyalty, commitment</p> <p><b>CYCLE B - AT1</b> <b>Detectives – Investigating Jesus</b></p> <p><b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Jesus, an inspirational person for Christians – his life, stories and teaching, his miracles, character, attitude to everyone, especially the despised and the rejected.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Skills of engaging with stories and inferring meaning from them. Skills of expressing understanding and handling varied perspectives Discussion skills and developing understanding about values, and developing empathy skills about marginalised in societies. Thinking, cooperation and information gathering skills</p> <p><b>Key Vocabulary</b> Religion, Christian, God, New Testament, disciples, role-model, miracles, commitment, faith, belief, values, trustworthiness, caring, loyalty, understanding, courage, persistence, justice, injustice, evidence.</p> <p><b>CYCLE B - AT2</b> <b>Hindu Family Celebrations &amp; Christmas 4</b></p> <p><b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Hindu celebrations, including Holi, Raksha Bandhan, Janmashtami and weddings, learning how some have deeper meaning.</p>	<p>A simple overview of the Bible.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Literacy skills, including the ability to engage with stories, and inferring meaning from the stories. Skills of expressing understanding and handling varied perspectives in the stories Discussion and thinking skills as well as gathering information skills. Expressing ideas about values.</p> <p><b>Key Vocabulary</b> Religion, Christian, Jewish, God, Bible, Torah, Old Testament, New Testament, faith, belief, value, courage, persistence, obedience, forgiveness, freedom, loyalty, commitment</p> <p><b>CYCLE B - AT1</b> <b>Detectives – Investigating Jesus</b></p> <p><b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Jesus, an inspirational person for Christians – his life, stories and teaching, his miracles, character, attitude to everyone, especially the despised and the rejected.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Skills of engaging with stories and inferring meaning from them. Skills of expressing understanding and handling varied perspectives Discussion skills and developing understanding about</p>	<p><b>Pupils will develop:-</b> Literacy skills ; Information gathering and weighing up the contributions that the people made. Discussion, co-operation, reflection and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, faith, atheist, agnostic, charity, zakah, justice, inspiration, commitment, values, dilemma, compassion.</p> <p><b>CYCLE B - AT2</b> <b>Exploring the New Testament &amp; Christmas 6</b></p> <p><b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Stories, teaching and wisdom from the New Testament, including characters such as Jesus, Peter and Paul. How Christians use examples of Bible texts to guide them when facing life's challenges. Reflect on uses of stories and texts that give wisdom and moral codes such as forgiveness, apologising, freedom, justice.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> The ability to explore, discuss, and apply values and morals from the texts. The ability to gather, weigh up and use information. Reflective, co-operation and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, God, Bible, New Testament, Christian, Jesus, Peter, Paul, Commandments, Kingdom of God/heaven, moral dilemma, freedom, justice.</p> <p><b>CYCLE B - SP1</b> <b>Investigating Religions and Respect (Further)</b></p> <p><b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Briefly, religions in their local area and the diversity in the city, following on from 'Investigating Religions and Harmony, Near and far' and</p>	<p>but also aspects such as colour. Artistic skills using their own art form to produce work for a faith group.</p> <p><b>Key Vocabulary</b> Religion, Christian, Hindu, Muslim, spiritual, worship, Psalms, calligraphy, devotion, belief, self-expression.</p> <p><b>CYCLE B - AT1</b> <b>Making a Difference</b></p> <p><b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> The Spiritual concepts of justice, fairness, compassion and responsibility through the exploration of poverty. Inspirational people and charities in today's world, who have tackled these global issues. Wisdom from various faiths and the reasons for their involvement in global issues.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Literacy skills ; Information gathering and weighing up the contributions that the people made. Discussion, co-operation, reflection and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, faith, atheist, agnostic, charity, zakah, justice, inspiration, commitment, values, dilemma, compassion.</p> <p><b>CYCLE B - AT2</b> <b>Exploring the New Testament &amp; Christmas 6</b></p> <p><b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Stories, teaching and wisdom from the New Testament, including</p>	
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	<p><b>Celebrations – Eid &amp; Christmas</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> The annual Muslim festival Eid, and the annual Christian festival, Christmas. Such aspects as stories, artefacts, food, ways of celebrating, gifts and God's gift.</p> <p><b>SKILLS</b> <b>Pupils will:-</b> Discuss simply, practice suggesting meanings for artefacts, and use observation, reflective and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, Christian, church, Muslim, Jesus, celebration, festival, Christmas, Eid, value, respect</p> <p><b>CYCLE B - SP1</b> <b>Jesus and His Stories</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Some stories Jesus told, such as Good Samaritan, Lost Sheep, Lost Coin, Prodigal Son, The Two Houses. These stories matter to Christians because of who they believe Jesus is, God come to earth to teach people.</p> <p><b>SKILLS</b> <b>Pupils will:-</b> Develop literacy skills, including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories. Discuss simply, and use reflective, co-operative and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, Christian, church, Muslim, Jesus, celebration, festival, Christmas, Eid, value, respect</p> <p><b>CYCLE B - SP1</b> <b>Jesus and His Stories</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Some stories Jesus told, such as Good Samaritan, Lost Sheep, Lost Coin, Prodigal Son, The Two Houses. These stories matter to Christians because of who they believe Jesus is, God come to earth to teach people.</p> <p><b>SKILLS</b> <b>Pupils will:-</b> Develop literacy skills, including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories. 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Discuss simply, and use reflective, co-operative and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, Christian, church, symbol, God, Bible, faith, belief, parable</p> <p><b>CYCLE B - SP2</b> <b>The Torah and Jewish Stories &amp; Easter 2</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> The Jewish and Christian story of Joseph. The importance of the Torah and the 10 commandments.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> The ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.</p> <p><b>Key Vocabulary</b> Religion, Judaism, Jewish, beliefs, kosher, ritual, symbolism, community, artefacts such as above.</p> <p><b>CYCLE B - SP2</b> <b>Miraculous Escape &amp; Easter 4</b> <b>KNOWLEDGE</b></p>	<p>How Hindus see life as a journey and celebrating weddings and marriage is part of that journey. Hindu community life.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Skills of expressing understanding and handling varied perspectives. Discussion skills and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, Hinduism, Hindu, beliefs, ritual, symbolism, commitment, promises, values, community.</p> <p><b>CYCLE B - SP1</b> <b>Jewish Celebrations and Family Life</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Jewish ways of life, including Shabbat, food and kosher, Jewish naming ceremony, Bar/Bat Mitzvah, Jewish weddings, Hanukkah festival. Jewish artefacts such as the Torah, yad, mezuzah and Shema, tallit ( prayer shawl), kippah, menorah, hanukkah, Shabbat and Havdalah artefacts.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Inferring skills and suggesting meanings about religious practices and artefacts. Discussion thinking and information gathering skills from various sources.</p> <p><b>Key Vocabulary</b> Religion, Judaism, Jewish, beliefs, kosher, ritual, symbolism, community, artefacts such as above.</p> <p><b>CYCLE B - SP2</b> <b>Miraculous Escape &amp; Easter 4</b> <b>KNOWLEDGE</b></p>	<p>values, and developing empathy skills about marginalised in societies. Thinking, cooperation and information gathering skills</p> <p><b>Key Vocabulary</b> Religion, Christian, God, New Testament, disciples, role- model, miracles, commitment, faith, belief, values, trustworthiness, caring, loyalty, understanding, courage, persistence, justice, injustice, evidence.</p> <p><b>CYCLE B - AT2</b> <b>Hindu Family Celebrations &amp; Christmas 4</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Hindu celebrations, including Holi, Raksha Bandhan, Janmashtami and weddings, learning how some have deeper meaning. How Hindus see life as a journey and celebrating weddings and marriage is part of that journey. Hindu community life.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Skills of expressing understanding and handling varied perspectives. Discussion skills and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, Hinduism, Hindu, beliefs, ritual, symbolism, commitment, promises, values, community.</p> <p><b>CYCLE B - SP1</b> <b>Jewish Celebrations and Family Life</b></p>	<p>including the contributions they make in the community. Sikhism, including artefacts, gurdwara and its architecture, and the founder, Guru Nanak. Sikh and Hindu Scriptures and further Hindu beliefs are investigated. Inspirational people in today's world, of different faiths. This is followed by an investigation into respect and the Golden Rule.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> The ability to apply the ideas from inspiration. The ability to discuss, reflect upon, consider the issue of respect. Co-operation, thinking skills, information gathering about the impact of faith on community.</p> <p><b>Key Vocabulary</b> Religion, Hinduism, Sikhism, diversity, religious plurality, turban, SKs, Nishan Sahib (Sikh flag), gurdwara (Sikh place of worship), Dharma, Karma, Golden rule, respect.</p> <p><b>CYCLE B - SP2</b> <b>Exploring Muslim Belief &amp; Easter 6</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> The impact of Muslim beliefs on their lives, including the Qur'an, its revelation, Prophet Muhammad PBUH, Bilal and his story, Allah's 99 names, 5 pillars of Islam ( rules for living), Ramadan and Eid ul Fitr.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Information gathering and use, thinking, co-operation and discussion skills. Encouraging positivity. Consider how to express respectful attitudes to people that may be different from themselves with different views.</p>	<p>characters such as Jesus, Peter and Paul. How Christians use examples of Bible texts to guide them when facing life's challenges. Reflect on uses of stories and texts that give wisdom and moral codes such as forgiveness, apologising, freedom, justice.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> The ability to explore, discuss, and apply values and morals from the texts. The ability to gather, weigh up and use information. Reflective, co-operation and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, God, Bible, New Testament, Christian, Jesus, Peter, Paul, Commandments, Kingdom of God/heaven, moral dilemma, freedom, justice</p> <p><b>CYCLE B - SP1</b> <b>Investigating Religions and Respect (Further)</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Briefly, religions in their local area and the diversity in the city, following on from 'Investigating Religions and Harmony, Near and far' and including the contributions they make in the community. Sikhism, including artefacts, gurdwara and its architecture, and the founder, Guru Nanak. Sikh and Hindu Scriptures and further Hindu beliefs are investigated.</p>	
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	<p>Religion, Christian, church, symbol, God, Bible, faith, belief, parable</p> <p><b>CYCLE B - SP2</b> <b>The Torah and Jewish Stories &amp; Easter 2</b> <b>KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> The Jewish and Christian story of Joseph. The importance of the Torah and the 10 commandments.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> The ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories. Discuss simply, and use reflective, co-operation and thinking skills. Practice the skills of suggesting a meaning for artefacts and religious practices.</p> <p><b>Key Vocabulary</b> Religion, Christian, Jewish, God, Bible, Torah, faith, belief, courage, persistence, rules for living, wise, sayings</p> <p><b>CYCLE B - SUM1</b> <b>Visiting a Synagogue</b> <b>KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> The Jewish synagogue, and its main features. The use of the synagogue as a Jewish place of worship, including aspects such as the Torah scrolls, &amp; other artefacts, symbols, prayer.</p> <p>Some of the events that can happen there such as reading of the Torah.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b></p>	<p>Discuss simply, and use reflective, co-operation and thinking skills. Practice the skills of suggesting a meaning for artefacts and religious practices.</p> <p><b>CYCLE B - SUM1</b> <b>Visiting a Synagogue</b> <b>KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> The Jewish synagogue, and its main features. The use of the synagogue as a Jewish place of worship, including aspects such as the Torah scrolls, &amp; other artefacts, symbols, prayer. Some of the events that can happen there such as reading of the Torah.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Simple discussion skills, and use observation and reflective skills applied to synagogues. Co-operative and thinking skills. The ability to practice the skills of suggesting a meaning for artefacts and religious practices.</p> <p><b>Key Vocabulary</b> Religion, Jewish, Judaism, symbol, rabbi, prayer, shawl, kippah, faith, belief, worship, holiness, sacred, ark of the covenant, 10 commandments, Torah, yad, Star of David, eternal light, bimah menorah, peace, respect</p> <p><b>CYCLE B - SUM2</b> <b>Jesus Friends and Followers</b> <b>KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Some stories about Jesus and His followers and friends eg Jesus calls the 4 fishermen, Zacchaeus,</p>	<p><b>Pupils will learn about:-</b> Two inspirational people from Jewish and Christian stories – Daniel (the lion’s den, his friends in the fiery furnace), and Moses ( childhood including basket in the bulrushes and Pharaoh’s palace, killing an Egyptian, running away, burning bush, 10 plagues, Exodus, desert, 10 commandments). The Jewish festival of Pesach and its links back to the Exodus.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Literacy skills, including the ability to engage with stories, and inferring meaning from the stories. Skills of expressing understanding about the Pesach festival and its links with the Exodus. Discussion about values, and thinking skills and developing empathy skills. Suggest meanings for artefacts.</p> <p><b>Key Vocabulary</b> Religion, Christian, Jewish, God, Bible, Torah, Old Testament, symbols, artefacts, 10 commandments, rules for living, faith, belief, values, courage, persistence, justice, injustice, obedience, freedom, slavery, refugees.</p> <p><b>CYCLE B - SUM1 &amp; 2</b> <b>Caring and Praying</b> <b>KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Caring and praying, and answered prayer and unanswered prayer. Jesus and prayer, and the use of the Lord’s prayer and other stories such as Albrecht Durer.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b></p>	<p><b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Jewish ways of life, including Shabbat, food and kosher, Jewish naming ceremony, Bar/Bat Mitzvah, Jewish weddings, Hanukkah festival. Jewish artefacts such as the Torah, yad, mezuzah and Shema,, tallit ( prayer shawl), kippah, menorah, hanukkah, Shabbat and Havdalah artefacts.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Inferring skills and suggesting meanings about religious practices and artefacts. Discussion thinking and information gathering skills from various sources.</p> <p><b>Key Vocabulary</b> Religion, Judaism, Jewish, beliefs, kosher, ritual, symbolism, community, artefacts such as above.</p> <p><b>CYCLE B - SP2</b> <b>Miraculous Escape &amp; Easter 4</b> <b>KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> Two inspirational people from Jewish and Christian stories – Daniel (the lion’s den, his friends in the fiery furnace), and Moses ( childhood including basket in the bulrushes and Pharaoh’s palace, killing an Egyptian, running away, burning bush, 10 plagues, Exodus, desert, 10 commandments). 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Reflective and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, God, Bible, science, atheist, faith, commitment, values, creation, renewable energy, reduce, reuse, recycle.</p> <p><b>CYCLE B - SUM 2</b> <b>Journey through Life</b> <b>KNOWLEDGE</b></p> <p><b>Pupils will learn about:-</b> The ways in which Christians, Hindu and Jewish People see life as a journey. Key moments marked by rituals, such as welcoming a baby, adult baptism, confirmation, Hindu Samskars and Ashramas, becoming an adult – Hindu Sacred Thread Ceremony, Bar/Bat Mitzvah.</p>	<p>Inspirational people in today’s world, of different faiths. This is followed by an investigation into respect and the Golden Rule.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> The ability to apply the ideas from inspiration. The ability to discuss, reflect upon, consider the issue of respect. 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<p>Simple discussion skills, and use observation and reflective skills applied to synagogues.</p> <p>Co-operative and thinking skills.</p> <p>The ability to practice the skills of suggesting a meaning for artefacts and religious practices.</p> <p><b>Key Vocabulary</b> Religion, Jewish, Judaism, symbol, rabbi, prayer, shawl, kipah, faith, belief, worship, holiness, sacred, ark of the covenant, 10 commandments, Torah, yad, Star of David, eternal light, bimah menorah, peace, respect</p> <p><b>CYCLE B - SUM2</b> <b>Jesus Friends and Followers</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Some stories about Jesus and His followers and friends eg Jesus calls the 4 fishermen, Zacchaeus, Mary Martha and Lazarus, 12 disciples, Jesus' last week, appearances after death, Paul and Silas. Considering Jesus' leadership and influence.</p> <p><b>SKILLS</b> <b>Pupils will:-</b> Develop literacy skills, including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories. Discuss simply, and use reflective, cooperation and thinking skills</p> <p><b>Key Vocabulary</b> Religion, Christian, Jchurch, God, trustworthy, leadership,</p>	<p>Mary Martha and Lazarus, 12 disciples, Jesus' last week, appearances after death, Paul and Silas. Considering Jesus' leadership and influence.</p> <p><b>SKILLS</b> <b>Pupils will:-</b> Develop literacy skills, including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories. Discuss simply, and use reflective, cooperation and thinking skills</p> <p><b>Key Vocabulary</b> Religion, Christian, Jchurch, God, trustworthy, leadership, apologising, forgiveness, love, belonging, value, respect</p>	<p>Skills of expressing meaning in rituals, suggesting what actions, symbols and ideas mean.</p> <p>Visualisation skills - heaven</p> <p>Discussion, reflection and information gathering skill</p> <p><b>Key Vocabulary</b> Religion, Christian, God, Jesus, prayer, Kingdom of heaven, church, commitment, rosary beads, values of hope, joy, peace, love</p>	<p><b>SKILLS</b> <b>Pupils will develop:-</b> Literacy skills, including the ability to engage with stories, and inferring meaning from the stories.</p> <p>Skills of expressing understanding about the Pesach festival and its links with the Exodus. Discussion about values, and thinking skills and developing empathy skills.</p> <p>Suggesting meanings for artefacts.</p> <p><b>Key Vocabulary</b> Religion, Christian, Jewish, God, Bible, Torah, Old Testament, symbols, artefacts, 10 commandments, rules for living, faith, belief, values, courage, persistence, justice, injustice, obedience, freedom, slavery, refugees.</p> <p><b>CYCLE B - SUM1 &amp; 2</b> <b>Caring and Praying</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> Caring and praying, and answered prayer and unanswered prayer. Jesus and prayer, and the use of the Lord's prayer and other stories such as Albrecht Durer.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> Skills of expressing meaning in rituals, suggesting what actions, symbols and ideas mean.</p> <p>Visualisation skills - heaven</p> <p>Discussion, reflection and information gathering skill</p>	<p>Possible journeys through life, including exploring their own.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> The ability to express understanding and handle varied perspectives. The ability to use discussion, reflection, co-operation and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, Christianity, Hinduism, Judaism, beliefs, ritual, symbolism, spiritual, commitment, responsibility, values.</p>	<p><b>Key Vocabulary</b> Religion, Islam, Muslim, Allah, Qur'an, Prophet Muhammad PBUH, Imam, Ramadan, Eid ul - Fitr, 5 pillars of Islam, rules for living, Shahadah (faith), Salah (prayer), Zakah (giving), Sawm (fasting), Hajj (pilgrimage)</p> <p><b>CYCLE B - SUM 1</b> <b>Beautiful World</b> <b>Wonderful God?</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b> 'Big questions' such as - what different views do we know about the origins of the earth? They explore the different ways science and religions handle questions about origins.</p> <p>The importance of the environment and its care.</p> <p><b>SKILLS</b> <b>Pupils will develop:-</b> The ability to explore, discuss, and apply concepts about creation, God and humanity. The ability to gather, weigh up and use information. Reasoning and argument skills in relation to questions on global issues about the environment. Reflective and thinking skills.</p> <p><b>Key Vocabulary</b> Religion, God, Bible, science, atheist, faith, commitment, values, creation, renewable energy, reduce, reuse, recycle.</p> <p><b>CYCLE B - SUM 2</b> <b>Journey through Life</b> <b>KNOWLEDGE</b> <b>Pupils will learn about:-</b></p>	
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	<p>apologising, forgiveness, love, belonging, value, respect</p>			<p><b>Key Vocabulary</b>          Religion, Christian, God, Jesus, prayer, Kingdom of heaven, church, commitment, rosary beads, values of hope, joy, peace ,love</p>		<p>The ways in which Christians, Hindus and Jewish People see life as a journey.          Key moments marked by rituals, such as welcoming a baby, adult baptism, confirmation, Hindu Samskars and Ashramas, becoming an adult – Hindu Sacred Thread Ceremony, Bar/Bat Mitzvah.          Possible journeys through life, including exploring their own.</p> <p><b>SKILLS</b>  <b>Pupils will develop:-</b>          The ability to express understanding and handle varied perspectives.          The ability to use discussion, reflection, co-operation and thinking skills.</p> <p><b>Key Vocabulary</b>          Religion, Christianity, Hinduism, Judaism, beliefs, ritual, symbolism, spiritual, commitment, responsibility, values.</p>	
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**CYCLE A - AT1****Caring and Dottie and Buzz****STICKY KNOWLEDGE****F1**

Retell ways of caring in animal and human families.

Talk about ways they care and belong in their families.

**F2**

Suggest the meaning of signs of belonging in Christian and other faiths.

Retell the main parts of story of fishermen and/or Zacchaeus.

Ask questions about and respond sensitively to discussions on dedication and belonging in different faiths.

Respond sensitively to discussions about belonging;

**CYCLE A - AT2****Special Times 1 / Celebrations****(Harvest, Sukkot, Diwali & Christmas)****STICKY KNOWLEDGE****F1**

Name some things that happen at Harvest and/or Sukkot.

Talk about their own celebrations.

**F2**

Name some things that happen at Harvest and/or Sukkot and compare to own celebrations.

Tell someone about some people/ events at Jesus' birth.

Talk about their own celebrations. Find out about helping.

**CYCLE A - SP1****Special Jewish and Christian Stories****STICKY KNOWLEDGE****F1**

Recall some things that happen in any of the stories – Moses, David, Daniel

Talk about their reactions to the stories

**F2**

Recall some things in detail that happen in any of the stories – Moses, David, Daniel

Talk about their reactions to the stories and why.

Talk about their thoughts about God in simple terms.

**CYCLE A - AT1****Belonging****STICKY KNOWLEDGE****Year 1**

Name a Christian artefact.

Observe some of the things that happen at a baptism/ christening.

Find out about how we can care for animals. Talk about/ think about some ways of behaving that make a home/ school happier.

**CYCLE A - AT1****Diwali & Christmas Celebrations****STICKY KNOWLEDGE****Year 1**

Name some things that happen at Diwali.

Tell someone 3 things that happened in the Mary and Joseph story at Christmas.

Talk about their own celebrations.

Observe Hindu artefacts. Start to recognise that Hindus celebrate in similar ways.

Talk about good and bad in familiar situations.

**CYCLE A - SP1****Jewish Creation to Shabbat****STICKY KNOWLEDGE****Year 1**

Talk about/ think about parts of the creation story & Abraham's story. Name some things that happen at Shabbat.

Talk about who is important to them and talk simply about their ideas about God.

Talk about simply / think about their ideas about how we can look after the world.

Talk simply about promises and trust. Talk about things they and their family do for fun and rest.

Show a curiosity about God, the world &

**CYCLE A - AT1****Belonging****STICKY KNOWLEDGE****Year 2**

Retell how a baby is baptised.

Identify ways of belonging for Christians, such as wearing symbols, or being baptised.

Talk about and give opinions about ways that animals and people in groups make harmonious relationships.

Talk about ways of behaving and rules that make a home/ school happier and talk about the value of saying sorry.

Respond sensitively to the Christening experience and to discussions on baptism.

**CYCLE A - AT2****Diwali & Christmas Celebrations****STICKY KNOWLEDGE****Year 2**

Identify activities that happen at Diwali.

Retell the story of Jesus' birth.

Suggest meanings for the Hindu artefacts.

Respond sensitively to the Hindu celebration of Diwali.

Talk about issues of good and bad.

Respond sensitively to the story of Jesus' birth, noticing its importance to Christians.

Talk about bringing gifts to others.

**CYCLE A - SP1****Jewish Creation to Shabbat****STICKY KNOWLEDGE****Year 2**

Retell the story of creation and Abraham with some accuracy.

Identify things that happen during the Shabbat meals and Shabbat rest activities.

Talk about who is important to them and about their ideas about God.

**CYCLE A - AT1****Signs, Symbols****and Parables****STICKY KNOWLEDGE****Year 3**

Identify some Christian symbols and suggest meanings for them.

Retell one or more of Jesus' parables.

Find out about and retell the hidden meaning behind one or more of Jesus' parables. Ask questions about and respond sensitively to the parables that Jesus' told and their meanings.

Recognise some of their own values.

Respond sensitively to pupils' views on 'love is' and offer their own ideas.

**CYCLE A - AT2****Light and Dark & Christmas 3****STICKY KNOWLEDGE****Year 3**

Identify the importance of the symbol of light in both Christianity & Hinduism & other faiths.

Recognise that Jesus is seen as the light of the world in Christianity.

Realise that Diwali is an important Hindu light Festival, retelling some ways it is celebrated.

Retell outlines of the story of Pentecost, Paul and the story of Rama and Sita. Ask questions and respond sensitively to the Hindu celebration of Diwali and the story of Paul.

Talk about good influences in their lives and respond sensitively to them in others.

Talk simply about forgiving others.

Talk about which qualities they would like to develop.

**CYCLE A - SP1****Brave People in the Bible****STICKY KNOWLEDGE****Year 3**

Give a wise saying. Understand that the Bible is important to some people.

**CYCLE A - AT1****Signs, Symbols****and Parables****STICKY KNOWLEDGE****Year 4**

Use religious vocabulary to describe some Christian symbols and their meanings

Retell Jesus' parables and understand the meanings and teachings within them. Make links between these and Christian beliefs

Ask important questions about the meaning of Jesus' parables, linking their own and others' responses. Recognise their own values, making links with the commitments they

make eg loyalty, friendship, justice. Consider thoughtfully pupils' views on 'love is' and be able to discuss and write their own ideas.

**CYCLE A - AT2****Light and Dark & Christmas 3****STICKY KNOWLEDGE****Year 3**

Identify the importance of the symbol of light in both Christianity & Hinduism & other faiths.

**Year 4**

Describe the symbolism of Jesus as the light of the world.

Retell the story of the coming of the Holy Spirit.

Retell the story of Saul's conversion, making links with the symbolism of light

Use religious vocabulary to describe the key features of Diwali, including ways it is celebrated and it being a Festival of Light.

**CYCLE A - AT1****What's important: Exploring Values****STICKY KNOWLEDGE****Year 5**

Describe:-

- Guidelines in home, school and community
- The main teachings of Judaism, Sikhism and Christianity.

- Some important teachings in Islam and Hinduism.
- Words such as 'values' 'right and wrong' 'good and bad'.

**Make Links between:-**

- Making choices and their consequences.
- Choices and moral dilemmas.

- Their own attitudes and behaviour and the values they have.

- Their own views about behaviour and good ways of living and the teachings from different faiths.

- Their ideas of what is of value and what is of value to people with a faith.

**Questions- give thoughtful responses**

Ask important questions about & discuss values, commitments & behaviour.

**CYCLE A****AT2****Muslim Families and Celebrations & Christmas 5****STICKY KNOWLEDGE****Year 5**

Describe:-

- Some Muslim family celebrations such as weddings & naming ceremony, using religious words.

- Muslim family values such as Halal, types of clothes, cleansing for prayer ( wudu) using some religious words.

**CYCLE A - AT1****What's important: Exploring Values****STICKY KNOWLEDGE****Year 6**

Show an understanding of:-

- Guidelines in home, school and community
- The main teachings of Judaism, Sikhism, Christianity, Islam and Hinduism.
- Vocabulary such as 'values' 'right and wrong' 'good and bad'.

**Apply ideas about**

- Making choices and their consequences.
- Choices and moral dilemmas.

- The teachings of different faiths to the pupils' views on behaviour and good ways of living.

- What is of value to people with a faith to the pupils' ideas of what is of value.

**Questions- express own ideas thoughtfully**

- Raise & suggest answers to questions of values, commitments & behaviour, using some language of morality.

**CYCLE A****AT2****Muslim Families and Celebrations & Christmas 5****STICKY KNOWLEDGE****Year 6**

Show an understanding of:-

- Muslim family celebrations such as weddings & naming ceremony using a widening religious vocabulary.
- Muslim family values such as Halal, types of

<p><b>CYCLE A</b> <b>SP2</b> <b>Jesus' Stories</b> <b>- A Special Person</b> <b>A Special Time - Easter and Dottie</b> <b>and Buzz</b> <b>STICKY KNOWLEDGE</b> <b>F1</b> Recall one of Jesus' stories. Talk or think about one of the values discussed eg helping others, caring.</p> <p><b>F2</b> Recall some of Jesus' stories.</p> <p>Talk or think about some of the values discussed eg helping others, caring.</p> <p><b>CYCLE A - SUM1/2</b> <b>A Special Place - at the Church</b> <b>STICKY KNOWLEDGE</b> <b>F1</b> Name some features of a church.</p> <p><b>F2</b> Talk about some feelings on the church visit. Show a curiosity about the church and features and events there.</p> <p><b>CYCLE B - AT1</b> <b>We're Special - Caring, Belonging &amp; Baptism</b> <b>STICKY KNOWLEDGE</b> <b>F1</b> Observe and show a curiosity about some of the things that happen at a baptism. Talk about / think about people with whom they like to be.</p> <p><b>F2</b> Remember some facts about what happens at a baptism.</p> <p>Talk about / think about people with whom they like to be and explain why. Talk about and think about being special, caring and sharing.</p> <p><b>CYCLE B</b> <b>AT2</b> <b>Special Times 2- Celebrations - (Harvest Eid and Christmas)</b> <b>STICKY KNOWLEDGE</b></p>	<p>creation and the environment.</p> <p><b>CYCLE A - SP2</b> <b>Jesus and His Miracles &amp; Easter 1</b> <b>STICKY KNOWLEDGE</b> <b>Year 1</b> Name/ draw some of Jesus' miracles. Name key figures in some of the stories. Talk about/ think about thanking others, being thanked and asking for help.</p> <p><b>CYCLE A - SUM1</b> <b>Visiting a Church</b> <b>STICKY KNOWLEDGE</b> <b>Year 1</b> Name some features of a church. Name special events at a church eg weddings. Talk about their special place and understand that others have special places as well. Talk about some things and / or some feelings on the church visit. Show a curiosity about the church and events there.</p> <p><b>CYCLE A - SUM2</b> <b>Jewish Stories</b> <b>STICKY KNOWLEDGE</b> <b>Year 1</b> Name something that happened to Moses. Name something that happened to Jonah. Talk simply / think about doing right and wrong in familiar situations. Talk simply about not feeling confident about doing something.</p> <p><b>CYCLE B - AT1</b> <b>Jewish Celebrations and Stories</b> <b>STICKY KNOWLEDGE</b> <b>Year 1</b> Name something that happened to David and Daniel.</p>	<p>Respond sensitively to how we treat the world, offering their own ideas about caring for it. Talk about promises and trust. Talk about rest times for them and for Jewish people.</p> <p><b>CYCLE A - SP2</b> <b>Jesus and His Miracles &amp; Easter 1</b> <b>STICKY KNOWLEDGE</b> <b>Year 2</b> Retell some of Jesus' miracle stories. Recognise what is meant by describing Jesus as a great leader. Respond sensitively to the miracles of Jesus. Ask questions about and talk about the value of being grateful and encouraging gratitude. Respond sensitively to people who have lost their sight, who are ill or in difficult circumstances. Talk and work in a simple a co-operative way in various activities involving Jesus' miracles.</p> <p><b>CYCLE A - SUM1</b> <b>Visiting a Church</b> <b>STICKY KNOWLEDGE</b> <b>Year 2</b> Retell some of the things that happen in church. Identify some things that happen at a wedding. Identify many features of a church and how they are used. Ask questions about the church and its features. Respond sensitively to their own thoughts and feelings about special places, including Christians' special place - church. Talk about behaviour within a church. Talk and work in a simple co-operative way in various</p>	<p>Retell main parts of some of the stories of people in the Old Testament. Have a simple understanding about promises and agreements. Talk simply about good and bad from the stories. Ask questions about and respond sensitively to the stories. Respond sensitively to and talk about the positive attributes of characters in the stories.</p> <p><b>CYCLE A - SP2</b> <b>Hindu Worship &amp; Easter 3</b> <b>STICKY KNOWLEDGE</b> <b>Year 3</b> Retell some stories that Hindus tell. Start to understand that Hindus believe in one God, Brahman, whose characteristics are represented by different gods. Identify some puja artefacts used in Hindu worship and recognise the importance of worship at home for Hindus. Recall that Hindus worship at home and at the temple. Ask questions and respond sensitively to Hindu and other people's views about God and worship. Identify what they find important in their lives.</p> <p><b>CYCLE A - SUM1</b> <b>Visiting and Reviewing a Local Church</b> <b>STICKY KNOWLEDGE</b> <b>Year 3</b> Identify some features of the inside of a church using some religious words Identify some things that happen at the different forms of church on a Sunday. Identify how Christian worship can be expressed in some different ways.</p>	<p>Retell the story of Rama and Sita, making links with Hindu beliefs. Make links between the gods involved in Diwali and how Hindus see God, Brahman. Make links between the basis of the Diwali story of good overcoming evil, and examples in their lives. Describe good influences in theirs and others' lives. Talk about forgiveness, linking with their experiences. Talk about the development of good qualities and discuss how they can be developed practically.</p> <p><b>CYCLE A - SP1</b> <b>Brave People in the Bible</b> <b>STICKY KNOWLEDGE</b> <b>Year 4</b> Discuss wise sayings. Realise that the Bible is used as a source of wisdom, and use a religious vocabulary when describing it. Describe the stories of people in the Old Testament and link them to their importance to believers in different faiths. Understand about promises and agreements and Noah's and Abraham's trust of God. Discuss issues of good and bad from the stories and link with issues today. Talk about the positive attributes of the characters in the stories, and values such as trust, determination, commitment, linking</p>	<ul style="list-style-type: none"> <li>The Qur'an, with some understanding of its importance.</li> <li>Recognise similarities and differences between Christian and Muslim marriages.</li> </ul> <p><b>Make Links between:-</b></p> <ul style="list-style-type: none"> <li>What is of importance to them and what is of importance to Muslim people.</li> </ul> <p><b>Questions - give thoughtful responses</b> When discussing views whilst solving 'What Special Features are in a Mosque and why?'</p> <p><b>CYCLE A</b> <b>SP1</b> <b>Exploring the Old Testament</b></p> <p><b>STICKY KNOWLEDGE</b> <b>Year 5</b> <b>Describe:-</b></p> <ul style="list-style-type: none"> <li>Key features of the Bible using a developing religious vocabulary eg the 2 parts, some different books, etc.</li> <li>People in the Old Testament eg Moses, Ruth, and aspects of their lives/ teaching as an inspiration</li> <li>The use of the O.T. as a source of wisdom</li> </ul> <p><b>Questions &amp; give thoughtful responses:-</b></p> <ul style="list-style-type: none"> <li>Ask questions about the Bible</li> </ul> <p><b>Make links between:</b></p> <ul style="list-style-type: none"> <li>The pupils' special things and the Bible as a special book for Christians.</li> <li>What inspires the pupils and the O.T. as a source of inspiration.</li> <li>Wise sayings chosen by the pupils and other wisdom from the O.T..</li> </ul> <p>Their issues of reconciliation, friendships, courage, valuing others and teachings about</p>	<p>clothes, cleansing for prayer ( wudu ) using a widening religious vocabulary.</p> <ul style="list-style-type: none"> <li>The Qur'an and its importance, with an understanding of its importance to Muslim people.</li> <li>Make links and describe similarities and differences between Christian and Muslim marriages.</li> </ul> <p><b>Apply ideas about</b></p> <ul style="list-style-type: none"> <li>Describe what influences them and others, including Muslim people.</li> </ul> <p><b>Questions - express own ideas thoughtfully</b></p> <ul style="list-style-type: none"> <li>Express own ideas thoughtfully when discussing views whilst solving 'What Special Features are in a Mosque and why?'</li> </ul> <p><b>CYCLE A</b> <b>SP1</b> <b>Exploring the Old Testament</b></p> <p><b>STICKY KNOWLEDGE</b> <b>Year 6</b> <b>Show an understanding of:-</b></p> <ul style="list-style-type: none"> <li>Key features of the Bible using a widening religious vocabulary eg the 2 parts, the different books, different translations etc.</li> <li>People in the O.T. eg Moses, Ruth, and aspects of their lives/ teaching as an inspiration</li> <li>The use of the O.T. as a source of wisdom</li> </ul>
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<p><b>F1</b> Name some things that happen at Harvest and/or Eid. Talk about their own celebrations.</p> <p><b>F2</b> Name some things that happen at Harvest and/or Eid and compare similarities/differences between their own celebrations. Tell someone about some people/ events at Jesus' birth. Talk about being thankful.</p> <p><b>CYCLE B - SP1</b> <u>Special Stories from the Bible</u> <b>STICKY KNOWLEDGE</b></p> <p><b>F1</b> Recall some things that happen in any of the stories. Recognise and talk about, in simple terms, such values as honesty, doing right, being sorry, forgiving, and helping</p> <p><b>F2</b> Talk about their reactions to the stories. Recognise and talk about, in simple terms, such values as honesty, doing right, being sorry, forgiving, and helping and compare to own experiences.</p> <p><b>CYCLE B - SP2</b> <u>A Special Time - Easter and Dottie and Buzz</u> See Planning</p> <p><b>CYCLE B - SUM1/2</b> <u>Jesus' Miracles</u> <u>- A Special Person</u> <b>STICKY KNOWLEDGE</b></p> <p><b>F1</b> Name/ draw / recall one of Jesus' miracles. Talk about / think about thanking others.</p> <p><b>F2</b> Name/ draw / recall some of Jesus' miracles. Talk about / think about thanking, helping, caring and friendships.</p>	<p>Observe how Jewish people celebrate Hanukkah. Name some religious Hanukkah artefacts. Talk simply/ think about their self-worth and /or one or more of their gifts. Talk simply / think about doing right and wrong in familiar situations.</p> <p><b>CYCLE B - AT2</b> <u>Celebrations – Eid &amp; Christmas</u> <b>STICKY KNOWLEDGE</b> <b>Year 1</b> Name some things that happen at Eid. Tell someone about people that came to see Jesus at his birth. Talk about their celebrations. Notice ways that Muslims celebrate Eid. Start to understand that Muslims celebrate in similar ways. Show a curiosity about Muslims, Eid and/or Jesus' birth, and in particular the journeys.</p> <p><b>CYCLE B - SP1</b> <u>Jesus and His Stories</u> <b>STICKY KNOWLEDGE</b> <b>Year 1</b> Name some of Jesus' parables. Talk about one of the stories of Jesus. Talk simply, or think about one of the values discussed eg helping others in the Good Samaritan.</p> <p><b>CYCLE B - SP2</b> <u>The Torah and Jewish Stories &amp; Easter 2</u> <b>STICKY KNOWLEDGE</b> <b>Year 1</b> Name the Torah as an important book to Jewish people.</p>	<p>activities involving 'Visiting a Church' unit.</p> <p><b>CYCLE A - SUM2</b> <u>Jewish Stories</u> <b>STICKY KNOWLEDGE</b> <b>Year 2</b> Retell the main events of Moses' story and the story of Jonah. Ask questions and respond sensitively to Moses' story and Jonah's story. Talk about feelings of under confidence in doing something. Talk about doing right and wrong things, and the feelings connected with them. Think about obedience and courage and their meaning.</p> <p><b>CYCLE B - AT1</b> <u>Jewish Celebrations and Stories</u> <b>STICKY KNOWLEDGE</b> <b>Year 2</b> Retell the story of David and Goliath and Daniel in the Lion's den. Identify some religious artefacts that are used at Hanukkah and suggest possible significance. Ask questions about and respond sensitively to the stories of David and Daniel. Talk about self-worth and gifts and talents, sometimes offering their opinion simply. Talk about being asked to do something wrong, &amp; talk about doing right and wrong things, and respond to the feelings connected with them.</p> <p><b>CYCLE B - AT2</b> <u>Celebrations – Eid &amp; Christmas</u> <b>STICKY KNOWLEDGE</b> <b>Year 2</b> Retell the story of Jesus' birth. Identify activities that happen at Eid.</p>	<p>Identify some Christian involvement in the community. Respond sensitively to their own thoughts and feelings about special places, including Christians' special place – church. Ask questions and/or show a curiosity and respond sensitively on their visit to a church. Recognise and talk about what they feel is of value.</p> <p><b>CYCLE A - SUM2</b> <u>Amazing Roller Roaster</u> <u>Rides in the Bible</u> <b>STICKY KNOWLEDGE</b> <b>Year 3</b> Retell main parts of the stories of Jonah, Joseph or Esther. Suggest meanings for some of their actions. Ask questions about and respond sensitively to the stories, thinking about their experiences. Respond sensitively to and talk about the positive attributes of characters in the stories. Discuss simply and respond to issues of forgiveness.</p> <p><b>CYCLE B - AT1</b> <u>Detectives – Investigating Jesus</u> <b>STICKY KNOWLEDGE</b> <b>Year 3</b> Retell some of the events/ miracles in Jesus' life. Talk about and name some people or groups of people who felt positive towards Jesus. Talk about what makes someone trustworthy. Respond sensitively to the events of Jesus' life whilst investigating Jesus.</p> <p><b>CYCLE B - AT2</b> <u>Hindu Family Celebrations &amp; Christmas 4</u> <b>STICKY KNOWLEDGE</b> <b>Year 3</b></p>	<p>these with their own attitudes and behaviour.</p> <p><b>CYCLE A - SP2</b> <u>Hindu Worship &amp; Easter 3</u> <b>STICKY KNOWLEDGE</b> <b>Year 4</b> Describe some stories that Hindus tell. Use some religious vocabulary to describe the Hindus' belief in one God, Brahman, whose characteristics are represented by different gods, some of which they can name. Describe Hindu worship with the puja artefacts, using some religious vocabulary. Describe Hindu temples, realising Hindu worship is both at home and in the mandir. Make links between characteristics shown by the Hindu gods ( eg courage, love) and important aspects of the peoples' lives that are worth passing on. Discuss questions about what is valuable to them, and identify what they are.</p> <p><b>CYCLE A - SUM1</b> <u>Visiting and Reviewing a Local Church</u> <b>STICKY KNOWLEDGE</b> <b>Year 4</b> Use religious vocabulary to describe key features in the church and Christian activities at the different forms of church on Sundays. Describe the different expressions of Christian worship. Describe the Christian involvement in the community. Make links between Jesus' teachings and the</p>	<p>these in the O.T..</p> <p><b>CYCLE A SP2</b> <u>Pilgrimages &amp; Easter 5</u> <b>STICKY KNOWLEDGE</b> <b>Year 5</b> <b>Describe:-</b></p> <ul style="list-style-type: none"> <li>Some pilgrimage places of various religions, and their importance, using religious language or phrases.</li> <li>Some features of one or more of the pilgrimages</li> </ul> <p><b>Identify and make links between:-</b></p> <ul style="list-style-type: none"> <li>What influences them and what influences believers.</li> <li>Aspects of their own and others' experiences of journeys and pilgrimages.</li> <li>The value some people put on pilgrimages and the commitments they make.</li> </ul> <p><b>Questions- give thoughtful responses</b></p> <ul style="list-style-type: none"> <li>Ask important questions about other peoples' values and commitments and their own values and commitments.</li> </ul> <p><b>CYCLE A SUM1</b> <u>Investigating Religions and Harmony, Near and Far</u> <b>STICKY KNOWLEDGE</b> <b>Year 5</b> <b>Describe:-</b></p> <ul style="list-style-type: none"> <li>Some of the main religions in the nearby area and describe the religious diversity of the city.</li> <li>Some of the key features of Hinduism and Sikhism, using religious vocabulary.</li> <li>The teachings of some religions which</li> </ul>	<p><b>Questions – express own ideas thoughtfully:-</b></p> <ul style="list-style-type: none"> <li>Raise and suggest answers to questions about the Bible.</li> </ul> <p><b>Apply ideas about:</b></p> <ul style="list-style-type: none"> <li>The pupils' special things and the Bible as a special book for Christians.</li> <li>The O.T. characters as a source of inspiration, eg Ruth's friendship to their own ideas and experiences.</li> <li>Wisdom from the O.T. to their own thoughts about what is wise.</li> <li>Teachings about issues of reconciliation, friendships, courage and valuing others from the O.T. to their own ideas and experiences.</li> </ul> <p><b>CYCLE A SP2</b> <u>Pilgrimages &amp; Easter 5</u> <b>STICKY KNOWLEDGE</b> <b>Year 6</b> <b>Show an understanding of:-</b></p> <ul style="list-style-type: none"> <li>Pilgrimage places of various religions, and their importance using a widening religious vocabulary.</li> <li>Many features of one or more of the pilgrimages.</li> </ul> <p><b>Apply ideas about:-</b></p> <ul style="list-style-type: none"> <li>Journeys and pilgrimages to their own and others' lives.</li> <li>What influences them and what</li> </ul>	
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	<p>Name a story that is in the Torah. Show a curiosity about the Torah. Talk about something that is important to them. Realise in simple terms that there are good ways of behaving towards others. Talk simply about issues of good and bad, right and wrong in familiar situations.</p> <p><b>CYCLE B - SUM1</b> <u>Visiting a Synagogue</u> <b>STICKY KNOWLEDGE</b> <b>Year 1</b> Name some features of a synagogue. Talk about a place/ a person or a thing that is important to them. Show a curiosity about the synagogue. Talk about something of interest at the synagogue and some feelings in the synagogue.</p> <p><b>CYCLE B - SUM2</b> <u>Jesus Friends and Followers</u> <b>STICKY KNOWLEDGE</b> <b>Year 1</b> Name some of Jesus' friends and/or followers. Name some of the stories Talk simply about/ think about friendships and saying sorry when we have done something wrong. Talk simply about issues of good and bad, right and wrong in familiar situations.</p>	<p>Respond sensitively to the Muslim celebration of Eid. Suggest meanings for the Eid festival or Christmas Respond sensitively to the story of Jesus' birth and journeys people travelled, noticing the birth's importance to Christians. Talk about aspects of the Eid and Christmas celebrations</p> <p><b>CYCLE B - SP1</b> <u>Jesus and His Stories</u> <b>STICKY KNOWLEDGE</b> <b>Year 2</b> Retell one or more of Jesus' parables. Respond sensitively to Jesus' parables. Talk about such values as helping others, being sorry for things you have done, forgiveness. Talk and work in a simple co-operative way in various activities involving Jesus' parables. Talk about the thoughts and feelings of characters in the stories in simple ways.</p> <p><b>CYCLE B - SP2</b> <u>The Torah and Jewish Stories &amp; Easter 2</u> <b>STICKY KNOWLEDGE</b> <b>Year 2</b> Retell the main parts of the story of Joseph. Identify the Torah as an important book for Jewish people because they believe it is God's word. Talk about something that is important to them and respond sensitively to importance of the Torah to Jewish people. Respond sensitively to role-play/ discussion about how they should behave towards others Talk about issues of forgiveness and good and bad, right and wrong.</p>	<p>Retell the story of Prasad &amp; Holika and recall Holi celebrations. Identify features of the Raksha Bandhan celebrations. Retell the story of Krishna's birth. Suggest meanings of some aspects of Hindu wedding, recall some its features. Respond sensitively to the Hindu festivals – Holi, Krishna's birthday, Raksha Bandhan celebration and wedding celebration. Talk about their celebrations.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Discuss promises that they and others have made. Talk simply about right and wrong.</p> </div> <p><b>CYCLE B - SP1</b> <u>Jewish Celebrations and Family Life</u> <b>STICKY KNOWLEDGE</b> <b>Year 3</b> Using some religious words, identify some artefacts important to Jewish people. Identify some traditions, ceremonies and celebrations important to Jewish people. Talk about the food they like to eat. Talk about their activities on Saturday. Talk simply about promises. Respond sensitively to Jewish people's artefacts, traditions, celebrations and ceremonies.</p> <p><b>CYCLE B - SP2</b> <u>Miraculous Escape &amp; Easter 4</u> <b>STICKY KNOWLEDGE</b> <b>Year 3</b> Retell main parts of the story of Daniel or Moses. Retell and suggest the meaning of some of the 10 commandments. Retell some things that happen at the Seder meal at Pesach.</p>	<p>way Christians help in community projects. Consider questions at the church. Discuss and give thoughtful responses to them. Make links between the importance of their special place and church as a special place for Christians. Make links between their values and those of people with a Christian faith.</p> <p><b>CYCLE A - SUM2</b> <u>Amazing Roller Roaster Rides in the Bible</u> <b>STICKY KNOWLEDGE</b> <b>Year 4</b> Describe the stories of Jonah, Joseph and Esther and link them to their importance to believers. Describe how Joseph changed. Give a simple overview of the Bible. Describe Jewish celebrations of Purim and suggest why Jewish people celebrate this. Talk about the positive attributes of the characters in the stories, and values such as courage, loyalty, obedience, trustworthiness, commitment, linking these with their own attitudes and behaviour. Reflect on and ask questions about the challenges faced by Joseph, Esther and Jonah and make links with their own. Talk about and respond to ideas about forgiveness and meeting challenges.</p> <p><b>CYCLE B - AT1</b> <u>Detectives – Investigating Jesus</u> <b>STICKY KNOWLEDGE</b></p>	<p>encourage harmony and non-violence.</p> <p><b>Questions - give thoughtful responses</b></p> <ul style="list-style-type: none"> <li>Ask important questions about the diversity of religious buildings in their locality and city,</li> <li>Ask important questions about values such as harmony.</li> </ul> <p><b>Identify and make links between:-</b></p> <ul style="list-style-type: none"> <li>Aspects of their lives with those of other people of different religions, noting some similarities and differences</li> <li>The values, such as harmony, celebrating diversity, living in peace, taught in religions and the pupils' values.</li> </ul> <p><b>CYCLE A SUM2</b> <u>Expressing Faith through the Arts</u> <b>STICKY KNOWLEDGE</b> <b>Year 5</b> <b>Describe:</b></p> <ul style="list-style-type: none"> <li>Various art forms used by different religions,</li> <li>The links between religious art forms ( eg dance and paintings) and religious stories.</li> </ul> <p><b>Questions &amp; give thoughtful responses:</b> Ask important questions about &amp; discuss the varied art forms in the religions studied.</p> <p><b>Make links between:</b> Art forms that they enjoy ( eg music) and the religious art forms Their feelings &amp; responses to colours and words / religious pictures.</p>	<p>influences believers.</p> <p><b>Questions- express own ideas thoughtfully</b></p> <ul style="list-style-type: none"> <li>Raise and suggest answers to questions about their own and others' values and commitments.</li> </ul> <p><b>CYCLE A SUM1</b> <u>Investigating Religions and Harmony, Near and Far</u> <b>STICKY KNOWLEDGE</b> <b>Year 6</b> <b>Show an understanding of:-</b></p> <ul style="list-style-type: none"> <li>The reasons for the main religions in the nearby area and the richness of religious diversity in Nottingham.</li> <li>Some of the key features of Hinduism and Sikhism, using a widening religious vocabulary.</li> <li>The teachings of some religions which encourage harmony and non-violence.</li> <li>Some similarities and differences between religions.</li> </ul> <p><b>Questions - express own ideas thoughtfully</b></p> <ul style="list-style-type: none"> <li>Raise and suggest answers to important questions about the diversity of religious buildings in their locality and city,</li> <li>Raise and suggest answers to important questions about</li> </ul>	
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Talk about behaving towards others with kindness, expressing ideas about good and bad, right and wrong. Talk and work in a simple a co-operative way in various activities involving Jesus' friends and followers.</p>	<p>Respond sensitively to the stories of Daniel, his 3 friends and Moses, thinking about their experiences. Talk about issues of good and bad, right and wrong.</p> <p><b>CYCLE B - SUM1/2</b> <u>Caring and Praying</u> <b>STICKY KNOWLEDGE</b> <b>Year 3</b> Retell some of the brief stories investigated from the Bible. Identify some of the prayers people from different faiths pray, eg saying sorry, thanking him, the Lord's prayer. Recognise that some questions about answered and unanswered prayers are difficult to answer. Talk about what influences or inspires them. Talk about values – respond to both the Albrecht Durer story and during the investigating of the meaning of the Lord's Prayer. Respond to ideas and talk about their ideas about heaven. Give their opinions.</p>	<p><b>Year 4</b> Describe the events and miracles in Jesus' life, making links between them. Describe and name some groups of people who felt positive and negative towards Jesus, giving some reasons for their attitudes. Respond thoughtfully to the trustworthiness that Jesus 'followers felt about him and make links with the pupils' experiences of trustworthiness. Reflect on the feelings of the people with whom Jesus related. Discuss questions about who they think Jesus is, giving thoughtful responses. Consider different points of view.</p> <p><b>CYCLE B - AT2</b> <u>Hindu Family Celebrations &amp; Christmas 4</u> <b>STICKY KNOWLEDGE</b> <b>Year 4</b> Describe features of the Holi celebrations, making links with the story. Use a religious vocabulary to describe features of the Raksha Bandhan celebrations. Describe features of the celebrations of Krishna's birthday, making links with the story of his birth. Describe features of a Hindu wedding, recognising some similarities and differences with Christian. Respond sensitively to the celebrations and make links with their own and others'</p>	<p>And use the different art forms as a stimulus to create a piece of work important to them.</p> <p><b>CYCLE B AT1</b> <u>Making a Difference</u> <b>STICKY KNOWLEDGE</b> <b>Year 5</b> <b>Describe:-</b></p> <ul style="list-style-type: none"> <li>The practical needs of the poor.</li> <li>The wise sayings from Muhammad's and Jesus' teaching &amp; behaviour and make links with the actions of charities and with their own ideas.</li> <li>Some ways Christian, Islamic and other faith's charities help the poor, recognising some similarities and differences.</li> <li>Ways some modern inspirational people are making a difference.</li> </ul> <p><b>Make Links between:-</b></p> <ul style="list-style-type: none"> <li>Jesus' teaching on wisdom with their own understanding about wisdom.</li> <li>Charities' efforts to make a difference and ways the pupils could make a difference and take steps to achieve it.</li> </ul> <p><b>Questions- give thoughtful responses</b></p> <ul style="list-style-type: none"> <li>Ask important questions about Christian, Islamic and other faith's charities and how they make a difference.</li> </ul> <p><b>CYCLE B AT2</b> <u>Exploring the New Testament &amp; Christmas 6</u> <b>STICKY KNOWLEDGE</b> <b>Year 5</b></p>	<p>values such as harmony.</p> <p><b>Apply ideas about</b></p> <ul style="list-style-type: none"> <li>Aspects of the lives of other people of different religions to their lives, noting some similarities and differences</li> <li>The pupil's values, and values such as harmony, celebrating diversity, living in peace, taught in religions.</li> <li>Their values to their own behaviour.</li> </ul> <p><b>CYCLE A SUM2</b> <u>Expressing Faith through the Arts</u> <b>STICKY KNOWLEDGE</b> <b>Year 6</b> <b>Show an understanding of:-</b></p> <ul style="list-style-type: none"> <li>Various art forms that are predominant y used by different religions, using a widening religious vocabulary.</li> <li>The links between religious art forms ( eg dance and paintings) and religious stories, using a widening religious vocabulary.</li> </ul> <p><b>Questions – express own ideas thoughtfully:-</b></p> <ul style="list-style-type: none"> <li>Raise &amp; suggest answers to questions about the varied art forms in</li> </ul>	
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				<p>experiences of celebrations.          Make links between the commitments and promises in marriage and their own commitments and promises.          Contribute significantly to the discussions on good overcoming evil; right and wrong.</p> <p><b>CYCLE B - SP1</b>  <u>Jewish Celebrations and Family Life</u>  <b>STICKY KNOWLEDGE</b>  <b>Year 4</b>          Use a religious vocabulary to describe Jewish artefacts.          Use a religious vocabulary to describe traditions, ceremonies and celebrations.          Discuss questions about Kasher food and make links between the pupils' favourite foods and Jewish Kasher food.          Make links between Jewish Shabbat activities and the pupils' Saturday activities, thinking about ways to rest and recuperate.          Make links between Jewish people's and their ceremonies and celebrations, responding sensitively.</p> <p><b>CYCLE B - SP2</b>  <u>Miraculous Escape &amp; Easter 4</u>  <b>STICKY KNOWLEDGE</b>  <b>Year 4</b>          Describe how Moses changed; and retell his story.          Describe the stories about Daniel and his 3 friends.          Discuss the 10 commandments with some understanding.          Use some religious language to describe</p>	<p><b>Describe:-</b></p> <ul style="list-style-type: none"> <li>• Key features of the New Testament eg the 4 parts, etc.</li> <li>• People in the New Testament eg Jesus, Peter, Saul ( Paul) and aspects of their lives/ teaching as an inspiration</li> <li>• The use of Jesus' teaching as a source of inspiration in today's world.</li> </ul> <p><b>Questions &amp; give thoughtful responses:-</b></p> <ul style="list-style-type: none"> <li>• Ask questions about the New Testament</li> </ul> <p><b>Make links between:</b></p> <ul style="list-style-type: none"> <li>• What inspires the pupils and Jesus' teaching as a source of inspiration.          Their issues of forgiveness, apologising, valuing others to the Jesus' teachings about these.</li> </ul> <p><b>CYCLE B</b>  <b>SP1</b>  <u>Investigating Religions and Respect (Further)</u>  <b>STICKY KNOWLEDGE</b>  <b>Year 5</b>  <b>Describe:-</b></p> <ul style="list-style-type: none"> <li>• Aspects of people that sum up their religion.</li> <li>• Some of the key features of Hinduism and Sikhism, using religious vocabulary.</li> <li>• The teachings of some religions which encourage respect and valuing others.</li> </ul> <p><b>Questions- give thoughtful responses:</b></p> <ul style="list-style-type: none"> <li>• Ask important questions about values such as respect, caring for others above self.</li> </ul>	<p>the religions studied.</p> <p><b>Apply ideas from:-</b></p> <ul style="list-style-type: none"> <li>• Religious art forms to the art forms that they enjoy ( eg music, pictures).</li> <li>• Their feelings &amp; responses to colours and words / religious pictures.</li> <li>• Different art forms in order to create a piece of work important to them, which may show some of their values.</li> </ul> <p><b>CYCLE B</b>  <b>AT1</b>  <u>Making a Difference</u>  <b>STICKY KNOWLEDGE</b>  <b>Year 6</b>  <b>Show an understanding of:-</b></p> <ul style="list-style-type: none"> <li>▪ The practical needs of the poor in situations.</li> <li>▪ The wise sayings from Muhammad's and Jesus' teaching &amp; behaviour and link these with why and how people use these in charities, and with their ideas.</li> <li>▪ Beliefs and actions, making links between them using a widening religious vocabulary.</li> <li>▪ The charities work with poor &amp; make links between</li> </ul>	
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					<p>some things that happen at the Seder meal at Pesach.</p> <p>Make links between the Exodus (Moses) and the Seder meal.</p> <p>Reflect on the experiences of Daniel, his friends and Moses and make links with values such as courage, faith, determination and obedience.</p> <p>Discuss issues of right and wrong, justice and injustice, freedom and slavery, making some links with issues today.</p> <p>Discuss the 10 commandments, linking with their relevance today.</p> <p><b>CYCLE B - SUM1/2</b> <b>Caring and Praying</b> <b>STICKY KNOWLEDGE .</b> <b>Year 4</b></p> <p>Show an understanding of the brief stories investigated from the Bible and make links between these and people's beliefs and prayer.</p> <p>Show an understanding of the prayers of different faiths, eg saying sorry, thanking him, the Lord's prayer.</p> <p>Raise questions and suggest answers about prayer with the realisation that some questions are difficult to answer.</p> <p>Consider thoughtfully and describe what inspires and influences them and others.</p> <p>Apply ideas about values – from both the Albrecht Durer story and during the investigating of the meaning of the Lord's Prayer – to their own values.</p>	<p><b>Identify and make links between:-</b></p> <ul style="list-style-type: none"> <li>Aspects of their lives with those of other people of different religions, noting some similarities and differences</li> <li>The values, such as respect, celebrating diversity, behaving well to others, taught in religions and the pupils' values.</li> </ul> <p><b>CYCLE B</b> <b>SP2</b> <b>Exploring Muslim Belief &amp; Easter 6</b> <b>STICKY KNOWLEDGE</b> <b>Year 5</b> <b>Show an understanding of:-</b></p> <ul style="list-style-type: none"> <li>Muslim family celebrations such as Eid using a widening religious vocabulary.</li> <li>Muslim family values such as 5 pillars of Islam using a widening religious vocabulary.</li> <li>The story of the revelation of the Qur'an and Bilal's story with an understanding of their importance to Muslim people.</li> </ul> <p><b>Apply ideas about</b></p> <ul style="list-style-type: none"> <li>The strength of Muslims' relationship with Allah to their own and others' relationships. <ul style="list-style-type: none"> <li>Many of the characteristics attributed to Allah and characteristics they would like to develop.</li> </ul> </li> <li>Describe what influences them and others, including Muslim people.</li> </ul> <p><b>Questions – express own ideas thoughtfully</b></p> <ul style="list-style-type: none"> <li>Express own ideas thoughtfully when discussing views whilst</li> </ul>	<p>them, recognising similarities &amp; differences.</p> <ul style="list-style-type: none"> <li>Ways some modern inspirational people are making a difference</li> </ul> <p><b>Apply ideas about</b></p> <ul style="list-style-type: none"> <li>Jesus' teachings to their own understanding about wisdom.</li> <li>Values from the teachings investigated to their own attitudes and values, taking steps to make a difference.</li> </ul> <p><b>Questions- express own ideas thoughtfully</b></p> <ul style="list-style-type: none"> <li>Raise and suggest answers to questions about Christian, Islamic and other faith's charities and how they make a difference.</li> </ul> <p><b>CYCLE B</b> <b>AT2</b> <b>Exploring the New Testament &amp; Christmas 6</b> <b>STICKY KNOWLEDGE</b> <b>Year 6</b> <b>Show an understanding of:-</b></p> <ul style="list-style-type: none"> <li>Key features of the New Testament using a widening religious vocabulary eg the names and content of the 4 parts.</li> <li>People in the New Testament eg Jesus, Peter, Saul (Paul) and aspects of their lives/ teaching as an inspiration.</li> <li>The use of Jesus' teaching as a source</li> </ul>	
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					<p>Discuss and reflect on their ideas and others' ideas of heaven and link different viewpoints.</p>	<p>solving 'Why did Muhammad left Makkah'</p> <p><b>CYCLE B</b> <b>SUM1</b> <b><u>Beautiful World Wonderful God?</u></b></p> <p><b>STICKY KNOWLEDGE</b> <b>Year 5</b> <b>Describe:</b></p> <ul style="list-style-type: none"> <li>• Jew/ Chr creation story and big bang theories and that they answer different questions</li> <li>• The way the earth was spoiled according to some creation stories.</li> <li>• The ways the earth continues to be damaged and the need to care for the earth</li> </ul> <p><b>Questions – give thoughtful responses</b></p> <ul style="list-style-type: none"> <li>• Ask important questions that puzzle them including the beauty of the earth</li> <li>• Ask important questions about and discuss stories about the world's beginnings from both faith and non-faith viewpoints.</li> </ul> <p><b>Make links between:</b></p> <ul style="list-style-type: none"> <li>• The world's beauty and intricacy and their own ideas about the beginning of the world.</li> <li>• Environmental issues and their own attitudes and behaviour as well as issues of right and wrong.</li> </ul> <p><b>CYCLE B</b> <b>SUM2</b> <b><u>Journey through Life</u></b></p> <p><b>STICKY KNOWLEDGE</b> <b>Year 5</b> <b>Describe</b></p> <ul style="list-style-type: none"> <li>• Features of Baptism and Confirmation, Bar and</li> </ul>	<p>of inspiration in today's world.</p> <p><b>Questions – express own ideas thoughtfully:-</b></p> <ul style="list-style-type: none"> <li>• Raise and suggest answers to questions about the New Testament.</li> </ul> <p><b>Apply ideas about:</b></p> <ul style="list-style-type: none"> <li>• Jesus' teachings as a source of inspiration, eg Good Samaritan, to their own ideas and experiences.</li> <li>• Teachings about issues of forgiveness, apologising, and valuing others from Jesus' teachings to their own ideas and experiences.</li> </ul> <p><b>CYCLE B</b> <b>SP1</b> <b><u>Investigating Religions and Respect (Further)</u></b></p> <p><b>STICKY KNOWLEDGE</b> <b>Year 6</b> <b>Show an understanding of:-</b></p> <ul style="list-style-type: none"> <li>• Visual aspects of people that sum up their religion.</li> <li>• Some of the key features of Hinduism and Sikhism, using a widening religious vocabulary.</li> <li>• The teachings of some religions which encourage respect and valuing others.</li> <li>• Some similarities and differences both within and between religions.</li> </ul>	
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						<p>Bat Mitzvah, and Sacred Thread ceremonies using religious words.</p> <ul style="list-style-type: none"> <li>The commitment shown during the ceremonies.</li> <li>Some similarities and differences between these ceremonies.</li> </ul> <p><b>Questions - give thoughtful responses</b></p> <ul style="list-style-type: none"> <li>Ask important questions about the various ceremonies in their own life and in different faiths.</li> </ul> <p><b>Identify and make links between</b></p> <ul style="list-style-type: none"> <li>Aspects of their own and others' ceremonies and celebrations, especially religious ones.</li> <li>The value of aspects of their own and others' (including religious people) journeys through life.</li> </ul> <p>Their own commitments and responsibilities and those of people with a faith, shown through their ceremonies.</p>	<p><b>Questions- express own ideas thoughtfully:</b></p> <ul style="list-style-type: none"> <li>Raise and suggest answers to important questions about values such as respect, caring for others above self.</li> </ul> <p><b>Apply ideas about</b></p> <ul style="list-style-type: none"> <li>Aspects of the lives of other people of different religions to their lives, noting some similarities and differences</li> <li>Values, such as respect, tolerance, celebrating diversity, behaving well to others - to themselves and others.</li> <li>Their values to their own behaviour.</li> </ul> <p><b>CYCLE B</b> <b>SP2</b></p> <p><b>Exploring Muslim Belief &amp; Easter 6</b></p> <p><b>STICKY KNOWLEDGE</b></p> <p><b>CYCLE B</b> <b>SUM1</b></p> <p><b>Beautiful World Wonderful God?</b></p> <p><b>STICKY KNOWLEDGE</b> <b>Year 6</b></p> <p><b>Show an understanding of:</b></p> <ul style="list-style-type: none"> <li>Jew/Chr creation story and big bang theories</li> <li>The religious theory asks the question why, and the scientific theory asks the question how.</li> <li>If science &amp; religion are conflicting or complementary.</li> <li>The way the earth was spoiled</li> </ul>	
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							<p>according to some creation stories.</p> <ul style="list-style-type: none"> <li>The ways the earth continues to be damaged and ideas about the stewardship of the earth.</li> </ul> <p><b>Questions- express own ideas thoughtfully</b></p> <ul style="list-style-type: none"> <li>Raise and suggest answers to puzzling questions, including the beauty of the earth and world's beginnings, from both faith and non-faith viewpoints.</li> </ul> <p><b>Apply ideas about:-</b></p> <ul style="list-style-type: none"> <li>The world's beauty and intricacy to their own ideas about the beginning of the world.</li> <li>Environmental issues to their own attitudes and behaviour as well as issues of right and wrong.</li> </ul> <p><b>CYCLE B</b> <b>SUM2</b></p> <p><b>Journey through Life</b> <b>STICKY KNOWLEDGE</b> <b>Year 6</b></p> <p><b>Show an understanding of</b></p> <ul style="list-style-type: none"> <li>And suggest meanings for some features of Baptism and Confirmation, Bar and Bat Mitzvah, and Sacred Thread ceremonies, using a widening religious vocabulary.</li> <li>The commitments shown during the ceremonies.</li> <li>Similarities and differences between these ceremonies.</li> </ul>	
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							<p><b>Questions - express own ideas thoughtfully</b></p> <ul style="list-style-type: none"><li>• Raise questions about and suggest answers to aspects of their own and others' ceremonies and celebrations, especially religious ones.</li></ul> <p><b>Apply ideas about</b></p> <ul style="list-style-type: none"><li>• The value of aspects of their own and others' (including religious people) journey through life to their own lives.</li><li>• Commitments and responsibilities of others to their own lives.</li></ul>	
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<p><b>CYCLE A</b> <b>AT1</b></p> <p>AS - F5, F6</p> <p><b>DM – F1</b> <b>UW</b></p> <ul style="list-style-type: none"> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> <li>Begin to make sense of their own life-story and family's history.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community</li> </ul> <p><b>F2</b> <b>UW</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community</li> <li>Name and describe people who are familiar to them</li> </ul> <p><b>CYCLE A</b> <b>AT2</b></p> <p>NS -F1, F3,F4</p> <p><b>DM – F1</b> <b>UW</b></p> <ul style="list-style-type: none"> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> <li>Talk about what they see, using a wide vocabulary</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul> <p><b>F2</b> <b>UW</b></p> <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and</li> </ul>	<p><b>CYCLE A</b> <b>AT1</b></p> <p>1:2 2:3</p> <p><b>CYCLE A</b> <b>AT2</b></p> <p>1:1</p> <p><b>CYCLE A</b> <b>SP1</b></p> <p>2:2</p> <p><b>CYCLE A</b> <b>SP2</b></p> <p>1:1 1:3 2:1</p> <p><b>CYCLE A</b> <b>SUM1</b></p> <p>1:4</p> <p><b>CYCLE A</b> <b>SUM2</b></p> <p>2:1 2:4</p> <p><b>CYCLE B</b> <b>AT1</b></p> <p>1:1 2:4</p> <p><b>CYCLE B</b> <b>AT2</b></p> <p>1:1</p> <p><b>CYCLE B</b> <b>SP1</b></p> <p>1:3 2:1</p> <p><b>CYCLE B</b> <b>SP2</b></p> <p>2:4 1:1</p> <p><b>CYCLE B</b> <b>SUM1</b></p> <p>1:4</p> <p><b>CYCLE B</b> <b>SUM2</b></p> <p>2:1</p>	<p><b>CYCLE A</b> <b>AT1</b></p> <p>1:2 2:3</p> <p><b>CYCLE A</b> <b>AT2</b></p> <p>1:1</p> <p><b>CYCLE A</b> <b>SP1</b></p> <p>2:2</p> <p><b>CYCLE A</b> <b>SP2</b></p> <p>1:1 1:3 2:1</p> <p><b>CYCLE A</b> <b>SUM1</b></p> <p>1:4</p> <p><b>CYCLE A</b> <b>SUM2</b></p> <p>2:1 2:4</p> <p><b>CYCLE B</b> <b>AT1</b></p> <p>1:1 2:4</p> <p><b>CYCLE B</b> <b>AT2</b></p> <p>1:1</p> <p><b>CYCLE B</b> <b>SP1</b></p> <p>1:3 2:1</p> <p><b>CYCLE B</b> <b>SP2</b></p> <p>2:4 1:1</p> <p><b>CYCLE B</b> <b>SUM1</b></p> <p>1:4</p> <p><b>CYCLE B</b> <b>SUM2</b></p> <p>2:1</p>	<p><b>CYCLE A</b> <b>AT1</b></p> <p>3:4</p> <p><b>CYCLE A</b> <b>AT2</b></p> <p>4:4 5:2 3:1</p> <p><b>CYCLE A</b> <b>SP1</b></p> <p>3:4</p> <p><b>CYCLE A</b> <b>SP2</b></p> <p>3:3 4:4 3:1</p> <p><b>CYCLE A</b> <b>SUM1</b></p> <p>3:3</p> <p><b>CYCLE A</b> <b>SUM2</b></p> <p>2:1 3:4</p> <p><b>CYCLE B</b> <b>AT1</b></p> <p>3:4 3:1</p> <p><b>CYCLE B</b> <b>AT2</b></p> <p>3:1</p> <p><b>CYCLE B</b> <b>SP1</b></p> <p>4:4 4:1 6:4</p> <p><b>CYCLE B</b> <b>SP2</b></p> <p>3:4 3:1</p> <p><b>CYCLE B</b> <b>SUM1</b></p> <p>3:2 4:1</p> <p><b>CYCLE B</b> <b>SUM2</b></p> <p>3:2 4:1</p>	<p><b>CYCLE A</b> <b>AT1</b></p> <p>3:4</p> <p><b>CYCLE A</b> <b>AT2</b></p> <p>4:4 5:2 3:1</p> <p><b>CYCLE A</b> <b>SP1</b></p> <p>3:4</p> <p><b>CYCLE A</b> <b>SP2</b></p> <p>3:3 4:4 3:1</p> <p><b>CYCLE A</b> <b>SUM1</b></p> <p>3:3</p> <p><b>CYCLE A</b> <b>SUM2</b></p> <p>3:4</p> <p><b>CYCLE B</b> <b>AT1</b></p> <p>3:4 3:1</p> <p><b>CYCLE B</b> <b>AT2</b></p> <p>3:1</p> <p><b>CYCLE B</b> <b>SP1</b></p> <p>4:4 4:1 6:4</p> <p><b>CYCLE B</b> <b>SP2</b></p> <p>34 3:1</p> <p><b>CYCLE B</b> <b>SUM1</b></p> <p>3:2 4:1</p> <p><b>CYCLE B</b> <b>SUM2</b></p> <p>3:2 4:1</p>	<p><b>CYCLE A</b> <b>AT1</b></p> <p>6:1</p> <p><b>CYCLE A</b> <b>AT2</b></p> <p>4:1 5:3 5:2</p> <p><b>CYCLE A</b> <b>SP1</b></p> <p>6:1</p> <p><b>CYCLE A</b> <b>SP2</b></p> <p>4:2 5:2 6:3</p> <p><b>CYCLE A</b> <b>SUM1</b></p> <p>5:1 5:3 6:2</p> <p><b>CYCLE A</b> <b>SUM2</b></p> <p>4:3 5:4</p> <p><b>CYCLE B</b> <b>AT1</b></p> <p>5:1 5:4 6:3</p> <p><b>CYCLE B</b> <b>AT2</b></p> <p>5:2 6:1 5:2 6:3</p> <p><b>CYCLE B</b> <b>SP1</b></p> <p>5:1 5:3 6:2</p> <p><b>CYCLE B</b> <b>SP2</b></p> <p>5:3 5:2 6:3</p> <p><b>CYCLE B</b> <b>SUM1</b></p> <p>6:3</p> <p><b>CYCLE B</b> <b>SUM2</b></p> <p>4:1</p>	<p><b>CYCLE A</b> <b>AT1</b></p> <p>6:1</p> <p><b>CYCLE A</b> <b>AT2</b></p> <p>4:1 5:3 5:2</p> <p><b>CYCLE A</b> <b>SP1</b></p> <p>6:1</p> <p><b>CYCLE A</b> <b>SP2</b></p> <p>4:2 5:2 6:3</p> <p><b>CYCLE A</b> <b>SUM1</b></p> <p>5:1 5:3 6:2</p> <p><b>CYCLE A</b> <b>SUM2</b></p> <p>4:3 5:4</p> <p><b>CYCLE B</b> <b>AT1</b></p> <p>5:1 5:4 6:3</p> <p><b>CYCLE B</b> <b>AT2</b></p> <p>5:2 6:1 5:2 6:3</p> <p><b>CYCLE B</b> <b>SP1</b></p> <p>5:1 5:3 6:2</p> <p><b>CYCLE B</b> <b>SP2</b></p> <p>5:3 5:2 6:3</p> <p><b>CYCLE B</b> <b>SUM1</b></p> <p>6:3</p> <p><b>CYCLE B</b> <b>SUM2</b></p> <p>4:1</p>	
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celebrate special times in different ways.

**PSED**

Think about the perspectives of others.

**CYCLE A**

**SP1**

NS -F1, F2

**DM – F1**

**L**

- Ask questions about books. Makes comments and shares their own ideas.
- Engage in extended conversations about stories, learning new vocabulary

**F2**

**UW**

- Compare and contrast characters from stories, including figures from the past.

**CYCLE A**

**SP2**

NS – F1,F2,F3,F4

**DM – F1**

**UW**

- Notice differences between people.
- Continue developing positive attitudes about the differences between people.

**PSED**

- Find solutions to conflicts and rivalries.

**F2**

**UW**

- Compare and contrast characters from stories

**PSED**

Think about the perspective of others

**CYCLE A**

**SUM1/2** NS -F3

**DM – F1**

**UW**

<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families. <b>UW</b></li> <li>• Talk about what they see, using a wide vocabulary <b>PSED</b></li> <li>• Develop their sense of responsibility and membership of a community  <b>F2</b> <b>UW</b></li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.  <b>CYCLE B</b> <b>AT1</b> AS -F2, F5, F6  <b>DM – F1</b> <b>UW</b></li> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> <li>• Begin to make sense of their own life-story and family's history.  <b>PSED</b></li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. <b>PSED</b></li> <li>• Develop their sense of responsibility and membership of a community <b>F2</b> <b>UW</b></li> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them  <b>CYCLE B</b></li> </ul>							
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**AT2**

NS -F1, F3,F4

**DM – F1**  
**UW**

- Make connections between the features of their family and other families.
  - Notice differences between people.
- UW**
- Talk about what they see, using a wide vocabulary
  - Continue developing positive attitudes about the differences between people.

**F2**  
**UW**

- Recognise that people have different beliefs and celebrate special times in different ways.

**PSED**

Think about the perspectives of others.

**CYCLE B**

**SP1**

NS -F1, F2

**DM – F1**  
**L**

- Ask questions about books. Makes comments and shares their own ideas.
- Engage in extended conversations about stories, learning new vocabulary

**F2**  
**UW**

- Compare and contrast characters from stories, including figures from the past.

**CYCLE B**

**SP2**

NS – F1,F2,F3,F4

**DM – F1**  
**UW**

- Notice differences between people.

<ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people. <b>PSED</b></li> <li>Find solutions to conflicts and rivalries. <b>F2</b> <b>UW</b></li> <li>Compare and contrast characters from stories  <b>PSED</b> Think about the perspective of others  <b>CYCLE B</b> <b>SUM1/2</b> NS – F1, F2, F6  <b>DM – F1</b> <b>UW</b></li> <li>Notice differences between people.</li> <li>Make connections between the features of their family and other families.</li> <li>Continue developing positive attitudes about the differences between people. <b>PSED</b></li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on <b>PSED</b></li> <li>Find solutions to conflicts and rivalries.  <b>F2</b> <b>UW</b></li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>							
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Agreed Trips to places of worship</p>	<p><b>CYCLE A</b> Mosque visit <b>CYCLE B –</b> Local Church visit</p>	<p><b>CYCLE A</b> Gurdwara visit <b>CYCLE B</b> Synagogue visit</p>	<p><b>CYCLE A</b> Gurdwara visit <b>CYCLE B</b> Synagogue visit</p>	<p><b>CYCLE A</b> Mandir visit <b>CYCLE B</b> Church visit</p>	<p><b>CYCLE A</b> Mandir visit <b>CYCLE B</b> Church visit</p>	<p><b>CYCLE A</b> Mosque visit <b>CYCLE B</b> Temple/Buddhist centre visit</p>	<p><b>CYCLE A</b> Mosque visit <b>CYCLE B</b> Temple/Buddhist centre visit</p>

