



Whole School Curriculum Key Stage Statements

Reception

Learning should be focused around the celebrations in different faiths and should be taught at the time the celebrations take place. The celebrations will be introduced through stories and learning will be built upon in provision activities.

KS1

Learning should be focused around Christianity and Islam, alongside non-religious perspectives. Systematic teaching of other world faiths should be reserved for later key stages in order to ensure effective progression. However, the curriculum at KS1 may include aspects of other faiths and world views within themes studied and may reflect the beliefs in the local community and beyond.

KS2

Learning should be focused around developing pupils' understanding of Christianity, Islam and nonreligious perspectives, extending to Judaism and Sikhism at KS2. Systematic teaching of Buddhism and Hinduism should be reserved for KS3 in order to ensure effective progression. However, the curriculum at KS2 may include aspects of other faiths and world views.

Reception	Christianity	Islam	Non-Religious World Views	Sikhism	Judaism	Buddhism	Hinduism
Key Vocab – <i>celebration names for each faith</i>	All Saints Day, harvest, Christmas, epiphany, Ash Wednesday, Shrove Tuesday, St David's Day, Palm Sunday, Lent, Easter, St George's Day	Ramadam, Eid		Viasakhi	Rosh Hashanah, Yom Kuppur, Sukkot, Hannukah, Passover, Shavout	Chinese New Year, Vesak	Diwali, Shivaratri, Holi
<i>Statements</i>	By the end of reception, pupils should: <ul style="list-style-type: none">know how the important dates in religions are celebratedknow who and what are special to us and why						
Key Stage 1	Christianity	Islam	Non-Religious World Views	Sikhism	Judaism	Buddhism	Hinduism
Key Vocab	Christian, Christianity, God, Jesus, worship, font, altar, lectern, church, chapel, prayer, the Lord's Prayer, hymn, the Last Supper, vicar, priest, minister, Christmas, Lent, Holy Week, Good Friday, Palm Sunday, Easter, resurrection, Bible, Holy Communion, harvest, baptism, christening, parable, festival, symbol, Old Testament, New Testament, disciple	Allah, Qur'an, Prayer, Masjid/Mosque, Dome, Minaret, Prayer hall, Prayer mat, The five pillars, Wudu, Lunar month of Ramadan, Adhaan, Jummah, Eid ul Fitr & Ramadan, fasting.	Empathy, Golden Rule, Happy Human, Science, Happiness, Relationships, Humanist, Humanism	Sikhi, Guru, Gurdwara, Langar, Sewa, Guru Nanak, Guru Granth Sahib.	Torah, Jew, Synagogue, Shabbat, Creation, Rabbi	Buddha, shrine, meditate, Wesak	Hindu, Brahman, Aum, Mandir, Ganges, Rama, Sita, Holi, Diwali.
<i>Statements</i>	By the end of KS1 pupils should be able to: <ul style="list-style-type: none">Talk about how Christians see God as the Creator (Genesis 1:1-2:3) and as a loving God.Notice how the Christian beliefs about God and Jesus are based on a promise or 'covenant' between God and people.Name some of the early figures in the Old Testament, retelling stories and talking about Noah, Abraham, Isaac, Jacob and Joseph.Retell and suggest meanings for stories about the birth of Jesus, (Luke 1:26-38, Matthew 1:18-2:12).Talk about how Christians believe Jesus is special and call him the 'son of God'.Talk about and respond to questions about stories from the life and teachings of Jesus, such as: his baptism (Matthew 3:13-17); the calling of the first disciples (Matthew 4:18-22); the command to love one another and the washing of feet (John 13:1-17); forgiveness and generosity (Luke 15).Name and retell key events in the final days of Jesus ministry, including: his arrival in Jerusalem on a donkey (John 12:12-15); the last meal with his disciples (Mark 14: 12-26); his death on the cross (Luke 23:26-56) and his friends finding the empty tomb (Luke 24:1-12). Recall how these are remembered in Holy Week and Easter.Notice and recall how the Bible is important for Christians, including: how it is seen as a special 'holy' book inspired by God; how it is read at home and in church; different ways in which it	By the end of KS1, pupils should be able to: <ul style="list-style-type: none">Understand the meaning of Islam (peace, submission).Notice that Muslims believe there is one God (not a trinity) who is the creator and is known in Arabic as Allah.Understand that in Islam, God is a universal God, not a special God.Talk about the five pillars of Islam especially noticing daily prayer.Name the Qur'an as the holy book for Muslims and recognise that it is treated with respect.Retell and suggest meanings for some stories in the Qur'an such as Al Fatiha (The Opening) Yusuf (Joseph), Al Nahal (Bee), Maryam (Mary).Recall some of the early prophets of Islam and recognise similarities with Christianity and Judaism. E.g. Adam, Nuh (Noah), Ibrahim (Abraham), Musa (Moses). By the end of KS1, pupils should be able to: <ul style="list-style-type: none">Talk about Muslims' commitment to five daily prayers and how they prepare to pray including, call to congregational prayers (Adhaan) and Washing (Wudu).Notice how Muslims may pray in the mosque (Masjid) or at home and that special prayers (Jummah) are said on Friday.	By the end of KS1 pupils could be able to: Knowledge and Belief <ul style="list-style-type: none">Talk about how beliefs may not be religious and what is meant by 'humanist'. Name the Happy Human as a symbol of Humanism.Talk about how happiness includes relationships, exploration, and achieving our goals. Meaning and Purpose <ul style="list-style-type: none">Talk about why human beings are special; what we share with other animals and what makes us unique.Notice our ability to question, to reason, to empathise and to be creative.Recognise how human beings can improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society. By the end of KS1 pupils could be able to: Celebration and Ceremonies <ul style="list-style-type: none">Notice how people, including humanists, may celebrate special events, such as the birth of a baby, with ceremonies that are not religious. Non-religious Ethics <ul style="list-style-type: none">Recognise the importance of human relationships and the need to give and	By the end of KS1 pupils could be able to: <ul style="list-style-type: none">Talk about how Sikhs believe God is the Creator of the world and all life.Name some of the key figures such as Guru Nanak, retelling some stories and suggesting reasons why they might be important. By the end of KS1 pupils could be able to: <ul style="list-style-type: none">Talk about some Sikh festivals and celebrations such as: Vaisakhi and DiwaliSuggest why Langar is an important duty for Sikhs and how this is linked to sewa.Talk about Sikh rites of passage with reference to the Guru Granth Sahib; eg: Baby-naming: Guru Granth Sahib is allowed to fall open; first letter of the top left page is the first letter of the baby's name.	By the end of KS1 pupils could be able to: <ul style="list-style-type: none">Talk about how Jews believe God is the Creator of the world and all life.Retell in simple form the first creation story (Genesis 1:1-2.3) and explore the meanings of the story such as an orderly creation and the special seventh day.Name some of the key figures in the Torah and early Jewish history, such as Noah, Abraham, Isaac, Jacob, Joseph and Moses, retelling some of these stories and suggesting reasons why they might be important.Talk about promises and explore how promises are important in these stories. Relate this to the concept of covenant.Notice how Jews recognise the Torah as a special book from God that guides their life.	By the end of KS1 pupils might be able to: <ul style="list-style-type: none">Talk about and recall stories from Buddhism including the life of Buddha. By the end of KS1 pupils might be able to: <ul style="list-style-type: none">Retell the stories of Wesak as a special celebration.Suggest how Buddhists might meditate at home and what might be included in a shrine.	By the end of KS1 pupils could be able to: <ul style="list-style-type: none">Talk about Hindu belief in One God called Brahman and that He takes many forms.Recall that Om or Aum is the symbol or word which means God. By the end of KS1 pupils could be able to: <ul style="list-style-type: none">Talk about how Hindus believe God is everywhere so can pray at home or at the Mandir.Recognise that the River Ganges is a place of pilgrimage to wash away sins.Retell the stories of Holi and Diwali as special celebrations.



Whole School Curriculum Key Stage Statements

Reception

Learning should be focused around the celebrations in different faiths and should be taught at the time the celebrations take place. The celebrations will be introduced through stories and learning will be built upon in provision activities.

KS1

Learning should be focused around Christianity and Islam, alongside non-religious perspectives. Systematic teaching of other world faiths should be reserved for later key stages in order to ensure effective progression. However, the curriculum at KS1 may include aspects of other faiths and world views within themes studied and may reflect the beliefs in the local community and beyond.

KS2

Learning should be focused around developing pupils’ understanding of Christianity, Islam and nonreligious perspectives, extending to Judaism and Sikhism at KS2. Systematic teaching of Buddhism and Hinduism should be reserved for KS3 in order to ensure effective progression. However, the curriculum at KS2 may include aspects of other faiths and world views.

	<p>guides Christians’ lives; how it has an Old and New Testament.</p> <p>By the end of KS1 pupils should be able to:</p> <ul style="list-style-type: none">• Talk about prayer, noticing how people can pray in church or at home. Recall the Lord’s Prayer and recognise how this was taught by Jesus to his disciples (Matthew 6:9-15) and is used today.• Recognise key features of a church building, such as a font, altar and lectern and recognise there are similarities and differences between different churches. Talk about how a church is a community of people and not just a building, and how it is important for Christians to belong.• Recall and name different artefacts that Christians may use in worship such as the Bible, music books, candles, statues. Notice different things that happen in a church such as prayers, reading, singing, silence.• Talk about how Sunday is a special day for worship and about how Christians worship in different ways.• Name symbols used by Christians and suggest meanings for these, such as the cross, candle and fish.• Talk about the ideas and symbols represented in a Eucharist/communion service.• Talk about and respond to questions about initiation ceremonies, including baptism and dedication, recalling the main symbols and sequence of events and suggesting reasons why such ceremonies may be important.• Recall and name some of the main festivals and seasons including Advent, Christmas, Lent, Holy Week and Easter. Explore some other festivals, such as Harvest festival and name some of the symbols and practices linked to these.• Talk about how Christians see a code for living in stories from the Bible, such as parables like the Good Samaritan (Luke 10:25-37) The Sower (Mark 4:1-20).• Talk about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today.	<ul style="list-style-type: none">• Name the key features of a mosque, including the dome, minaret and prayer hall.• Talk about the role of the imam and some of the items used in worship including a prayer mat and beads.• Notice how Muslims fast during the lunar month of Ramadan and celebrate at Eid ul Fitr (which takes place at the end of the month), suggesting reasons for this observance.• Talk about Islamic welcoming ceremonies, including the adhaan (call the prayer), shaving the hair, and naming for new borns.	<p>receive for love and support from other people</p> <ul style="list-style-type: none">• Suggest reasons for being good to one another; for promoting happiness and avoiding doing harm; for considering the consequences of our actions.• Talk about the Golden Rule and the importance of empathy; taking care of other living creatures and the natural world.		<p>By the end of KS1 pupils could be able to:</p> <ul style="list-style-type: none">• Talk about some Jewish festivals and celebrations such as: Shavout (Harvest) and Sukkot (Tabernacles) - see Leviticus 23:42• Suggest why Shabbat is an important day for Jews and how this is linked to the Creation story.• Name the synagogue as a place of worship for Jews and begin to talk about what happens there.• Describe the role of community religious leaders, especially a rabbi.		
Key Stage 2	Christianity	Islam	Non-Religious World Views	Sikhism	Judaism	Buddhism	Hinduism
Key Vocab	All KS1 vocabulary and... Trinity, eternal, covenant, denomination, Roman Catholic, Orthodox, Protestant, charity, dedication, creation, salvation, incarnation, gospel, Messiah, Son of Man, Son of God, Kingdom of Heaven, ascension,	All KS1 vocabulary and... Prophet Muhammad, Shahadah , awm/fasting, Jihad, Zakat, Hajj , Makkah, Night of Destiny (Laylut Al Qadr), Eid ul Adha, Qiblah, Sadaqah, Halal, Haram, Iftar, Ummah, Kabah	Humanist, Humanism, Atheist, Agnostic, Afterlife, Secular, Compassion, Respect, Dignity, Ethics, Evolution, Human Rights	India, Panjab, Sikh, Guru Nanak, guru, eternal, non-corporeal, omnipresent, shishya (disciple), Ten Gurus, Guru Arjan, Adi Granth, Guru Granth Sahib, scripture, hukam, vak, kirtan, Guru Gobind Singh, Khalsa, Panj Pyare, 5 Ks, kara.	Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath/Shabbat, Passover/Pesach, Mezuzah, Kosher, Seder, Tallit,	Buddha, Enlightened, Theravadin, Shrine, meditate, Sangha, monks, nuns, wheel of life, lotus flower.	Trimurti, Vedas, Avatar, Puja, Karma, Ahimsa, Aum, Lotus Flower



Whole School Curriculum Key Stage Statements

Reception

Learning should be focused around the celebrations in different faiths and should be taught at the time the celebrations take place. The celebrations will be introduced through stories and learning will be built upon in provision activities.

KS1

Learning should be focused around Christianity and Islam, alongside non-religious perspectives. Systematic teaching of other world faiths should be reserved for later key stages in order to ensure effective progression. However, the curriculum at KS1 may include aspects of other faiths and world views within themes studied and may reflect the beliefs in the local community and beyond.

KS2

Learning should be focused around developing pupils' understanding of Christianity, Islam and nonreligious perspectives, extending to Judaism and Sikhism at KS2. Systematic teaching of Buddhism and Hinduism should be reserved for KS3 in order to ensure effective progression. However, the curriculum at KS2 may include aspects of other faiths and world views.

	communion, eucharist, crucifixion, reconciliation, forgiveness, sacrifice, ritual				Synagogue, Bimah, Prayer, belief, worship, Yom Kippur, Rosh Hashanah, Hannukah, Purim, tallit, kippah, scroll, shema.		
<i>Statements</i>	<ul style="list-style-type: none">• By the end of KS2, pupils should be able to:• Describe and show understanding of how Christians believe God to be an all-powerful Creator as well as eternal, loving and righteous.• Explore how God is seen as the Holy Trinity, Father, Son and Holy Spirit.• Recall the stories in the Old Testament about Abraham and explore how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.• Explore the narratives about Moses, the Ten Commandments and the Kingdom, including David, making links between stories and the idea of a covenant between God and the people.• Describe and give a considered response to accounts of Jesus' birth, including his Jewish identity and family.• Reflect on narratives such as: Mary, Joseph, the shepherds and angels (Luke 1:26 -38, 2:1-20; the magi (Matthew 1:18-2:12), applying ideas about their meaning.• Compare traditional stories and celebrations with biblical accounts. Show understanding of the meaning of the word incarnation; how Jesus is seen as fully human and fully divine.• Explore and weigh up different titles used by and of Jesus, such as Son of Man, Servant, Rabbi, Messiah, Christ.• Compare and contrast stories about Jesus and explore the meaning of these, such as: the Feeding of the Five Thousand (Matthew 14: 13-21); the healing of the Blind Man (John 9:1-12), the call of Zacchaeus (Luke 19:1-10) or the raising of Lazarus (John 11).• Explore the concept of miracle and weigh up different ideas about how they might be interpreted.• Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives such as: Palm Sunday and the link to kingship (John12:12- 15); Maundy Thursday and the Last Supper (Mark 14:12 -26); Good Friday and the crucifixion (Luke 23:26 -56); Easter day and the empty tomb (Luke 24:1-12).• Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of	<p>By the end of KS2, pupils should be able to:</p> <ul style="list-style-type: none">• Describe and show understanding of Muslim belief in one God, who has many attributes (the 99 Names of God).• Understand that Muslims use Allah's names to either reaffirm their belief, glorify God or nurture these traits as part of their own development.• Summarise the five pillars of Islam, noticing how the Shahadah (testimony of faith) is the foundation. Understand that these are basic pillars of Islam, without them, you are not considered a Muslim. These obligatory pillars are there to make a godlier, spiritual and caring citizen of the world.• Explain how the Prophet Muhammad is seen as the final prophet and how Muslims look to his teachings and leadership.• Consider how the Qur'an was revealed to the Prophet and is seen as the direct word of God.• Reflect on its importance for Muslims and how it is read in Arabic. Reflect on some sayings and stories about the Prophet Muhammad and explain their meanings.• Explore some important stories such as the night of power, the night of ascension and the story of Eid ul Adha (Ibrahim & Isma'eel)• Explore similarities and differences between Muslims, Christians and Jews, reflecting on how they are all Abrahamic faiths and giving reasons why Jerusalem is a holy site for all these faiths.• Give reasons why visual representation of God and the prophets is forbidden (haram) in Islam.• Reflect on how Muslims may express their faith in a variety of ways, exploring the difference between culture and religious belief, for example in wearing a head covering.• Distinguish the difference between Islamic teachings that are agreed and considered universal, and others which are open to interpretation or based on cultures and traditions. <p>By the end of KS2, pupils should be able to:</p> <ul style="list-style-type: none">• Give a considered response why prayer is important to Muslims, noting why there are five daily prayers, the direction of prayer	<p>By the end of KS2 pupils should be able to:</p> <ul style="list-style-type: none">• Describe and explain how Humanists believe that the material world is the only one that exists and that there is no supernatural cause for its existence• Explain how Humanists believe that human beings have evolved, as other animals, contrasting this with a belief in divine creation.• Show understanding of how humanists believe that human reason and evidence rather than sacred texts and revelation are the key sources of knowledge.• Describe what is meant by atheism and agnosticism and how humanists believe that humanism is a positive philosophy enabling people to live good and happy lives without the need for a god or gods.• Weigh up the humanist principle of respecting different ways of finding happiness if they cause no harm to others.• Explore the absence of belief in an afterlife and the implication that the time to seek happiness and meaning is in this life.• Consider how human beings are responsible for their own personal and communal destiny. <p>By the end of KS2 pupils should be able to:</p> <ul style="list-style-type: none">• Compare and contrast how non-religious people mark key moments in people's lives such as naming's, weddings and funerals.• Explain and show understanding of Humanist beliefs in shared human moral values: kindness, compassion, fairness, justice, honesty.• Weigh up the belief that human beings alone can make the world a better place for everyone• Summarise some principles of non-religious ethics including: individual responsibility, the use of reason, empathy, compassion, and respect for the dignity of all.• Give reasons for why the absence of religious texts may affect decisions.	<p>By the end of KS2 pupils should be able to:</p> <ul style="list-style-type: none">• Know that Guru Nanak taught there is one God, and that God is eternal, non-corporeal and omnipresent.• Give some reasons how the Mool Mantar is the statement of faith for Sikhs.• Know that Panjab is a region in north India and be able to explain that Panjab is special to all Sikh people because Guru Nanak and the Sikh gurus lived and taught there.• Understand that Guru Nanak is very important to Sikhs because his teachings and example are the foundation of Sikhism. Summarise Guru Nanak's teachings as devotion to God, selflessness and equal treatment for everyone.• Summarise the story of Guru Nanak's three-day disappearance and his encounter with God.• Explain why this encounter makes Guru Nanak extra-special for Sikhs.• Compare and contrast with stories of divine encounter from other religions e.g. Moses.• Understand the meaning of the word 'guru' ('light' overcoming 'dark', i.e. wisdom overcoming ignorance) and explain how it applies to God, Guru Nanak, the Ten Gurus and the Guru Granth Sahib.• Know that the tenth guru, Guru Gobind Singh, nominated the Adi Granth as the final Guru, which then became known as the Guru Granth Sahib.• Understand that the Guru Granth Sahib is the Sikh scripture.• Explain how scripture is different to other types of religious writing in religions.• Know that the poems in the Guru Granth Sahib are sung (known as kirtan), rather than spoken.• Know that the tenth guru, Guru Gobind Singh, instigated the Khalsa (means 'pure'), also known as Amrit, initiation in 1699.• Summarise the story of the Panj Pyare.• Explain why the story is very important to Sikhs, and remembered.• Explain what each of the 5 K's symbolises.• Reflect on how a Sikh person might decide they wanted to initiate as a Khalsa Sikh; and understand that not all Sikhs take initiation	<p>By the end of KS2 pupils should be able to:</p> <ul style="list-style-type: none">• Name some of the key figures in the Torah and early Jewish history, such as Noah, Abraham, Isaac, Jacob and Joseph, explaining these stories and giving reasons for their importance to Jews.• Describe and show understanding of the meaning and significance of Moses as a key figure in Judaism past and present.• Suggest reasons why the Torah is a sacred text to most Jewish people.• Explore and show understanding of ways in which Jewish people recall the faithfulness of God through celebration of Pesach today.• Describe other stories in the Jewish Bible, reflecting the Kingdom (including David) and the Prophets (such as Jeremiah or Isaiah) and the messages about the covenant that Jews can find from these stories.• Reflect about later stories in Jewish history such as Esther, Daniel and Jonah and explore how these are remembered today, including through festivals such as Purim.• Understand and describe how the Shema is an important commandment and how this affects daily life in prayer and the significance of the mezuzah. <p>By the end of KS2 pupils should be able to:</p> <ul style="list-style-type: none">• Explore how the Ten Commandments help Jews to live their lives.	<p>By the end of KS2 might be able to:</p> <ul style="list-style-type: none">• Understand that Buddhism is the religion based on the teachings of Siddhattha Gotama, known as Buddha.• Understand that The Buddha often taught through telling stories and make links to other leaders who did this.• Read and understand the story of 'The Buddha and the wounded swan' and explore Buddhist views on animal rights issues.• Explain that there are many traditions in Buddhism and that Theravadin Buddhism is one tradition. <p>By the end of KS2 pupils might be able to:</p> <ul style="list-style-type: none">• Give reasons why Buddhists meditate and spend time thinking deeply and being peaceful.• Give examples of how a shrine - a holy or sacred place is used.• Explain why Buddhists believe in animal rights. Why do they respect all living things and how do they show this in their daily lives?• Give reasons why some Buddhists become monks or nuns.• Explain how the Sangha (community)	<p>By the end of KS2 might be able to:</p> <ul style="list-style-type: none">• Show understanding the Hindus believe there are 3 main aspects of God (Trimurti) and these are Brahma, Vishnu and Shiva.• Understand that Hinduism has many books as sources of authority including the Vedas.• Know some of the avatars of God including Ganesh, Krishna, Shiva and Lakshmi. <p>By the end of KS2 pupils might be able to:</p> <ul style="list-style-type: none">• Explain some of the artefacts and symbolism of puja at home.• Understand that a person's actions (karma) affects how they are reincarnated.• Give reasons why Hindus follow Ahimsa (the law of non-injury)• Know that Raksha Bandhan is a Hindu festival for brothers and sisters and why family life is important to Hindus.• Understand some of the symbols used in Hinduism including Aum and lotus flower.



Whole School Curriculum Key Stage Statements

Reception

Learning should be focused around the celebrations in different faiths and should be taught at the time the celebrations take place. The celebrations will be introduced through stories and learning will be built upon in provision activities.

KS1

Learning should be focused around Christianity and Islam, alongside non-religious perspectives. Systematic teaching of other world faiths should be reserved for later key stages in order to ensure effective progression. However, the curriculum at KS1 may include aspects of other faiths and world views within themes studied and may reflect the beliefs in the local community and beyond.

KS2

Learning should be focused around developing pupils' understanding of Christianity, Islam and nonreligious perspectives, extending to Judaism and Sikhism at KS2. Systematic teaching of Buddhism and Hinduism should be reserved for KS3 in order to ensure effective progression. However, the curriculum at KS2 may include aspects of other faiths and world views.

	<p>these terms and weigh up what they mean for Christians today.</p> <ul style="list-style-type: none">Describe how the Bible is made up of many different books with different purposes (narratives, poetry, letters, law, etc) and how there are different translations and interpretations.Show understanding of the importance of the New Testament (Covenant) and how it includes: gospels (stories, teachings and beliefs about Jesus); accounts of the early church including Paul (Acts of the Apostles and letters to churches) <p>By the end of KS2, pupils should be able to:</p> <ul style="list-style-type: none">Compare and contrast different expressions of spirituality including individual and collective worship, prayer and music. Explain the content and meaning of the Lord's Prayer (Matthew 6:9 - 15). Explore how Christians use and study the Bible in different ways.Describe and evaluate how Christians express spirituality in creative ways, such as art, music, songs, poetry, sculpture, drama and dance. Look at some of the Psalms as examples.Describe and explain a range of churches, comparing and contrasting traditional and contemporary worship and exploring different denominations, such as Anglican, Roman Catholic and free churches.Notice how leadership differs in churches from bishops and clergy to leadership by lay people. Make links between the church in Yorkshire and Christian communities worldwide, responding to work for charities at home and abroad.Make links between symbols and their meanings, looking at the use of artefacts and decorations.Explain the meaning of a variety of ceremonies and rituals including eucharist/communion, infant baptism/dedication and believer's baptism.Explain how festivals and seasons are celebrated, including Ascension and PentecostConsider the practice and value of pilgrimage, giving a considered response to their value and impact for believers.Explain how Christian teachings represent a code for living, derived from texts such as: the Ten Commandments (Exodus 20) and The Golden Rule (Love God, Love your neighbour). Explore how these may be applied or interpreted in different ways.Give a considered response to how Christians express their beliefs through working for ideas such as: forgiveness and reconciliation; social justice and equality; charity; lifestyle choices, reflecting on local or national examples.	<p>towards Mecca and the positions used in prayer.</p> <ul style="list-style-type: none">Know that there is a range of expressions of worship beside ritual prayer and fasting. Among others, these include: helping the needy, giving charity, being kind and looking after the planet.Compare and contrast how some Muslims show other expressions of love and connection with God, such as Sufi dance, Islamic songs (poetry of praise and adeeh) and Islamic art/calligraphy.Describe and show understanding of the key features and purposes of a mosque, including the Ummah (Muslim community), its place in the local community (e.g weddings, funerals, adult classes) and its role in education (madressah)Explore how Muslims observe the Lunar month of Ramadan and see this as an important time for spiritual cleansing and building good habits.Explain how observance includes the recitation of the Qur'an, Qiyam or night prayer, the night of destiny, iftar (breaking the fast) and charity.Recognise that fasting is not solely abstaining from food but is also a journey of self discipline and spiritual growth. Ramadan is an opportunity to refuel the heart and soul for the rest of the year.Explore the importance of the Hajj pilgrimage and the celebration of Eid ul Adha with the story of Ibrahim & Isma'eel.Understand that Hajj aims to recall equality everyone dresses in the same way), to reject worldly advantage and to appreciate that Muslims are judged by their deeds, not by their worldly status.Give a considered response to Muslim teachings about life and decisions, such as forgiveness, kindness, ties of kinship, social justice, equality, the greater jihad (inner self development) and halal (food, drink, money and conduct).	<ul style="list-style-type: none">Explore how the Golden Rule is a shared ethical principle, present in a wide variety of cultures throughout history and is a result of human evolution as a social animal	<p>By the end of KS2 pupils should be able to:</p> <ul style="list-style-type: none">Give reasons why Amritsar, is a special place of pilgrimage for Sikhs Explain why Sikhs, from all over the world, want to visit the Harmandar (Golden Temple).Give reasons why Sikh people use the 5 Ks as symbols of their faith. Understand and explain the symbolism of each of the 5 Ks.Explain the Langar and how this is an expression of sewa and inclusivity; eg by cultivating a sense of community and everybody welcome.Explain the meanings of the story of Guru Nanak's encounter with Bhai Lalo (poor carpenter) and Malik Bhago (wealthy tax collector) and identify how these are similar to other stories they know from different religions and how these are applied to believers' lives.Recognise, name and explain the Ik Onkar symbol.Explain why Sikhs do not make or worship statues of the Ten Gurus. Know that the Guru Granth Sahib is kept at the Gurudwara.Describe the typical layout of a Gurdwara. Explain the protocols for entry.Explain, giving reasons, the treatment of the Guru Granth Sahib.Reflect on why Sikhs begin each day with a reading (vak) from the Guru Granth Sahib, which is the 'divine command of the day' (hukam), and how this might make them feel throughout the day.Recognise, name and explain the different components of the Khalsa symbol.Describe what happens during Amrit initiation.Explain why Sikh surnames are normally Singh (meaning Lion) for men, and Kaur (meaning princess) for women.Reflect on what it might be like to wear a kara (steel bangle) as a reminder of God's presence.	<ul style="list-style-type: none">Research and respond to other obligations and instructions such as those about eating (kosher) and also Tikkun Olam – Repairing the world. This is one of the major elements of Judaism and influences how most Jews live their Judaism.Describe and express ideas about festivals and commemorations, knowing why and how they are celebrated including: Rosh Hashanah, Yom Kippur, Hannukah, Purim and Pesach.Explain what happens at the ynagogue and give reasons why the synagogue is an important place of worship and community in Judaism.Describe the place of the rabbi in guiding and supporting the Jewish community.Compare and contrast worship at home with worship in the synagogue, in particular considering Shabbat and daily prayers.Research how Jewish figures today influence people's lives e.g. Stephen Fry, Mark Zuckerberg, Sacha Baron-Cohen, Natalie Portman.	<p>supports the monks and nuns in the Theravadin tradition.</p> <ul style="list-style-type: none">Explain some of the symbolism used in Buddhism including the wheel of life and lotus flower.	
--	--	---	--	---	---	--	--



Whole School Curriculum Key Stage Statements

Reception

Learning should be focused around the celebrations in different faiths and should be taught at the time the celebrations take place. The celebrations will be introduced through stories and learning will be built upon in provision activities.

KS1

Learning should be focused around Christianity and Islam, alongside non-religious perspectives. Systematic teaching of other world faiths should be reserved for later key stages in order to ensure effective progression. However, the curriculum at KS1 may include aspects of other faiths and world views within themes studied and may reflect the beliefs in the local community and beyond.

KS2

Learning should be focused around developing pupils' understanding of Christianity, Islam and nonreligious perspectives, extending to Judaism and Sikhism at KS2. Systematic teaching of Buddhism and Hinduism should be reserved for KS3 in order to ensure effective progression. However, the curriculum at KS2 may include aspects of other faiths and world views.