

Harvest

5 Programmes of study, 5 skills



- Y1 > Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Y1 > Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Y1 > Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
- Y1 > Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Y1 > Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.

Milad un Nabi

6 Programmes of study, 6 skills



- Y1 > Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Y1 > Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Y1 > Notice and respond sensitively to some similarities between different religions and world views.
- Y1 > Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
- Y1 > Find out about and respond with ideas to examples of cooperation between people who are different.
- Y1 > Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Diwali

6 Programmes of study, 6 skills



- Y1 > Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Y1 > Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
- Y1 > Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Y1 > Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Y1 > Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
- Y1 > Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Purim

5 Programmes of study, 5 skills



- > Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- > Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
- > Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- > Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- > Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Naam Karan

5 Programmes of study, 5 skills

Year 1 [Driver subject](#) [Religious education](#) [Ideas & insights](#) [Gain & deploy skills](#) [Knowledge & understanding](#)



- > Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
- > Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- > Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- > Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
- > Find out about and respond with ideas to examples of cooperation between people who are different.

Esala Perahera

6 Programmes of study, 6 skills

Year 1 [Driver subject](#) [Religious education](#) [Ideas & insights](#) [Gain & deploy skills](#) [Knowledge & understanding](#)



- > Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- > Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- > Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
- > Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- > Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- > Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.

Navratri

6 Programmes of study, 6 skills

Year 2 [Driver subject](#) [Religious education](#) [Ideas & insights](#) [Gain & deploy skills](#) [Knowledge & understanding](#)



- > Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- > Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- > Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
- > Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- > Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- > Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.

Hanukkah

7 Programmes of study, 7 skills

Year 2 [Driver subject](#) [Religious education](#) [Ideas & insights](#) [Gain & deploy skills](#) [Knowledge & understanding](#)

[Expand](#)



- Y2 > Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Y2 > Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Y2 > Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
- Y2 > Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Y2 > Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Y2 > Notice and respond sensitively to some similarities between different religions and world views.

Christmas

5 Programmes of study, 5 skills

Year 2 Driver subject Religious education Ideas & insights Gain & deploy skills Knowledge & understanding



- Y2 > Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Y2 > Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Y2 > Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
- Y2 > Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Y2 > Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.

Losar

6 Programmes of study, 6 skills

Year 2 Driver subject Religious education Ideas & insights Gain & deploy skills Knowledge & understanding



- Y2 > Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Y2 > Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Y2 > Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
- Y2 > Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Y2 > Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Y2 > Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.

Anand Karaj

6 Programmes of study, 6 skills

Year 2 Driver subject Religious education Ideas & insights Gain & deploy skills Knowledge & understanding



- Y2 > Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Y2 > Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
- Y2 > Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Y2 > Notice and respond sensitively to some similarities between different religions and world views.
- Y2 > Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
- Y2 > Find out about and respond with ideas to examples of cooperation between people who are different.

Jumu'ah

5 Programmes of study, 5 skills

[Year 2](#) [Driver subject](#) [Religious education](#) [Ideas & insights](#) [Knowledge & understanding](#)



- Y2 > Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Y2 > Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
- Y2 > Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Y2 > Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Y2 > Notice and respond sensitively to some similarities between different religions and world views.

Ganesh Chaturthi

6 Programmes of study, 6 skills

Expand

[Year 3](#) [Driver subject](#) [Religious education](#) [Ideas & insights](#) [Gain & deploy skills](#) [Knowledge & understanding](#)



- Y3 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y3 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y3 > Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Y3 > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
- Y3 > Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning.

Guru Nanak Gurpurab

6 Programmes of study, 6 skills

Expand

[Year 3](#) [Driver subject](#) [Religious education](#) [Ideas & insights](#) [Gain & deploy skills](#) [Knowledge & understanding](#)



- Y3 > Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Y3 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y3 > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
- Y3 > Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.

Lent

6 Programmes of study, 6 skills

Expand

[Year 3](#) [Driver subject](#) [Religious education](#) [Ideas & insights](#) [Gain & deploy skills](#) [Knowledge & understanding](#)



- Y3 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y3 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y3 > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
- Y3 > Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
- Y3 > Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning,

Vesak

5 Programmes of study, 5 skills

[Year 3](#) [Driver subject](#) [Religious education](#) [Gain & deploy skills](#) [Knowledge & understanding](#)

Expand



- Y3 > Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Y3 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y3 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y3 > Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning,

Shavuot

5 Programmes of study, 5 skills

[Year 3](#) [Driver subject](#) [Religious education](#) [Ideas & insights](#) [Gain & deploy skills](#) [Knowledge & understanding](#)



- Y3 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y3 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y3 > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
- Y3 > Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
- Y3 > 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.

Hajj

4 Programmes of study, 4 skills

[Year 3](#) [Driver subject](#) [Religious education](#) [Ideas & insights](#) [Gain & deploy skills](#) [Knowledge & understanding](#)



- Y3 > Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Y3 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y3 > Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
- Y3 > Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

Janmashtami

5 Programmes of study, 5 skills

Expand

Year 4 **Driver subject** Religious education **Ideas & insights** **Gain & deploy skills** **Knowledge & understanding**



- Y4 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y4 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y2 > Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Y2 > Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
- Y4 > Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning,

Kathina

5 Programmes of study, 5 skills

Year 4 **Driver subject** Religious education **Ideas & insights** **Gain & deploy skills** **Knowledge & understanding**



- Y4 > Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Y4 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y2 > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
- Y2 > Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
- Y4 > 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.

Vaisakhi

4 Programmes of study, 4 skills

Expand

Year 4 **Driver subject** Religious education **Ideas & insights** **Gain & deploy skills** **Knowledge & understanding**



- Y4 > Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Y4 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y4 > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
- Y4 > Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning,

Holy Week and Easter

6 Programmes of study, 6 skills

Expand

Year 4 **Driver subject** Religious education **Ideas & insights** **Gain & deploy skills** **Knowledge & understanding**



- Y4 > Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Y4 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y4 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

- Y4 > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Shabbat

6 Programmes of study, 6 skills

Expand

Year 4 Driver subject Religious education Ideas & insights Gain & deploy skills Knowledge & understanding



- Y4 > Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Y4 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y4 > Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
- Y4 > Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

Eid ul-Adha

6 Programmes of study, 6 skills

Expand

Year 4 Driver subject Religious education Ideas & insights Gain & deploy skills Knowledge & understanding



- Y4 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y4 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y4 > Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Y4 > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
- Y4 > Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.

Dharma Day

6 Programmes of study, 6 skills

Expand

Year 5 Driver subject Religious education Ideas & insights Gain & deploy skills Knowledge & understanding



- Y5 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y5 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y5 > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
- Y5 > Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

Holi

6 Programmes of study, 6 skills

Expand

Year 5 Driver subject Religious education Ideas & insights Gain & deploy skills Knowledge & understanding



- Y5 > Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Y5 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y5 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y5 > Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.

Ramadan and Eid al-Fitr

7 Programmes of study, 7 skills

Expand

Year 5 **Driver subject** Religious education **Ideas & insights** **Gain & deploy skills** **Knowledge & understanding**



- Y5 > Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Y5 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y5 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y5 > Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.

Passover

5 Programmes of study, 5 skills

Expand

Year 5 **Driver subject** Religious education **Ideas & insights** **Gain & deploy skills** **Knowledge & understanding**



- Y5 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y5 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y5 > Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Y5 > Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
- Y5 > Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning,

Pentecost

5 Programmes of study, 5 skills

Expand

Year 5 **Driver subject** Religious education **Ideas & insights** **Gain & deploy skills** **Knowledge & understanding**



- Y5 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y5 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y5 > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
- Y5 > Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

Guru Arjan Gurpurab

5 Programmes of study, 5 skills

Expand

Year 5 **Driver subject** Religious education **Ideas & insights** **Gain & deploy skills** **Knowledge & understanding**



- Y5** > Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Y5** > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y5** > Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Y5** > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Rosh Hashanah and Yom Kippur

5 Programmes of study, 5 skills

Year 6 **Driver subject** Religious education **Ideas & insights** **Gain & deploy skills** **Knowledge & understanding**



- Y6** > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y6** > Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Y6** > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
- Y6** > Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
- Y6** > 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.

Bandi Chhor Divas

6 Programmes of study, 6 skills

Expand

Year 6 **Driver subject** Religious education **Ideas & insights** **Gain & deploy skills** **Knowledge & understanding**



- Y6** > Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Y6** > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y6** > Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Y6** > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Parinirvana

6 Programmes of study, 6 skills

Expand

Year 6 **Driver subject** Religious education **Ideas & insights** **Gain & deploy skills** **Knowledge & understanding**



- Y6 > Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Y6 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y6 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y6 > Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.

Lailat al Miraj

7 Programmes of study, 7 skills



Year 6 **Driver subject** Religious education Ideas & insights Gain & deploy skills Knowledge & understanding



- Y6 > Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Y6 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y6 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y6 > Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.

Kumbh Mela

6 Programmes of study, 6 skills



Year 6 **Driver subject** Religious education Ideas & insights Gain & deploy skills Knowledge & understanding



- Y6 > Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Y6 > Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Y6 > Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Y6 > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Sunday

7 Programmes of study, 7 skills



Year 6 **Driver subject** Religious education Ideas & insights Gain & deploy skills Knowledge & understanding



- Y6 > Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Y6 > Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Y6 > Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
- Y6 > Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
- Y6 > Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

