

RE

3-4

Continue developing positive attitudes about the differences between people.

Reception

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries

ELG

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.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Term 1

Key question- Why are some things special?

Focus question – How and why do we celebrate?

Vocab	Knowledge	Outcomes
Christian, Hindu, Muslim, Christianity, Hinduism, Islam, Celebration, Harvest, Christmas, Eid, Diwali, Special, Family, Ramadan, Religion, Fasting, Diya Lamp, Rangoli.	Give examples of special occasions and suggest features of a good celebration Recall simple stories connected with Christmas/Harvest/ Diwali and Eid. Say why festivals are special times for believers of different faiths.	In this unit pupils will learn about different celebrations across three of the world's major religions – Christianity, Hinduism and Islam. They will begin to understand the important religious events for these religions. They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future.

Term 2

Key questions – Why are some things special?

Special stories – Why are some stories special? What special messages can we learn from stories?

Vocab	Knowledge	Outcomes
<p>Christian, Muslim, Christianity, Islam, Sacred, Holy, Bible, Qur'an, God, Allah, Jesus, trust, brave, strong, weak, thankful, shepherd, leper, heal, message/messenger, Muhammed (pbuh) , Angel Jibril, prophet.</p>	<p>Talk about/ recall some religious stories e.g. through role play, art, model making.</p> <p>Share features of a story that they like and explain why.</p> <p>Identify a sacred text e.g. Bible, Qur'an. Identify that the Bible and Qur'an are special</p>	<p>In this unit pupils will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways. There will be strong links between this unit and age appropriate communication, language and literacy skills.</p>
<p>Term 3 3.1 Key Question Why are some things special? Focus Question (for this investigation): Special Places: What buildings and places are special to different people?</p>		
<p>Christian, Muslim, Hindu, holy, worship, pray/er, minaret, dome, star, moon, prayer mat, altar, font, pulpit, Bible, pew, candle, bells, spire, steeple, mosque, church, mandir, respect, deity, murti, namaste, aum, puja, prashad.</p>	<p>Talk about their special place and explain why it is special. Be aware that some Christians, Muslims and Hindus have places that are special to them.</p> <p>Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple/mandir is a holy place for a Hindu.</p> <p>Identify some significant features/ objects found inside and outside a church or mosque.</p> <p>Identify new vocabulary.</p>	<p>In this unit pupils will become familiar with the idea that some places are special and significant to different people. They will learn that a church is a holy place for a Christian, a mosque is a holy place for a Muslim and a mandir is a holy place for a Hindu. They will have opportunities to visit places of worship or undertake virtual tours. Features and significant similarities and differences will be identified and vocabulary shared.</p>

	Talk about some of the things Christians and Muslims do when they are visiting a church, mosque or mandir.	
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