

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	My Family and Celebrations Exploration: Exploring family photos, identifying family and completing role play of special times from home with or without support. Engaging in sensory or role play exploration of a range of cultural celebrations through dance, music, food, etc. May begin to use AAC to match simple aspects of the celebration Developing understanding: Identifies aspects of religious festivals and is beginning to communicate about their own experiences with visual prompts. e.g. photos. Joins in with celebrations and can sequence and identify what religious people do as part of this. Identify aspects of the celebrations and with prompts, begin to identify which religion this is from and why it is important Making connections: Able to identify and discuss what and who is important to them and why. Make comparisons between religious celebrations and can discuss and understand different viewpoints. Able to recall and research information about a range of diverse cultures and religious or non-religious festivals including their own.	Christianity- Christmas Exploration: Engages in sensory exploration of Christmas by exploring the music, food, sensory story and textures. Joins in with role play or performs rituals such as decorating the tree, giving presents or role playing the Nativity story. Matches people from the Nativity story. Developing understanding: Can sequence or retell the Christmas story and shows some understanding of who the people are. Can identify how Christians celebrate Christmas and identify their own practises. Identifies a church and some of its features if exploring this and can talk about what Christians do in church at Christmas. Making connections: Able to recall the nativity story in full and identify why this event is important. Can identify the roles of the different people and may begin to ask about or identify symbols or roles. Able to communicate about their own celebrations and beliefs and identify similarities and differences.	Who is a Muslim and how do they live? Exploration: Engages in sensory exploration of a mosque and can engage with simple activities exploring the five pillars such as sharing. Joins in with celebratory activities such as music, dancing and cooking. Uses symbols to communicate yes/no in an activity Engages in practical aspects of exploration such as foot washing Developing Understanding: Able to identify a mosque and may match or identify parts of the mosque with support. Able to identify simple aspects of Islamic dress Can identify symbols and some festivals and joins in with role play of these. Can identify the five pillars of Islam. Making connections: Able to identify the five pillars of Islam and discuss how this guides Muslims in their lives Discusses similarities and differences between religions and expresses their own viewpoint. Identifies parts of the mosque and their purpose Relates the pillars of Islam to how Muslims live their lives and shows an understanding of why this is.	Events in the life of Jesus Exploration: Chn engage in simple role play of a range of stories when guided by an adult and engage in exploring illustrated bibles when looking at the story. Explore items in a range of sensory story and begin to use AAC with support to match aspects of the story. can use single symbols or signs to identify ire quest parts of a sensory story Developing understanding: Able to use a communication board in order to support in retelling a story or identifying parts of this. Can identify items that they may see such as bible, priest/vicar, Jesus, etc. Begins to remember simple aspects of Jesus’ life and can recall the Easter story. Identifies the story and with support, may start to identify morals related to stories. Making connections: Recalls a range of stories and special people from Christianity. Able to take meaning from the stories and can identify what this teaches Christians. Relates to aspects of Christian life. E.g. The Last supper-communion. Makes comparisons on moral outlooks between the stories and their own beliefs.	Islam- Ramadan and Eid Exploration: Engages in exploration of Ramadan and Eid through sensory stories, cookery music and other appropriate activities. Engages in role play related to preparing for Eid and also in relation to their own culture. E.g. cookery, prayers. Can identify through symbols when Muslims can and cannot eat during Ramadan. Developing Understanding: Identifies symbols from Islam such as the moon and stars and can identify what Muslims do during Ramadan and Eid through any form of communication. Able to recall some of their previous learning about Islam and how Ramadan connects to this. Can make connections and comparisons with their own or other cultures with support and identify similarities Making connections: Identifies which pillar this relates to and why fasting is important to Muslims. can recall information about what they have already learnt about this faith and relate to the current learning. Able to identify people that do not fast during Ramadan and can explain how Muslims break their fast. Recalls specific information about the festival and is able to relate to other religions. May be able to join in with a simple and respectful debate about the benefits/difficulties of fasting.	Festivals and Food Exploration: Tastes and smells food from a range of different festivals and is able to use simple communication methods to request and express likes/dislikes. Joins in with simple cookery activities and can use symbols to identify tools that they need and to support in following instructions. May be able to match the foods to the festivals with support. Engages in sensory exploration of a range of festivals. Developing Understanding: Identifies foods that are used in specific festivals and cultures to celebrate. Can follow simple instructions to independently create a simple celebratory dish. Relates to their own experiences and can recall special foods that they have had during a celebration. E.g. birthday cake, mince pies, dates, etc. Making connections: can identify symbolism relating to specific foods. E.g. Easter eggs, mince pies, dates used in festivals. Can talk about their own culture and make comparisons with other about how they celebrate. recalls stories and previous learning related to the festival being studied, using specific vocabulary and making comparisons between faiths
2	Harvest Exploration: Engages in exploration of a variety of foods and joins in with making recipes for harvest. Explores a range of religions and their harvest festivals through sensory play and exploration. Uses AAC to request more of a wanted food item and to identify items. Engages in giving and sharing activities with support and may join in with walk to the food bank.	Who is a Christian and how do they live? Exploration: Engages in sensory exploration of a church and can engage with simple activities exploring key principles of Christianity such as forgiveness or helping others (links to Good Samaritan) Joins in with celebratory activities such as music, dancing and cooking, particularly linked to Christmas	Creation stories Exploration: Engages in sensory story of creation from two religions and uses AAC to identify aspects of the creation story such as animals. Engages in role play or dramatization of creation story with support. Able to explore artefacts for the religions that they have explored carefully. Developing Understanding:	Who is a Sikh and how do they live? Exploration: Engages in sensory exploration of a Gurdwara and can engage with simple activities exploring core beliefs such as being honest and generous. Joins in with celebratory activities such as music, dancing and cooking. Uses symbols to communicate yes/no in an activity Engages in practical aspects of exploration such as Langar kitchen	My Faith and Community Classes are encouraged to visit places of worship in the community during this topic. These can either be linked to the areas already looked at or to the pupil’s faiths. Exploration: Children engage in trips to and/or sensory exploration of places of worship, focussing upon no more than two places of worship to offer a comparison. (Recommend church and gurdwara to link with the year’s topics).	Sikh festivals Exploration: Engages in exploration of Vaisakhi and Guru Nanak’s birthday through sensory stories, cookery, music and other appropriate activities. Engages in role play related to preparing for a festival and also in relation to their own culture. E.g. cookery, prayers. Explores a range of Sikh artefacts and may begin to match theses to AAC boards.

	Developing Understanding: Can identify things that they are thankful for during harvest and may engage in writing a poem or prayer (if appropriate) to reflect this. Able to write a recipe and follow simple instructions in order to engage in cookery. Can identify why we should help others and how harvest is celebrated in a range of different cultures. Engages in walk to the food bank and explore issues around how we can help others. Making Connections: Identifies how harvest is celebrated in a range of cultures and explores why this is important for people all over the world. Engages in a simple debate about charity at home or abroad, coming up with reasons for their thinking and being respectful of others' opinions. Identifies how food plays a part in their own culture and can share recipes from home, sharing in cookery sessions with their peers.	Uses symbols to communicate yes/no in an activity Engages in practical aspects of exploration such as decorating the tress, acting out holy communion etc. Developing Understanding: Able to identify a church and may match or identify parts of the church with support. Able to recall some aspects of the Christmas and Easter stories when asked. Can identify symbols and some festivals and joins in with role play of these. Can identify some things that Christians do during Advent. Can identify some key beliefs of Christians. Making connections: Able to identify core beliefs of Christians and the practices of some Christians. Discusses similarities and differences between religions and expresses their own viewpoint. Identifies parts of the church and their purpose Retells know stories and can discuss importance of these. May take part in a simple debate around beliefs.	Engages in retelling creation stories through the medium of drama, small world or presentations and can sequence the order of a range of stories. Able to match the story to the religion and can identify religions that have the same story. Engages in sensory exploration of non-religious stories of creation and may show some understanding of this with visual supports. Expresses their own viewpoint or beliefs briefly. Making Connections: Able to identify a range of religious and non religious creation stories and retell this. Able to express their own viewpoint about how the world was created and engage in respectful debate around this. Can identify similarities and differences between viewpoints.	Developing Understanding: Able to identify a Gurdwara and may match or identify parts of this with support. Able to identify the 5ks and may identify the symbolism by matching. Can identify the importance of the gurus and identify some celebratory aspects of festivals Can identify Sikh beliefs and relate this to the way in which they live. e.g. equality. Making connections: Able to identify the 5ks and their purpose. Discusses similarities and differences between religions and expresses their own viewpoint. Identifies parts of the Gurdwara and their purpose Relates the teachings of the Gurus to how Sikhs live their lives and can talk about how this may relate to their own beliefs and every day practises. E.g. treating everyone as equal, being generous, working hard, etc. Can identify similarities and differences between faiths, particularly Hinduism and Sikhism	May begin to use AAC to match symbols and/or items. Explores items from their own faith and engages in sharing this with the class with support. Developing Understanding: Able to identify their own faith (on share non-religious views) and engage in sharing items or photos from special times with their family/community (can be religious or non-religious). Asks respectful questions about the faiths of others and can answer questions about their own. Makes observations when exploring places of worship and can identify symbols, items and people using AAC or speech. Making Connections: Identifies and talks about their own faith, engaging in respectful discussions with their peers and asking and answering insightful questions. Able to identify similarities between differing beliefs and can talk about why these are important to everyone. e.g. family, positive relationships, community. Can talk about their community and when exploring places of worship and can come up with questions for religious leaders to ask during discussion.	Developing Understanding: Able to recall some of their previous learning about Sikhism with visual aids and items to support and may be able to remember some festivals. Able to join in with a range of activities linked to Vaisakhi, Guru Nanak's birthday and other festivals and can relate to their own experiences of celebrations. Can recall or sequence simple stories related to the life of the gurus or origins of the festivals. Making Connections: Can talk about their own culture and make comparisons with other about how they celebrate. Recalls stories and previous learning related to the festival being studied, using specific vocabulary and making comparisons between faiths. Recalls specific information about the festival and relates practices within this to the beliefs of Sikhs, reasoning their thinking.
3	Caring for others and the world Religious stories to explore for this include: The Good Samaritan and The Lost sheep (Christianity) The Tiny Ants and the Crying Camel (Islam) The Monkey King (Buddhism) The Milk and the Jasmine Flower (Sikhism). Exploration: Engages in a range of religious sensory stories related to looking after others and our world. Children engage in practical activities exploring how to be kind to their friends and how to look after the world. E.g. sharing or recycling. Children are able to identify good and bad choices.	Festivals of light Pupils should be given the opportunity to explore two festivals of light over the two days. These could be linked to the religions studied this year (Christmas and Diwali) or to the pupils' own faiths as appropriate. Exploration: Engages in sensory exploration of a festival by exploring the music, food, sensory story and textures. Joins in with role play or performs rituals such as creating decorations, joining in with exploration of artefacts, etc. Developing understanding: Can sequence or retell stories linked to festivals of light and	Who is a Hindu and how do they live? Exploration: Engages in sensory exploration of a Mandir and can engage with simple activities linked to their beliefs. Joins in with celebratory activities such as music, dancing and cooking. Engages in sensory stories linked to the stories of the gods Uses symbols to communicate yes/no in an activity Engages in practical aspects of exploration Developing Understanding: Able to identify a Mandir and may match or identify parts of this with support. Able to identify the names of the Hindu gods and identify their role.	Christianity- Easter Exploration: Engages in sensory exploration of Easter by exploring the music, food, sensory story and textures. Joins in with role play or performs rituals such as role playing the Easter story, joining in with the last supper/holy communion or creating Easter crosses. Matches people from the Easter story. Matches/identifies Christian symbols linked to Easter such as the cross, fish and lamb. Developing understanding: Can sequence or retell the Easter story and shows some understanding of who the people are.	Hinduism- Holi Exploration: Engages in sensory exploration of Holi by exploring the music, food, sensory story and textures. Joins in with sensory story of Krishna, Holika and Prahlid. Engages in exploration of India and its' culture. Matches some items/symbols from Hinduism Developing understanding: Can sequence or retell the Holi story and shows some understanding of who the people are. Can identify how Hindus celebrate Holi and identify their own festivals and how they celebrate.	Places of Worship Place of worship visit/ visits from local leaders to be arranged as a pathway to supplement the learning of the pupils. These can build on the teaching or be different to previous year Exploration: Children engage in trips to and/or sensory exploration of places of worship, focussing upon no more than two places of worship to offer a comparison. (Recommend church and Gurdwara to link with the year's topics). May begin to use AAC to match symbols and/or items. Developing Understanding:

	Developing Understanding: Children engage in creating a charter of rules to look after their friends and our schools and begin to come up with reasons for their rules. Children are able to retell religious stories related to looking after each other and with support can identify the morals. Chn engage in role play of a range of stories. Making Connections: Chn can identify the positive and negative impact of their own actions on others and on the world and can reflect back on past actions. Able to relate religious stories to the actions or beliefs of a range of religions. Can identify environmental changes that could be made in school to help the environment and create resources to support this.	shows some understanding of who the people are. Can identify how the festivals are celebrated and identify their own practises. Matches the festival to the correct faith and begins to understand the importance to it. Making connections: Able to recall the stories in full and identify why this event is important. Can identify the roles of the different people and may begin to ask about or identify symbols or roles. Able to communicate about their own celebrations and beliefs and identify similarities and differences. Identifies similarities between faith and can begin to explore why light is an important symbol for all faiths.	Can identify symbols and some festivals and joins in with role play of these. Can identify core beliefs of Hindus including reincarnation Making connections: Able to identify the Hindu gods, their origins and their role in Hindu beliefs. Can identify the key parts of a shrine and their purpose. Discusses similarities and differences between religions and expresses their own viewpoint. Engages in discussion around life and death and can discuss their own views about what happens in the afterlife and differences between faiths. Can identify similarities and differences between faiths, particularly Hinduism and Sikhism	Can identify how Christians celebrate Easter and identify their own practises related to festivals in their faith. Identifies a church and some of its features if exploring this and can talk about what Christians do in church at Easter. May begin to link aspects of the Easter story to Christian practices. Making connections: Able to recall the Easter story in full and identify why this event is important and how it impacts Christian practice today. Can identify the roles of the different people and may begin to ask about or identify symbols or roles. Able to communicate about their own celebrations and beliefs and identify similarities and differences.	Identifies similarities and differences between India and the UK and explore a range of cultural items. Making connections: Able to recall the story in full and identify why this event is important. Can identify the roles of the different people and may begin to ask about or identify symbols or roles. Able to communicate about their own celebrations and beliefs and identify similarities and differences.	Asks respectful questions about the faiths of others and can answer questions about their own. Makes observations when exploring places of worship and can identify symbols, items and people using AAC or speech. Making Connections: Identifies aspects of the places of worship and explains their use. Able to identify similarities between differing beliefs and can talk about why these are important to everyone. e.g. family, positive relationships, community. Can talk about their community and when exploring places of worship and can come up with questions for religious leaders to ask during discussion.
4	Inspirational People This should include a range of religious and non-religious figures such as Mother Theresa, Martin Luther King Jr, Ghandi, Malala Yousafzi, David Attenborough and Nelson Mandela. Exploration: Engages in sensory exploration of the lives of a range of inspirational people and can identify some good things that they did using AAC. Identify inspirational people (or people who make good choices) in their lives such as family members, or other special people. Identify good and bad choices and engage in sensory exploration of how they can help others. Developing Understanding: Able to recall information about the inspirational people that they study with support and may be able to identify why they are good people. Can identify how they can make good choices in their own lives and help others.	Christianity- Advent A visit to a church is recommended for this but is not essential. Exploration: Engages in exploration of the Christingle service by creating their own. Engages in the sensory Christmas story and may be able to match aspects using AAC. Engages in preparation for Christmas in school by decorating the tree, making cards, designing their own advent calendar and making and advent wreath. Identifies aspects in church that show that they are getting ready for advent. Developing Understanding: Identifies the symbolism of the Christingle and create their own by following instructions. Can identify how Christians get ready for Christmas and join in with this by creating a 'kindness' advent calendar.	Who is Jewish and how do they live? Exploration: Engages in sensory exploration of a synagogue and can engage with simple activities exploring core beliefs such as exploring the Sabbath. Joins in with celebratory activities such as music, dancing and cooking. Uses symbols to communicate yes/no in an activity Explores a range of sensory stories linked to Judaism such as Noah's Ark and may use AAC to communicate during this. Developing Understanding: Able to identify a synagogue and may match or identify parts of the synagogue with support. Able to identify simple aspects of Orthodox Jewish dress and important times for a Jewish person. Can identify symbols and some festivals and joins in with role play of these. Can identify the some core beliefs and important people through stories.	Who is a Buddhist and how do they live? Exploration: Engages in sensory exploration of a temple/shrine and can engage with simple activities exploring how Buddhists worship at home or in the temple. Joins in with celebratory activities such as music, dancing and cooking. Uses symbols to communicate yes/no in an activity Engages in practical aspects of exploration such as meditation, yoga, sand raking and making mandalas Developing Understanding: Able to identify a temple/shrine and may match or identify parts of the temple with support. Able to identify simple aspects of how Buddhists live (eightfold path) and can join in with practical exploration of this. Can identify symbols and some festivals and joins in with role play of these. Can identify the purpose of meditation and yoga and may join in	Judaism- Passover Exploration: Engages in sensory exploration of the Passover story and begin to match the ten plagues to their symbols. With support, engage in role play or drama activities related to the Passover story. Engage in sensory exploration of Passover celebrations by exploring the foods, Jewish culture and synagogue. Engages in exploration of the Ten commandments through practical exploration. Developing Understanding: Identifies parts of the Passover story and may be able to sequence this. Identifies the foods eaten at Passover and their symbolism. Able to recall know facts about Judaism and relate to the celebration. Identifies religions that have the Passover story in their special books. Able to come up with their own 'ten commandments' for school and can identify some of the commandments that God gave to Moses.	The life of the Buddha and Buddhist festivals Exploration: Engages in sensory story of the life of the Buddha. Engages in practical exploration of how the Buddha's life influences Buddhists. e.g. meditation Engages in sensory stories of Buddhist festivals (Songkran and Wesak) and join in with celebratory activities for these. Uses symbols to match to aspects of the Buddha's life. Developing Understanding: Recalls and engages in retelling the story of the Buddha. Able to match the story to Buddhist practices by recalling previous learning. Identify how Buddhists celebrate and prepare for special festivals. Recall stories about festivals and can relate to the practices. Able to talk about festivals or celebrations in their own lives and how they prepare for these. Making Connections:

	Identifies how the religious figures were led by their religion by linking to practices that they know. Making Connections: Able to choose and research about an inspirational person of their choice (individually or as a group) and to create a presentation explaining why this person is an inspiration to them. Makes links between religious practices/beliefs and the actions of religious inspirational people. may begin to talk about how their own culture influences their choices.	Sequences the Christmas story and matches the aspects to the candles on the advent wreath. Identifies how their family prepares for Christmas or another special event. Making Connections: Explains the how Christians prepare for Christmas and is able to explore the symbols around this. Able to recall the nativity story in full and identify why this event is important. Can identify the roles of the different people and may begin to ask about or identify symbols or roles. Able to communicate about their own celebrations and beliefs and identify similarities and differences.	Making connections: Able to identify core beliefs of a Jewish person and to can explain how this is reflected in daily life. Discusses similarities and differences between religions and expresses their own viewpoint. Identifies parts of the synagogue and their purpose Recalls information about a range of Jewish stories and can identify key peoples.	with discussion of benefits to mental health. Making connections: Able to identify the eightfold path and can identify how this guides Buddhists in how they live their lives Discusses similarities and differences between religions and expresses their own viewpoint. Identifies parts of the temple/shrine and their purpose Can engage in a simple debate about their own beliefs.	Making Connections: Recall, retell and sequence the Passover story and can demonstrate an understanding of why this festival is important. Identifies the symbolism of each of the foods in the Passover meal and can relate to the story. Recalls a range of facts about Judaism and practices from previous learning. Explains how the ten commandments guide Jewish people in their lives and identify rules that guide our lives, creating their own.	Able to engage in research activities about different festivals and Buddhism and can recall significant stories. Able to relate the life of Buddha to his teaching and the actions of Buddhists. Recall information about the Eight fold path and can relate to Buddhist practice and their own lives.
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