

Religious Education

Lesson Objective Map

Subject Cultural Capital - making links between different religions where appropriate in each topic

Differentiation by activities/tasks - refer to weekly planning and ensure that all needs of GDS, WTS and SEN/D pupils are planned for. Also, refer to the SEN/D passport for targets.

AfL - minimum expectations to use during each lesson: targeted questioning (including summative assessment questions), modelling, pupil reviews, peer and whole-class discussion

Long term memory development - KWL grids, 'Last, Now, Next'

Numeracy and Literacy links - literacy/numeracy: ensure literacy/numeracy skills are used effectively in each topic

Each topic to be taught in bullet point order using these lesson objectives.

Year Group	Autumn	Spring	Summer
Pre-school	<ul style="list-style-type: none"> Listen to simple stories and understand what is happening, with the help of the pictures. Establish their sense of self. Make connections between the features of their family and other families. Notice differences between people. 		
Nursery	<ul style="list-style-type: none"> Enjoys listening to longer stories and can remember much of what happens. Engage in extended conversations about stories, learning new vocabulary. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Continue to develop positive attitude about the difference between people. 		
Reception <i>Objectives based on the new EYFS 2021 - to be updated by SACRE</i>	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 		
1	<p>Autumn 1 - What are the main religions practised in our community (Christianity, Judaism and Islam)</p> <ul style="list-style-type: none"> Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Share their own beliefs, ideas and values and talk about their feelings and experiences. <p>Autumn 2 - How Christians practise and celebrate Christmas</p>	<p>Spring 1 - What are the main religions practised and celebrated in our community (Buddhism, Hinduism and Sikhism)</p> <ul style="list-style-type: none"> Identify meanings for religious symbols and begin to use a range of religious words. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Share their own beliefs, ideas and values and talk about their feelings and experiences. 	<p>Summer 1 - Birth celebrations: Christening, Baptism, Adhan (Christianity and Islam)</p> <ul style="list-style-type: none"> Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. Identify and suggest meanings for religious symbols and begin to use a range of religious words.

	<ul style="list-style-type: none"> Explore a range of religious stories and sacred writings and talk about their meanings. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses. Use art and design, music, dance and drama to develop their own creative talents and imagination. Identify what matters to them and others, including those with religious commitments, and communicate their response. (AT2) 	<ul style="list-style-type: none"> Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness. (AT2) <p>Spring 2 - Easter</p> <ul style="list-style-type: none"> Explore a range of religious stories and sacred writings and talk about their meanings. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Identify and suggest meanings for religious symbols and begin to use a range of religious words. Recognise that religious teachings and ideas make a difference to individuals, families and the local community. (AT2) 	<ul style="list-style-type: none"> Listen and respond to visitors from local faith communities. <p>Summer 2 - Leaders and teachers (Christianity, Catholicism, Buddhism, Sikhism, Judaism and Islam)</p> <ul style="list-style-type: none"> Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. Reflect on how spiritual and moral values relate to their own behaviour.
2	<p>Autumn 1 - The mosque and community</p> <ul style="list-style-type: none"> Explore a range of religious stories and sacred writings and talk about their meanings. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. Identify what matters to them and others, including those with religious commitments and communicate their response. <p>Autumn 2 - Growing up in a Muslim family</p> <ul style="list-style-type: none"> Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. Identify and suggest meanings for religious symbols and begin to use a range of religious words. 	<p>Spring 1 - The Christian home and Harvest</p> <ul style="list-style-type: none"> Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. Reflect on how spiritual and moral values relate to their own behaviour. Recognise that religious teachings and ideas make a difference to individuals, families and the local community. <p>Spring 2 - The Jewish home and Shabbat</p> <ul style="list-style-type: none"> Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses. Identify and suggest meanings for religious symbols and begin to use a range of religious words. 	<p>Summer 1 - Sikhism: beliefs and teachings</p> <ul style="list-style-type: none"> Explore a range of religious stories and sacred writings and talk about their meanings Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives Identify and suggest meanings for religious symbols and begin to use a range of religious words. <p>Summer 2 - Exploring the symbol of 'Light'</p> <ul style="list-style-type: none"> Explore a range of religious stories and sacred writings and talk about their meanings Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate Identify and suggest meanings for religious symbols and begin to use a range of religious words. Reflect on how spiritual and moral values relate to their own behaviour.
3	<p>Autumn 1 - A Hindu story: Rama and Sita</p> <ul style="list-style-type: none"> Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. 	<p>Spring 1 - Living as a Hindu today: Hinduism in London</p> <ul style="list-style-type: none"> Describe the variety of practices and ways of life in religions and understand how these stem from, 	<p>Summer 1 - Judaism: practices, beliefs and festivals</p> <ul style="list-style-type: none"> Describe the variety of practices and ways of life in religions and understand how these stem from,

	<ul style="list-style-type: none"> • Use and interpret information about religions from a range of sources. • Express and communicate their own and others' insights through art and design, music, dance, drama and ICT. • Discuss their own and others' views of religious truth and belief, expressing their own ideas. (AT2 C) <p>Autumn 2 - Hinduism origins: places and stories from the Indus Valley</p> <ul style="list-style-type: none"> • Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. • Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings. • Use and interpret information about religions from a range of sources. • Describe and begin to understand religious and other responses to ultimate and ethical questions. • Reflect on sources of inspiration in their own and others' lives. (AT2 E) 	<p>and are closely connected with, beliefs and teachings.</p> <ul style="list-style-type: none"> • Investigate the significance of religion in the local, national and global communities. • Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. • Encounter religion through visitors and visits to places of worship, and focus on the impact and reality of religion on the local and global community. • Reflect on what it means to belong to a faith community, communicating their own and others' responses. (AT2 A) <p>Spring 2 - Judaism: origins, places and stories</p> <ul style="list-style-type: none"> • Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. • Use and interpret information about religions from a range of sources. • Express and communicate their own and others' insights through art and design, music, dance, drama and ICT. • Reflect on their own and others' insights into life and its origin, purpose and meaning. • Discuss their own and others' views of religious truth and belief, expressing their own ideas. (AT2 C) 	<p>and are closely connected with, beliefs and teachings.</p> <ul style="list-style-type: none"> • Describe and begin to understand religious and other responses to ultimate and ethical questions. • Use specialist vocabulary in communicating their knowledge and understanding. • Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. (AT2 B) <p>Summer 2 - Judaism in London</p> <ul style="list-style-type: none"> • Investigate the significance of religion in the local, national and global communities. • Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. • Encounter religion through visitors and visits to places of worship, and focus on the impact and reality of religion on the local and global community. • Develop the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally. • Reflect on what it means to belong to a faith community, communicating their own and others' responses. (AT2 A)
<p>4</p>	<p>Autumn 1 - Jesus' parents: Joseph and Mary</p> <ul style="list-style-type: none"> • Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. • Use and interpret information about religions from a range of sources. • Consider a range of human experiences and feelings. • Discuss their own and others' views of religious truth and belief, expressing their own ideas. (AT2 C) <p>Autumn 2 - Birth of Jesus: Nativity, Shepherds' story, The Wise Men</p> <ul style="list-style-type: none"> • Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. 	<p>Spring 1 - Life of Jesus: Jesus in the temple, Jesus is baptised, Jesus in the desert</p> <ul style="list-style-type: none"> • Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. • Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely related with, beliefs and teachings. • Reflect on ideas of right and wrong and their own and others' responses to them. (AT2 D) <p>Spring 2 - Jesus into Jerusalem: Last supper, crucifixion and resurrection</p> <ul style="list-style-type: none"> • Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. 	<p>Summer 1 - Christian traditions and practices around the world linked to Wales, Mediterranean, South America</p> <ul style="list-style-type: none"> • Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely related with, beliefs and teachings. • Investigate the significance of religion in the local, national and global communities. • Encounter religion through visitors and visits to places of worship, and focus on the impact and reality of religion on the local and global community. • Reflect on what it means to belong to a faith community, communicating their own and others' responses. (AT2 A) <p>Summer 2 - Christianity in London today</p>

	<ul style="list-style-type: none"> • Use and interpret information about religions from a range of sources. • Express and communicate their own and others' insights through art and design, music, dance, drama and ICT. • Discuss their own and others' views of religious truth and belief, expressing their own ideas. (AT2 C) 	<ul style="list-style-type: none"> • Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely related with, beliefs and teachings. • Describe and begin to understand religious and other responses to ultimate and ethical questions. • Reflect on sources of inspiration in their own and others' lives. (AT2 E) 	<ul style="list-style-type: none"> • Identify and begin to describe the similarities and differences within and between religions. • Investigate the significance of religion in the local, national and global communities. • Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. • Describe and begin to understand religious and other responses to ultimate and ethical questions. • Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. (AT2 B)
<p style="text-align: center; font-size: 2em; font-weight: bold;">5</p>	<p>Autumn 1 – Muslim beliefs, truth and world views, the Quran, traditions and how Muslims use it</p> <ul style="list-style-type: none"> • Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. • Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings. • Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. • Discuss their own and others' views of religious truth and belief, expressing their own ideas. (AT2 C) <p>Autumn 2 – festival of Eid, Islam around the world (North Africa, Malaysia and Pakistan)</p> <ul style="list-style-type: none"> • Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. • Identify and begin to describe the similarities and differences within and between religions. • Investigate the significance of religion in the local, national and global communities. • Describe and begin to understand religious and other responses to ultimate and ethical questions. • Respond to the challenges of commitment both in their own lives and within religious traditions, 	<p>Spring 1 – Islam in Britain/London</p> <ul style="list-style-type: none"> • Identify and begin to describe the similarities and differences within and between religions. • Investigate the significance of religion in the local, national and global communities. • Describe and begin to understand religious and other responses to ultimate and ethical questions. • Use and interpret information about religions from a range of resources. • Reflect on what it means to belong to a faith community, communicating their own and others' responses. (AT2 A) <p>Spring 2 – Buddhism: Links to ancient civilisations</p> <ul style="list-style-type: none"> • Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. • Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings. • Use and interpret information about religions from a range of resources. • Consider a range of human experiences and feelings. • Reflect on their own and others' insights into life and its origin, purpose and meaning. 	<p>Summer 1 – Buddhism today</p> <ul style="list-style-type: none"> • Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings. • Investigate the significance of religion in the local, national and global communities. • Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. • Encounter religion through visitors and visits to places of worship, and focus on the impact and reality of religion on the local and global community. • Respond to the challenges of commitment both In their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. (AT2 B) <p>Summer 2 – Sikhism</p> <ul style="list-style-type: none"> • Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. • Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings. • Investigate the significance of religion in the local, national and global communities. • Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.

	<p>recognising how commitment to a religion is shown in a variety of ways. (AT2 B)</p>		<ul style="list-style-type: none"> Describe and begin to understand religious and other responses to ultimate and ethical questions.
<p>6</p>	<p>Autumn 1 - Overview of 2 major families of religions: Abrahamic (Judaism, Christianity, Islam) and Dharmic (Hinduism, Buddhism, Sikhism)</p> <ul style="list-style-type: none"> Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings. Identify and begin to describe the similarities and differences within and between religions. Investigate the significance of religion in the local, national and global communities. Describe and begin to understand religious and other responses to ultimate and ethical questions. Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. (AT2 A) <p>Autumn 2 - Spread of religions</p> <ul style="list-style-type: none"> Identify and begin to describe the similarities and differences within and between religions. Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. Describe and begin to understand religious and other responses to ultimate ethical questions. Discuss religious and philosophical questions, giving reasons for their own beliefs and those of others. Use specialist vocabulary in communicating their knowledge and understanding. 	<p>Spring 1 - Christianity: splits and schisms</p> <ul style="list-style-type: none"> Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings. Identify and begin to describe the similarities and differences within and between religions. Discuss this own and others' views of religious truth and belief, expressing their own ideas. (AT2 C) <p>Spring 2 - SATs</p>	<p>Summer 1 - Jewish tradition over time, belief and practice in London</p> <ul style="list-style-type: none"> Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. Use and interpret information about religions from a range of sources. Investigate the significance of religion in the local, national and global communities. Describe and begin to understand religious and other responses to ultimate and ethical questions. Reflect on their own and others' insights into life and its origin, purpose and meaning. <p>Summer 2 - Christian traditions in art, music and poetry</p> <ul style="list-style-type: none"> Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. Use and interpret information about religions from a range of sources. Express and communicate their own and others' insights through art and design, music, dance, drama and ICT Reflect on sources of inspiration in their own and others' lives. (AT2 E)