







## Religious Education Curriculum

Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Wrens</p>  <p><u>UW –people, culture and communities</u></p>	<p>Belonging</p> <p><b>Concept- All About Me</b></p> <p><b>Step 1- Communicate</b> I can talk about myself</p> <p><b>Step 2- Apply</b> Are we all the same?</p> <p><b>Step 3- Inquire</b> What make me me?</p> <p><b>Step 3- Contextualise</b> What makes someone a Christian?</p> <p><b>Step 5- Evaluate</b> Is feeling that they belong important for Christians?</p>	<p>Christmas – Jesus’ birth (and other celebrations from the children’s experiences)</p> <p><b>Concept- Celebration</b></p> <p><b>Step 1- Communicate</b> I can talk about my own celebrations</p> <p><b>Step 2- Apply</b> Why is it important to celebrate the birth of a new baby?</p> <p><b>Step 3- Inquire</b> How is the birth of a baby celebrated?</p> <p><b>Step 3- Contextualise</b> How and why do Christians celebrate the birth of baby Jesus?</p> <p><b>Step 5- Evaluate</b> Is celebrating the birth of Jesus important to Christians?</p> <p>UC: Incarnation</p>	<p>Shabbat</p> <p><b>Concept: Remembering</b></p> <p><b>Step 1- Communicate</b> I can talk about things I remember</p> <p><b>Step 2- Apply</b> Why do we have special meals?</p> <p><b>Step 3- Inquire</b> How are special meals part of a celebration?</p> <p><b>Step 3- Contextualise</b> How do Jewish people celebrate Shabbat?</p> <p><b>Step 5- Evaluate</b> Is remembering God important and how do celebrations help with this?</p>	<p>Eggs as a sign of new life</p> <p><b>Concept: Signs of new life</b></p> <p><b>Step 1- Communicate</b> What do we think about eggs?</p> <p><b>Step 2- Apply</b> Do we all think the same?</p> <p><b>Step 3- Inquire</b> How can eggs be a reminder?</p> <p><b>Step 3- Contextualise</b> How do Christians use eggs as a reminder/ symbol of new life?</p> <p><b>Step 5- Evaluate</b> Do you think eggs are a useful reminder/symbol of new life?</p> <p>UC: Salvation</p>	<p>Special Clothing (Jewish and others from children’s experiences)</p> <p><b>Concept: Special</b></p> <p><b>Step 1- Communicate</b> I can talk about my own special clothes</p> <p><b>Step 2- Apply</b> Why is it important to wear special clothes for different situations?</p> <p><b>Step 3- Inquire</b> What does the word special mean?</p> <p><b>Step 3- Contextualise</b> Which special clothes do Christians and Jewish people wear and why?</p> <p><b>Step 5- Evaluate</b> Are wearing special clothes important to Christians and Jewish people?</p>	<p>Transition</p> <p><b>Concept: Looking Forward</b></p> <p><b>Step 1- Communicate</b> I can talk about how I prepared for school</p> <p><b>Step 2- Apply</b> How did I feel transitioning from nursery to school?</p> <p><b>Step 3- Inquire</b> How can other people feel during transitions?</p> <p><b>Step 3- Contextualise</b> What do Christian stories teach us about looking forward?</p> <p><b>Step 5- Evaluate</b> Is looking forward an important thing to do?</p>
<p>Kites Kestrels</p> 	<p>Harvest</p> <p>Concept- <i>Thanking</i></p> <p><b>Step 1 Communicate:</b> talk about a <i>celebration</i> that is important to them</p> <p><b>Step 2 Apply:</b> Identify simple examples of how <i>celebration</i> relates to their own and others’ lives</p> <p><b>Step 3 Enquire:</b> Talk about what a <i>celebration</i> is and list some features of celebrations</p> <p><b>Step 4 Contextualise:</b> Recognise ways in which Christians <i>celebrate</i> Harvest</p> <p><b>Step 5 Evaluate:</b> Talk about the importance for Christians of <i>celebrating</i> Harvest.</p> <p>UC: Creation/ Fall</p>	<p>Nativity Journeys</p> <p>Concept- <i>Journey’s End</i></p> <p><b>Step 1 Communicate:</b> talk about their own responses to <i>journey’s end</i> in their experience</p> <p><b>Step 2 Apply:</b> identify how different <i>journey’s ends</i> relate to their lives</p> <p><b>Step 3 Enquire:</b> identify and talk about different <i>journeys’ ends</i></p> <p><b>Step 4 Contextualise:</b> recognise the <i>journey’s end</i> of the characters in the Christmas birth narratives</p> <p><b>Step 5 Evaluate:</b> talk about the importance of the <i>journeys’ end</i> to Christians.</p> <p>UC: Incarnation</p>	<p>Event’s in Jesus’ life</p> <p>Concept- <i>Authority</i></p> <p><b>Step 1 Communicate:</b> talk about their own responses to <i>authority</i> figures</p> <p><b>Step 2 Apply:</b> identify simple examples of ways in which people with <i>authority</i> affect their own lives</p> <p><b>Step 3 Enquire:</b> identify and talk about the meaning of the concept <i>authority</i></p> <p><b>Step 4 Contextualise:</b> recognise the events in Jesus life which demonstrate His <i>authority</i></p> <p><b>Step 5 Evaluate:</b> talk about the importance of Jesus’ <i>authority</i> to Christians in simple terms</p> <p>UC: God</p>	<p>Key Events of Easter</p> <p>Concept- <i>Love as Sadness to Happiness</i></p> <p><b>Step 1 Communicate:</b> talk about their own experiences of <i>sad</i> then <i>happy</i></p> <p><b>Step 2 Apply:</b> identify feelings of <i>sadness/happiness</i> in different situations and for different people</p> <p><b>Step 3 Enquire:</b> identify and talk about the concepts of <i>sadness</i> and <i>happiness</i></p> <p><b>Step 4 Contextualise:</b> recognise how <i>sadness and happiness</i> are significant in the Easter story</p> <p><b>Step 5 Evaluate:</b> talk about the importance of the feelings of <i>sadness and happiness</i> to Christians when they remember the Easter story.</p> <p>UC: Salvation</p>	<p>Special food</p> <p>Concept- <i>Community</i></p> <p><b>Step 1 Communicate:</b> talk about foods that are special to them</p> <p><b>Step 2 Apply:</b> talk about how different foods are important to different people</p> <p><b>Step 3 Enquire:</b> talk about why some foods are special</p> <p><b>Step 4 Contextualise:</b> recognise what Christians think about when they share their special food (<i>bread and wine</i>) (Symbol)</p> <p>talk about how Hindus share their special food (<i>Prashad</i>)</p> <p><b>Step 5 Evaluate:</b> talk about in simple terms why bread and wine is important for Christians/ why Prashad is important for Hindus</p> <p>UC: God</p>	<p>Special Books</p> <p>Concept- <i>Special</i></p> <p><b>Step 1 Communicate:</b> talk about in simple terms their response to the concept of <i>specialness in relation to books</i></p> <p><b>Step 2 Apply:</b> identify simple examples of how and why <i>books</i> can be <i>special</i> to themselves and others</p> <p><b>Step 3 Enquire:</b> talk about simply the meaning of <i>specialness</i></p> <p><b>Steps 4 Contextualise</b> :Begin to talk about ways in which the Bible is <i>special</i> to Christians and the Torah to Jews</p> <p><b>Steps 5 Evaluate:</b> evaluate the concept by talking about in simple terms the value of these <i>special books</i> to believers.</p> <p>UC: Creation</p>
<p>Robins</p> 	<p>Jesus’ teachings and message</p> <p><b>Concept- Message</b></p> <p><b>Step 1. Inquire</b> Children can describe what people mean by stories with messages</p>	<p><i>Angels</i></p> <p><b>Concept- Angels</b></p> <p><b>Step 1: Communicate:</b> describe their own responses to <i>angels</i></p>	<p>Holi</p> <p>Concept- <i>Good and Evil</i></p> <p><b>Step 1 Inquire</b> describe the concepts of <i>good</i> and <i>evil</i></p> <p><b>Step 2 Contextualise</b> describe ways in which Hindus remember</p>	<p>Prayer</p> <p>Concept- <i>Ritual</i></p> <p><b>Step 1 Inquire</b> explain the meaning of <i>ritual</i></p>	<p>Places of worship</p> <p>Concept- <i>Sacred Place</i></p> <p><b>Step 1. Inquire</b> Children can describe what people mean by sacred</p>	<p>The journey of Life</p> <p>Concept- <i>Rites of Passage</i></p> <p><b>Step 1. Inquire</b> Children can describe what people mean by sacred</p>







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	<p><b>Step 2 Contextualise.</b> Children can describe a message within a story which is significant to Christians and other believers</p> <p><b>Step 3 Evaluate.</b> Children can describe the value of stories with messages to believers and to themselves</p> <p><b>Step 4 Communicate.</b> Children can describe a personal response to stories with messages by reflecting on a message of their own</p> <p><b>Step 5 Apply.</b> Children can describe how stories with messages can have an effect on their own and others' lives.</p> <p>UC: Gospel</p>	<p><b>Step 2: Apply:</b> describe examples of how their responses to <i>angels</i> are or can be applied to their own and others' lives</p> <p><b>Step 3: Enquire:</b> describe the concept of <i>angels</i></p> <p><b>Step 4: Contextualise:</b> describe how beliefs about <i>angels</i> are expressed by Christians</p> <p><b>Step 5: Evaluate:</b> evaluate the concept of <i>angels</i> by describing its value to Christians and by describing an issue raised.</p> <p>UC: Incarnation (Digging Deeper)</p>	<p><i>good</i> and <i>evil</i> in the story and celebrations of Holi</p> <p><b>Step 3 Evaluate</b> describe the value of the ways in which good over evil is celebrated and identify an issue raised</p> <p><b>Step 4 Communicate</b> describe their responses to the concepts of <i>good</i> and <i>evil</i></p> <p><b>Step 5 Apply</b> describe incidents in their own and others' lives where good comes out of evil.</p> <p>UC: Kingdom of God</p>	<p><b>Step 2 Contextualise</b> explain how ritual is expressed by some Christians and Jewish people</p> <p><b>Step 3 Evaluate</b> evaluate the significance of ritual by explaining its importance to Christians and Jewish people and by identifying some issues raised</p> <p><b>Step 4 Communicate</b> explain their own responses to ritual</p> <p><b>Step 5 Apply</b> explain examples of how their responses can be applied to their own and others' lives.</p> <p>UC: Kingdom of God</p>	<p><b>Step 2. Contextualise</b> Children can describe a sacred place which is significant to believers</p> <p><b>Step 3. Evaluate</b> Children can describe the value of sacred places to and believers and to themselves</p> <p><b>Step 4. Communicate</b> Children can express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives</p> <p><b>Step 5. Apply</b> Children can describe how sacred places can affect their own and others' lives</p> <p>UC: Creation/ Fall</p>	<p><b>Step 2. Contextualise</b> Children can describe a sacred place which is significant to believers</p> <p><b>Step 3. Evaluate</b> Children can describe the value of sacred places to and believers and to themselves</p> <p><b>Step 4. Communicate</b> Children can express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives</p> <p><b>Step 5. Apply</b> Children can describe how sacred places can affect their own and others' lives</p> <p>UC: Gospel</p>
<p>Kingfishers</p> 	<p>Systems of Rule and Citizenship</p> <p>Concept- Power</p> <p><b>Step 1 Enquire</b> explain what people might mean by power.</p> <p><b>Step 2 Contextualise</b> explain how God's power is significant for Christians and Muslims.</p> <p><b>Step 3 Evaluate</b> explain the significance of believers' interpretations of God's power.</p> <p><b>Step 4 Communicate</b> Explain their own personal response to the concept of power.</p> <p><b>Step 5 Apply</b> Explain how power affects their own and other people's lives</p>	<p>Christmas- the two birth narratives</p> <p>Concept- Interpretation</p> <p><b>Step 1 Inquire</b> explain the meaning of the word <i>interpretation</i></p> <p><b>Step 2 Contextualise</b> explain why there are two <i>interpretations</i> of the story of the birth of Jesus in the Bible</p> <p><b>Step 3 Evaluate</b> explain the value of the two <i>interpretations</i> for Christians and describe some issues raised</p> <p><b>Step 4 Communicate</b> explain a personal response to the way in which different <i>interpretations</i> of situations have been evident in their own experience</p> <p><b>Step 5 Apply</b> explain how their ideas about <i>interpretation</i> may affect their experiences and others' experiences.</p> <p>UC: Incarnation/ God</p>	<p>Sacred Texts (The Qu'ran)</p> <p>Concept- Wisdom</p> <p><b>Step 1. Communicate</b> Children can explain a personal response to the concept of wisdom, and give examples of who and what has the right to guide them.</p> <p><b>Step 2. Apply</b> Children can explain how people have different ideas about what wisdom is.</p> <p><b>Step 3. Inquire</b> Children can explain ideas about what wisdom is.</p> <p><b>Step 4. Contextualise</b> Children can explain how the Qur'an and the Bible contain wisdom.</p> <p><b>Step 5. Evaluate</b> Children can evaluate, by explaining, the importance of this wisdom in the world today.</p> <p>UC: People of God</p>	<p>Stories of Justice</p> <p>Concept- Justice</p> <p><b>Step 1. Inquire</b> Children can explain what the concept of <i>justice</i> means.</p> <p><b>Step 2. Contextualise</b> Children can explain how <i>justice</i> is significant in the stories of Jewish people, Christians and Muslims.</p> <p><b>Step 3. Evaluate</b> Children can explain the value of <i>justice</i> to Jewish people, Christians and Muslims and identify and explain issues raised.</p> <p><b>Step 4. Communicate</b> Children can explain their own response to <i>justice</i>.</p> <p><b>Step 5 Apply.</b> Children can explain how <i>justice</i> can be applied in own and others' lives.</p> <p>UC: Gospel</p>	<p>Creation</p> <p>Concept: Stewardship</p> <p><b>Step 1 Inquire</b> describe the concept <i>creation</i></p> <p><b>Step 2 Contextualise</b> describe the Christian and Hindu creation stories</p> <p><b>Step 3 Evaluate</b> describe why they think Christians and Hindus value these stories</p> <p><b>Step 4 Communicate</b> describe their response to concept <i>creation</i></p> <p><b>Step 5 Apply</b> describe examples of how their response to <i>creation</i> relates to their own and others' lives.</p> <p>UC: Kingdom of God</p>	<p>Hajj and Zakat</p> <p>Concept: Umma (Community)</p> <p>Step 1 <b>Enquire:</b> explain the meaning of <i>Umma</i>.</p> <p>Step 2 <b>Contextualise:</b> explain how aspects of Muslim practice and belief develop a sense of <i>Umma</i>.</p> <p>Step 3 <b>Evaluate:</b> evaluate the concept of <i>Umma</i> by explaining the value to Muslims and identifying and explaining situations or issues that may arise in relation to <i>Umma</i></p> <p>Step 4 <b>Communicate:</b> explain their own response to <i>Umma</i> and to the idea of <i>community</i>.</p> <p>Step 5 <b>Apply:</b> explain examples of how their responses and ideas affect the way they behave in the <i>communities</i> they and others belong to.</p>




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Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
  <u>UW –people, culture and communities</u>	Belonging  <b>Concept- All About Me</b>  <b>Step 1- Communicate</b> I can talk about myself <b>Step 2- Apply</b> Are we all the same? <b>Step 3- Inquire</b> What make me me? <b>Step 3- Contextualise</b> What makes someone a Christian? <b>Step 5- Evaluate</b> Is feeling that they belong important for Christians?	Christmas – Jesus’ birth (and other celebrations from the children’s experiences)  <b>Concept- Celebration</b>  <b>Step 1- Communicate</b> I can talk about my own celebrations <b>Step 2- Apply</b> Why is it important to celebrate the birth of a new baby? <b>Step 3- Inquire</b> How is the birth of a baby celebrated? <b>Step 3- Contextualise</b> How and why do Christians celebrate the birth of baby Jesus? <b>Step 5- Evaluate</b> Is celebrating the birth of Jesus important to Christians?  <b>UC: Incarnation</b>	Shabbat  <b>Concept: Remembering</b>  <b>Step 1- Communicate</b> I can talk about things I remember <b>Step 2- Apply</b> Why do we have special meals? <b>Step 3- Inquire</b> How are special meals part of a celebration? <b>Step 3- Contextualise</b> How do Jewish people celebrate Shabbat? <b>Step 5- Evaluate</b> Is remembering God important and how do celebrations help with this?	Eggs as a sign of new life  <b>Concept: Signs of new life</b>  <b>Step 1- Communicate</b> What do we think about eggs? <b>Step 2- Apply</b> Do we all think the same? <b>Step 3- Inquire</b> How can eggs be a reminder? <b>Step 3- Contextualise</b> How do Christians use eggs as a reminder/ symbol of new life? <b>Step 5- Evaluate</b> Do you think eggs are a useful reminder/symbol of new life?  <b>UC: Salvation</b>	Special Clothing (Jewish and others from children’s experiences)  <b>Concept: Special</b>  <b>Step 1- Communicate</b> I can talk about my own special clothes <b>Step 2- Apply</b> Why is it important to wear special clothes for different situations? <b>Step 3- Inquire</b> What does the word special mean? <b>Step 3- Contextualise</b> Which special clothes do Christians and Jewish people wear and why? <b>Step 5- Evaluate</b> Are wearing special clothes important to Christians and Jewish people?	Transition  <b>Concept: Looking Forward</b>  <b>Step 1- Communicate</b> I can talk about how I prepared for school <b>Step 2- Apply</b> How did I feel transitioning from nursery to school? <b>Step 3- Inquire</b> How can other people feel during transitions? <b>Step 3- Contextualise</b> What do Christian stories teach us about looking forward? <b>Step 5- Evaluate</b> Is looking forward an important thing to do?
Kites Kestrels    	The Church as God’s House  <b>Concept- Belonging</b>  <b>Step 1 Communicate:</b> express creatively their own responses to <i>belonging</i>  <b>Step 2 Apply:</b> recognise simple examples of how the feeling of <i>belonging</i> affects their own and others’ lives.  <b>Step 3 Inquire:</b> describe in simple terms what <i>belonging</i> means  <b>Step 4 Contextualise:</b> simply describe what Christians believe about how Jesus <i>changed</i> people’s lives  <b>Step 5 Evaluate:</b> describe in simple terms why Christians value the sense of belonging that Christians feel within the church  <b>UC: Creation</b>	Advent and Hannukah  <b>Concept- Candle light as a symbol</b>  <b>Step 1 Communicate</b> Express creatively their own responses to <i>candle flame</i>  <b>Step 2 Apply</b> recognise how <i>candle flame</i> relates to their own lives  <b>Step 3 Inquire</b> recognise how <i>candle flame is a reminder (a symbol) of</i> important people or events  <b>Step 4 Contextualise</b> recognise how <i>candle flames</i> are used at Hanukkah and Advent  <b>Step 5 Evaluate</b> in simple terms recognise something of the value of <i>candle flames</i> in simple terms.  <b>UC: Incarnation</b>	People Jesus Met  <b>Concept- Change</b>  <b>Step 1 Communicate:</b> express creatively their own responses to <i>change</i>  <b>Step 2 Apply:</b> recognise simple examples of how <i>change</i> affects their own and others’ lives.  <b>Step 3 Inquire:</b> describe in simple terms what <i>change</i> means  <b>Step 4 Contextualise:</b> simply describe what Christians believe about how Jesus <i>changed</i> people’s lives  <b>Step 5 Evaluate:</b> describe in simple terms why Christians value the idea that Jesus could <i>change</i> lives  <b>UC: Gospel</b>	Passover  <b>Concept- Remembering</b>  <b>Step 1 Inquire</b> simply describe what <i>remembering</i> means <b>Step 2 Contextualise</b> simply describe ways in which Jews <i>remember</i> the Passover story <b>Step 3 Evaluate</b> in simple terms describe something of the value/importance of <i>remembering</i> Passover for Jews <b>Step 4 Communicate</b> express creatively their own responses to <i>remembering</i> <b>Step 5 Apply</b> recognise how their responses to <i>remembering</i> can relate to their own and others’ lives.  <b>UC: Creation</b>	Creation Stories  <b>Concept- Creation</b>  <b>Step 1 Inquire</b> identify and talk about the concept of <i>creation</i> <b>Step 2 Contextualise</b> simply describe the Christian and Hindu <i>creation</i> stories <b>Step 3 Evaluate</b> describe in simple terms why they think Christians and Hindus value these stories <b>Step 4 Communicate</b> describe in simple terms their response to <i>creation</i> <b>Step 5 Apply</b> identify simple examples of how their response to <i>creation</i> relates to their own and others’ lives.  <b>UC: Creation</b>	Ideas about God  <b>Concept- God</b>  <b>Step 1: Communicate</b> express creatively their own responses to the concept of <i>God</i> <b>Step 2: Apply</b> recognise simple examples of when they and others think about <i>God</i> <b>Step 3: Inquire</b> identify and describe in simple terms the concept of <i>God</i> <b>Step 4: Contextualise</b> simply describe ways in which the concept of <i>God</i> is expressed in Christianity, Judaism (and Hinduism) <b>Step 5: Evaluate</b> describe in simple terms the value of <i>God</i> to Christians, Jewish people and Hindus.  <b>UC: God</b>
Robins  	Making choices  <b>Concept- Temptation</b>  <b>Step 1 Inquire</b> accurately describe the concept of <i>temptation</i> <b>Step 2 Contextualise</b> accurately describe how Christians believe that Jesus was tempted <b>Step 3 Evaluate</b> discern and describe why Christians think it is important to know that Jesus was tempted	Mary, Mother of God  <b>Concept- Holy</b>  <b>Step 1 Inquire</b> accurately describe the concept of <i>holy</i> <b>Step 2 Contextualise</b> accurately describe how many Christians show that they believe Mary is <i>holy</i> <b>Step 3 Evaluate</b> discern and describe the value of Mary as <i>holy</i> to many Christians	Trees  <b>Concept- Symbol</b>  <b>Step 1 Communicate</b> describe their own response to trees as <i>symbols</i>  <b>Step 2 Apply</b> describe examples of when the tree <i>symbol</i> is used/is useful  <b>Step 3 Inquire</b> describe what the word <i>symbol</i> means	Paschal Candle  <b>Concept- Ritual</b>  <b>Step 1 Inquire</b> accurately describe the meaning of the concept of <i>ritual</i> <b>Step 2 Contextualise</b> accurately describe how Christians use the Paschal Candle in a <i>ritual</i> to remember the resurrection of Jesus <b>Step 3 Evaluate</b> discern and describe the value of the <i>ritual</i> by describing the value of the	Hindu Worship Mahashivratri  <b>Concept- Devotion</b>  <b>Step 1 Inquire</b> accurately describe the meaning of the concept of devotion <b>Step 2 Contextualise</b> accurately describe how Hindus and Christians show devotion <b>Step 3 Evaluate</b> discern and describe the value of devotion in worship <b>Step 4 Communicate</b> express creatively as well as describe	Raksha Bandan  <b>Concept- Protection</b>  <b>Step 1 Communicate</b> Children can express creatively as well as describe a personal response to the concept of <i>protection</i> .  <b>Step 2 Apply</b> Children can recognize and describe how the concept can be applied in their own and others’ lives.





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	<p><b>Step 4 Communicate</b> express creatively as well as describe their own response to the concept of <i>temptation</i></p> <p><b>Step 5 Apply</b> recognise and describe situations where somebody could be tempted</p> <p>UC: Salvation</p>	<p><b>Step 4 Communicate</b> express creatively as well as describe their own response to the concept of <i>holy</i></p> <p><b>Step 5 Apply</b> recognise and describe examples of their ideas about <i>holiness</i></p> <p>UC: Incarnation</p>	<p><b>Step 4 Contextualise</b> describe how the <i>symbol</i> of a tree is used in Christianity and Hinduism</p> <p><b>Step 5 Evaluate</b> describe the importance of the tree as a <i>symbol</i> to Christians and Hindus</p> <p>UC: Salvation</p>	<p>ritual to Christians and the possible value for themselves and others</p> <p><b>Step 4 Communicate</b> express creatively as well as describe their own responses to <i>rituals</i></p> <p><b>Step 5 Apply</b> recognise and describe examples of how their response to <i>rituals</i> applies in different situations, in theirs and others’ lives.</p> <p>UC: Salvation</p>	<p>their own responses to devotion</p> <p><b>Step 5 Apply</b> recognise and describe examples of how their response to <i>devotion</i> applies in different situations, in theirs and others’ lives.</p>	<p><b>Step 3 Inquire.</b> Children can accurately describe what <i>protection</i> means.</p> <p><b>Step 4 Contextualise.</b> Children can accurately describe how <i>protection</i> is expressed by Hindus in the festival of Raksha Bandhan.</p> <p><b>Step 5 Evaluate.</b> Children can discern and describe the value, for Hindus, of celebrating <i>protection</i>.</p>
<p>Kingfishers</p> 	<p>What does it mean to be a Muslim? (Inc. 5 Pillars)</p> <p>Concept: <b><i>Belonging</i></b></p> <p><b>Step 1 Communicate:</b> express a personal response to the concept of <i>belonging</i>, and give examples of how <i>belonging</i> might affect their own lives.</p> <p><b>Step 2 Apply:</b> describe how <i>belonging</i> can be applied in their own and others’ lives.</p> <p><b>Step 3 Inquire:</b> describe what it means to <i>belong</i> to something.</p> <p><b>Step 4 Contextualise:</b> describe how <i>belonging</i> is important to Muslims.</p> <p><b>Step 5 Evaluate:</b> evaluate, by describing, the importance to believers and to themselves of <i>belonging</i>.</p>	<p><i>An extraordinary baby</i> – how Christians perceive the birth of Jesus</p> <p><b>Concept: Incarnation</b></p> <p><b>Step 1 Inquire</b> accurately explain the Christian concept of <i>incarnation</i></p> <p><b>Step 2 Contextualise</b> accurately explain how the birth narratives reflect the <i>incarnation</i> for Christians</p> <p><b>Step 3 Evaluate</b> discern the value of the <i>incarnation</i> for Christian believers and discern the possible value for themselves and others</p> <p><b>Step 4 Communicate</b> respond creatively as well as begin to explain a personal response to the concept of <i>incarnation</i></p> <p><b>Step 5 Apply</b> explain some examples of how the idea of <i>incarnation</i> might affect their own and others’ lives.</p> <p>UC: Incarnation</p>	<p>Revelation of the Wu’ran, Ramadam and sawm</p> <p><b>Concept: Peace</b></p> <p><b>Step 1: Inquire:</b> explain the meaning of <i>peace</i>.</p> <p><b>Step 2: Contextualise:</b> explain the significance of <i>peace</i> through submission for Muslims.</p> <p><b>Step 3: Evaluate:</b> explain the concept of <i>peace</i> by exploring the value to Muslims and identifying and explaining situations or issues that may arise in relation to <i>peace</i>.</p> <p><b>Step 4: Communicate:</b> express a personal response to <i>peace</i> in their own experience.</p> <p><b>Step 5: Apply:</b> explain examples of how their responses and ideas about <i>peace</i> affect the way they and others behave</p>	<p>Easter: What happened next?</p> <p><b>Concept: Resurrection</b></p> <p><b>Step 1. Inquire</b> Children can accurately explain what people mean by resurrection.</p> <p><b>Step 2. Contextualise</b> Children can accurately explain how resurrection is significant within the Easter story and how this is expressed through art.</p> <p><b>Step 3. Evaluate</b> Children can discern the value of people’s interpretations of resurrection</p> <p><b>Step 4. Communicate</b> Children can respond creatively as well as explain their own response to the concept of resurrection through painting</p> <p><b>Step 5. Apply</b> Children can explain some examples of how people will have different ideas about the concept of resurrection.</p> <p>UC: Salvation</p>	<p>Death Ceremonies</p> <p>Concept: <b><i>Ceremony</i></b></p> <p><b>Step 1 Communicate</b> respond creatively as well as begin to explain a personal response to the concept of a <i>death ceremony</i></p> <p><b>Step 2 Apply</b> explain some examples of how the idea of <i>death ceremonies</i> might affect their own and others’ lives.</p> <p><b>Step 3 Inquire</b> accurately explain the meaning of the word <i>ceremony</i></p> <p><b>Step 4 Contextualise</b> accurately explain how Christians perform <i>death ceremonies</i></p> <p><b>Step 5 Evaluate</b> discern and describe the value of <i>death ceremonies</i> to Christians and the possible value to themselves and others</p> <p>UC: Kingdom of God</p>	<p>Eid al Fitr and Eid Ramadan</p> <p>Concept: <b><i>Ritual</i></b></p> <p><b>Step 1- Inquire</b> Explain the meaning of the word <i>ritual</i></p> <p><b>Step 2- Contextualise</b> Explain why <i>ritual</i> is significant for Muslims during the festival of Ramadan.</p> <p><b>Step 3- Evaluate</b> Explain why <i>ritual</i> is significant for Muslims during the festival of Eid-ul-Fitr.</p> <p><b>Step 4- Communicate</b> Express an opinion on the significance of <i>ritual</i> within a Ramadan and Eid-ul-Fitr.</p> <p><b>Step 5- Apply</b> Express a personal response to the way in which <i>ritual</i> is evident in their own experiences.</p>



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### Useful Websites for History:

Living difference IV- <https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/living-difference-re-syllabus>