RE EYFS : Understanding the world: People, Culture and Communities.			
EYFS Development Matters Statements for Reception Children...	Examples of how we might support this...	Enabling Environments	Specific Longman's Hill examples...
 Understand that some places are special to members of their community. [UTW P66]  Recognise that people have different beliefs and celebrate special times in different ways. [UTW P66]	• Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. • Take children to places of worship and places of local importance to the community. • Invite visitors from different religious and cultural communities into the classroom to share their experiences with children. • Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad. • Share stories that reflect the diversity of children's experiences. • Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area. • Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. • Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.	• Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. • Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. • Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented, • Provide role-play areas with a variety of resources reflecting diversity. • Make a display with the children, showing all the people who make up the community of the setting.	• Study and immerse children in different celebrations throughout the world, across the year. EG: diwali, Chinese New Year, Eid. • Children will have the opportunity to visit places of worship. • Join the rest of the school in attending our local church for harvest festival, Christmas service and Easter. • The children have visitors from different religions to come in and share their experiences. • Children will join in assemblies and be visited by our local vicar. • Links to literacy, stories from other faiths. EG: Rama and Sita, The Proudest Blue

ELG: People, Culture and Communities (Understanding the World)

Children at the expected level of development will:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

RE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
THRESHOLD CONCEPTS FOR RE	Investigating Beliefs 					
	Exploring Spiritual Expression 					
	Understanding Ways of Living 					
	Understanding Religious and Worldviews 					
 THRESHOLD CONCEPT: INVESTIGATING BELIEFS	Believing (religious beliefs, teachings, sources, question about meaning, purpose and truth) KNOWLEDGE (Semantic)	<u>Who is a Christian and what do they believe?</u> Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1).	<u>Who is a Muslim and what do they believe?</u> 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). Know about some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Find out about and respond with ideas to examples of cooperation between people who are different (C2). <u>What can we learn from sacred books?</u> Know about sacred texts containing 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).	<u>What do different people believe about God?</u> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1) <u>Why is the Bible important for Christians today?</u> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).		<u>Why do some people believe God exists?</u> Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas (C1).	<u>What do religions say to us when life gets hard?</u> Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).

					<u>Why is Jesus inspiring to some people?</u> Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter A2 Identify the most important parts of Easter for Christians and say why they are important (B1).	<u>What would Jesus do? Can people live by the values of Jesus in the twenty-first century?</u> Outline Jesus' teaching on how his followers should live (A2). Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Explain the impact Jesus' example and teachings might have on Christians today (B1). Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today	

THRESHOLD CONCEPT: EXPLORING SPIRITUAL EXPRESSION	Expressing (Religious and spiritual forms of expression; questions about identity and diversity) KNOWLEDGE (Semantic)	<u>What makes some places sacred?</u> 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). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). <u>How & why do we celebrate special and sacred times - Different festival focus to Y2</u> Identify some ways Christians celebrate Christmas/Easter/Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1). Retell 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). Other religion – Passover (Judaism)	<u>How & why do we celebrate special and sacred times - different festival focus to Y1</u> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Retell 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). Other religion - Hanukkah (Judaism)	<u>Why do people pray?</u> Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Recognise similarities and differences between how Christians, Muslims and Hindus pray (B3). <u>Why are festivals important to religious communities? Focus: Easter</u> Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3) Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter) (B2).	<u>Why are festivals important to religious communities? Focus:Eid</u> Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3) Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1)	<u>If God is everywhere, why go to a place of worship?</u> Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of people in a place of worship, rather than the place itself (C1).	<u>Is it better to express your beliefs in arts and architecture or in charity and generosity?</u> Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2

THRESHOLD CONCEPT: UNDERSTANDING WAYS OF LIVING	Living (Religious practices and ways of living; questions about values and commitment) KNOWLEDGE (Semantic)	<u>What does it mean to belong to a faith community?</u> 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)	<u>How should we care for others and the world, and why does it matter?</u> Retell 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).	<u>What does it mean to be a Christian in Britain today?</u> Describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). Give two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).	<u>What does it mean to be a Hindu in Britain Today?</u> Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Learn about why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2) <u>What can we learn from religions about deciding what is right and wrong?</u> Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of rules of living from religions and suggest ways in which they might help believers with difficult decisions (B1). Give examples of ways in which some inspirational people have been guided by their religion (B1). Discuss their own and others' ideas about how people decide right and wrong (C3).	<u>What does it mean to be a Muslim in Britain today?</u> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2) Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Links to both these units in Y6	<u>What matters most to Christians and Humanists?</u> Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Describe some Christian and Humanist values simply (B3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). <u>What difference does it make to believe in ahimsa, grace and/or Ummah?</u> Make connections between beliefs and behaviour in different religions (A1). Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). Consider similarities and differences between beliefs and behaviour in different faiths (B3) Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2)

				Links to 'How 7 &Why do we celebrate special/sacred times unit Y1/Y2	<u>Why do some people think that life is a journey? What significant experiences mark this?</u> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).		
THRESHOLD CONCEPT: UNDERSTANDING RELIGIONS & WORLD VIEWS	SKILLS (Procedural knowledge) Skills needed to engage seriously with religions and worldviews, so that they can do the above.	Notice and find out about religions and worldviews	Notice and find out about religions and worldviews Collect, use and respond to ideas in RE	Notice and find out about religions and worldviews Collect, use and respond to ideas in RE Consider and discuss questions, ideas and points of view	Notice and find out about religions and worldviews Collect, use and respond to ideas in RE Consider and discuss questions, ideas and points of view Apply their ideas about religions and worldviews thoughtfully	Notice and find out about religions and worldviews Collect, use and respond to ideas in RE Consider and discuss questions, ideas and points of view Apply their ideas about religions and worldviews thoughtfully Investigate and explain why religions and worldviews matter	Notice and find out about religions and worldviews Collect, use and respond to ideas in RE Consider and discuss questions, ideas and points of view Apply their ideas about religions and worldviews thoughtfully Investigate and explain why religions and worldviews matter Enquire into and interpret ideas, sources and arguments

SKILLS (Procedural knowledge)	By the end of KS1:	By the end of KS2:
Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including reasoning, music, art and poetry.
Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all	Find out about and respond with ideas to examples of co-operation between people who are different.	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Responding thoughtfully to ideas about community, values and respect.
Articulate beliefs, values and commitments clearly to order to explain why they may be important in their own and others' lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

SUBJECT SPECIFIC VOCABULARY	1.1 Christian/ Christianity Jesus / son of God God Religion Bible Miracle Prayer worship 1.5 symbols Church – altar, cross, crucifix, font, lectern, candles, icons, stations of the cross, pulpit. Synagogue – ark, Ner Tamid, Torah scroll, tzitzit, tefillin, tallit, kippah, hanukkiak Mosque – wudu, prayer mat, prayer beads, minbar, mihrab, muezzin Holy Sacred Hymns 1.6 Easter Palm Sunday temple Last Supper Disciples Jerusalem Good Friday Crucifixion Easter Sunday Resurrection Fasting Jews Judaism Passover Seder matzah 1.7 Baptism Baptismal candles Christening Cross charity	1.2 Muslim Allah Islam Muhammad prophet Ramadan Eid-ul-fitr Calligraphy 99 Names of Allah Holy Qur'an Nasheed Arabic 1.4 Parable Samaritan Jews/Jewish Torah Hebrew 1.6 Harvest Thankful Christmas Advent Nativity Stable Angel Gabriel Wise men Bethlehem Hanukkah Menorah Miracle dreidel 1.8 Good and Bad / Right and Wrong Golden Rule Creation story – Adam and Eve Unique Samaritan Zakat inspiration	L2.1 God as Trinity – Father, Son, Holy Spirit (Hindu) Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer) Murtis Pentecost Religious metaphors Bhagavad Gita Ascension L2.2 Creation, The Fall, Salvation Guidance Wisdom Old and New Testaments – books, chapters and verse Gospels Incarnation Temptation Forgiveness Sin / sinners L2.4 Muslim First Surah of the Qur'an Christian Lord's Prayer Hindu Gayatri Mantra Spiritual Atheists Islam L2.5 Rituals L2.7 Anglican, Baptist, Roman Catholic, Pentecostal Sunday School St Vincent De Paul society Christians Against Poverty Christian Aid justice	L2.3 Parables Shrove Tuesday Ash Wednesday Maundy Thursday Incarnation Salvation Resurrection Holy Spirit Sacrifice 2.5 Eid Ramadan Eid-ul-fitr Henna Charity Fasting mehindi L2.6 Milestones Ceremony of commitment Responsibility Baptism First Communion Confession Sacred Thread ceremony Bar/bat mitzvah/chayil Non-religions Humanists/Humanism Reincarnation Heaven L2.8 Sanatana Sharma – Eternal Way Shrine Deities Puja tray – incense OM symbol Bhagavad Gita Aarti Bhajans Dharma Karma Moksha Reincarnation Mandir Temple iconography L2.9 Ten Commandments Two Commandments of Jesus Golden Rule Humanists Beatitudes dilemmas	U2.1 Theist Atheist Agnostic God as Father, Spirit, Son, eternal Almighty Holy Genesis U2.2 Parables Moral dilemma U2.4 Anglican Baptist Orthodox Reform Pilgrimage U2.6 Five Pillars of Islam Ibadah Shahadah Salat Sawm Zakat Hajj Ummah Tawhid Sunnah Hadith masjid	U2.3 Salvation Heaven Reincarnation Judgement Afterlife Suffering liturgy U2.5 Calligraphy Geometrical art Representational art 99 Beautiful Names Cathedrals Muslim Aid Islamic Relief Ummah Zakat Christian Aid U2.7 Humanists U2.8 Ahimsa Grace Ummah Gandhi Grace from God Zakat hajj