



BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY
BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

RE Overview
Muslims, Sikhs and Jewish people
EYFS and KS1

Nursery and Reception	Year 1	Year 2
<p>Where do we belong?</p> <ul style="list-style-type: none"> • Re-tell religious stories making connections with personal experiences. • Share and record occasions when things have happened in their lives that made them feel special. • Recall simply what happens at a traditional Christian infant baptism and dedication. • Additional opportunity if you have children from religions other than Christianity in your setting. • Recall simply what happens when a baby is welcomed into a religion other than Christianity. <p>Which people are special and why?</p> <ul style="list-style-type: none"> • Talk about people who are special to them. • Say what makes their family and friends special to them. • Identify some of the qualities of a good friend. • Reflect on the question 'Am I a good friend?' • Recall and talk about stories of Jesus as a friend to others. • Recall stories about special people in other religions and talk about what we can learn from them. <p>Special Places – Which places are special and why?</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Be aware that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Identify some significant features of sacred places • Recognise a place of worship • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. <p><i>Names of people, names of places, names of different believers i.e. Muslims, Sikhs, Hindus, names of places of worship, special, sacred</i></p>	<p>Who is a Muslim and what do they believe?</p> <p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1). • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make links between what the Holy Qur'an says and how Muslims behave (A2). • Ask some questions about God that are hard to answer and offer some ideas of their own (C1). <p>What makes some places sacred?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there (A1). • Identify at least three objects used in worship in two religions (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). 	<p>How should we care for others and the world, and why does it matter?</p> <p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples (B1). • Recognise that some people believe God created the world and so we should look after it (A2) <p>Expected:</p> <ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). • Answer the title question thoughtfully, in the light of their learning in this unit (C1). <p>What can we learn from sacred books?</p> <p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about some of the stories that are used in religion and why people still read them (A2). • Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).



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	<ul style="list-style-type: none"> Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). <p>What does it mean to belong to a faith community?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them (B2). Show an awareness that some people belong to different religions (B1). <p>Expected:</p> <ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2) <p>Exceeding:</p> <ul style="list-style-type: none"> Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). Identify some similarities and differences between the ceremonies studied (B3). 	<p>Expected:</p> <ul style="list-style-type: none"> Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). Make links between the messages within sacred texts and the way people live (A2). <p>How and why do we celebrate special and sacred times?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). <p>Expected:</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/ Easter/Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).



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Nursery and Reception	Year 1	Year 2
	<i>Muslims, Islam, God, Allah, Prophet, Muhammed, celebrate, Mosque, worship, prayer, religion, faith, believe, Ramadan, Eid Ul Fitr, sacred, festival, Holy Qur'an, Arabic</i>	Exceeding: <ul style="list-style-type: none"> • Suggest meanings for some symbols and actions used in religious celebrations, including Easter/ Christmas, Chanukah and/or Eid-ul-Fitr (A3). • Identify some similarities and differences between the celebrations studied (B3).
		<i>Muslims, Islam, God, Allah, Prophet, Muhammed, celebrate, Mosque, worship, prayer, religion, faith, believe, Ramadan, Eid Ul Fitr, sacred, festival, Holy Qur'an, Arabic, create, creation, world</i>