British Values- All children at River View have a mutual respect for each other and are accepting of those from different faiths, beliefs and non beliefs. They listen to each other's viewpoints respectfully and sensitively, treat others as they want to be treated and work and play together in harmony. This is reflected in the school motto; Be Your Best Self; Work Hard and Show Respect.

EYFS

**Celebrations**

Children will talk about which times are special and why. They can give examples of special occasions and suggest features of a good celebration. Children can recall simple stories connected with Christmas / Easter and a festival from another faith. Respond imaginatively and expressively to what happens at their favourite times.

**Understanding the World**

Children will be able to show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. They will be able to make sense of their physical world and their community and extend their knowledge and familiarity with words that support understanding of religion and belief. Children will be able to talk about the lives of people around them, understand characters and events from stories. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.

| **Checking for understanding:**   * Which people are special and why? * What places are special and why? * What special times have you had? What did you celebrate? Why? * What is a good friend like? How can you show that you are a good friend? * How do we show respect for one another? |
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Year 1

**Celebrations - Religious and Non- Religious**

Children will be able to talk about and identify some ways Christians celebrate Christmas and Easter and some ways Muslim celebrate Eid Ul-Fitr and Hindu’s celebrate Diwali. Retell stories connected with Christmas, Diwali and Eid Ul-Fitr and say why these are important to believers. Ask questions and suggest answers about these stories. Recall examples of what people do, give, sing, remember or think about at the religious celebrations stated above and say why they matter to believers.

| **Checking for understanding:**   * What do Christians celebrate? How do they celebrate Christmas / Easter? * What festivals do Muslims celebrate? How do they celebrate Eid Ul-Fitr? * Why are festival celebrations important to believers? Can you name some? * What is a believer? What is a non-believer? * What celebrations do non believers have? |
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**Christianity**

Children will be able to talk about some simple ideas about Christian beliefs about God and Jesus. Retell a story that shows what Christians might think about God and talk about issues of good and bad, right and wrong arising from these stories. Ask some questions about believing in God and offer some ideas of their own. Ask good questions during a school visit about what happens in a church. Children can name the religious text, place of worship and the title of a believer belonging to Christianity.

| **Checking for understanding:**   * Who is a Christian? What do they believe in? * What do non believers believe in? * What did God say is right? wrong? Can you name some of the 10 Commandments? * What is a special place for a Christian? What happens in a church? * What is the Chrisitans religious text? |
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Year 2

**Islam & Non-Religious Beliefs**

Children will be able to talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. They will be able to re-tell a story about the life of the Prophet Muhammad and recognise some objects used by Muslims and suggest why they are important. They will be able to identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Children will be able to name the religious text, place of worship and the title of a believer belonging to Christianity and Islam.

| **Checking for understanding:**   * What does worship mean? * Who is Allah? Who is the Prophet Mohammed? * What do Muslims use to worship? * What is Ramadan? * What are your beliefs? Does everyone have a religion? * Can you tell me the place of worship, text and title of a believer in; Christianity? Islam? |
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**Sacred Places**

Children will be able to identify special objects and symbols found in a Church and Mosque and be able to say something about what they mean and how they are used. They will be able to talk about ways in which stories, objects, symbols and actions used in Churches and Mosques show what people believe. Children will be able to ask good questions during a school visit about what happens in a Mosque.

| **Checking for understanding:**   * What is a Church? What can you find in a Church? * What is a Mosque? What can you find in a Mosque? * What do Worshippers do in a place of worship? * What place is special to a non religious follower? * What did you find out about your visit to a Mosque? |
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Year 3

**Judaism & Non Religious Beliefs**

Children will be able to talk about how the mezuzah in the home reminds Jewish people about God. They will understand how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. They will be able to retell a story that shows what Jewish people at the festivals of Pesach think about God, suggesting what it means. Children will be able to ask some questions about believing or not believing in God and offer some ideas of their own. They will ask good questions during a school visit about what happens in a synagogue. Children will be able to name the religious text, place of worship and the title of a believer belonging to Christianity, Islam and Judaism.

| **Checking for understanding:**   * What is a Mezuzah? Who has it in their home? * What is Shabbat? Why is it special for Jewish people? * What is Pesach? Name a story about it. * What if you don’t believe in God? Name some non religions (Humanist- Atheist) * Name the texts, place of worship and title of a believer in: Christianity? Islam? Judaism? |
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**Prayer**

Children will be able to describe the practice of prayer in the religions studied Judaism, Christianity and Islam and comment on similarities and differences in their prayer practice. They will make connections between what people believe about prayer and what they do when they pray. Children will describe ways in which prayer can comfort and challenge believers.

| **Checking for understanding:**   * What is prayer? * How do followers of Christianity pray? * How do followers of Judaism pray? * How do followers of Islam pray? * How do non believers find comfort when times get hard? |
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Year 4

**Life as a Journey**

Children will be able to suggest why some people see life as a journey and identify some of the key milestones on this journey. They will be able to describe what happens in Christian, Jewish and Hindu ceremonies of commitment and say what these rituals mean. Children will be able to suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people.

| **Checking for understanding:**   * What are milestones? * Why do some people see life as a journey? * What is a ritual? What religious rituals can you name? * What is commitment? Can you name religious and non religious commitments? * Do non-believers have milestones? |
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**Hinduism & Non Religious Beliefs**

Children will be able to give some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. They will be able to discuss links between the actions of Hindus in helping others and ways in which people of other faiths and non-believers, including themselves, help others. Children will be able to name the religious text, place of worship and the title of a believer belonging to Christianity, Islam, Judaism and Hinduism.

| **Checking for understanding:**   * What is faith? How do Hindu’s show their faith? * What are some of the duties in life for a Hindu? * How do people of faith help others? How do non believers help others? * What are your beliefs and how do you help others? * What is the religious text, place of worship and title of a believer in; Hinduism? Christianity? Islam? Judaism? |
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**Year 5**

**When life gets hard**

Children will be able to express ideas about how and why religion can help believers when times are hard, giving examples. They will be able to outline Christian, Hindu and non- religious beliefs about life after death. Children will be able to explain some similarities and differences between beliefs about life after death and explain some reasons why Christians and Humanists have different ideas about an afterlife.Children will be able to name the religious text, place of worship and the title of a believer belonging to Christianity, Islam, Judaism, Hinduism and Buddhism.

| **Checking for understanding:**   * How can religion help others? * Do you need religion to help others? * What do non-believers do when times get hard? * How does religion help when times are hard? * What is the religious text, place of worship and title of a believer in; Hinduism? Christianity? Islam? Judaism? Buddhism? |
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**Buddhism & Non Religious Beliefs**

Children will be able to describe some examples of what Buddhists do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. They will be able to explain similarities and differences between Buddhist worship and Hindu worship. Children will be able to discuss and present ideas about what it means to be a Buddhist in Britain today, making links with their own experiences. They will be able to describe some examples of how a Buddhist lives their life and how they celebrate the festival of Wasek. Children will ask good questions about what Buddhists do to show their faith and explore the festival of Holi and compare and contrast with the festival of Wesak. Children will explore what some people think carries on after we die and be able to name and describe the Buddhist beliefs of reincarnation.

| **Checking for understanding:**   * Compare Wasek and Holi. What are the similarities and differences? * What do you think happens when we die? * What do Buddists think happens after death? * What do Humanists think happens when we die? * What are the differences between Hindu and Buddhist worship? |
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**Year 6**

**Sikhism & Non Religious Beliefs**

Children will be able to describe one value important to Sikhs. Describe at least two challenges of belonging to a religious community and at least two reasons about why belonging to that community can also be valuable. They will have a point of view for and against not belonging to a religious community. Children will be able to give examples of at least three items that are found in a Gurdwara and identify and explain key values in Sikhism shown in daily living and at the Gurdwara. Children will be able to name the religious text, place of worship and the title of a believer belonging to Christianity, Islam, Judaism, Hinduism and Buddhism and Sikhism.

| **Checking for understanding:**   * Can you name a value important to a Sikh? And a Humanist? * Can you name some important items for a Sikh? * Name three items you will find in a Gurdwara * Name two challenges for religious communities * Name two reasons why it is valuable to be in a religious community |
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**Psychology and Theology**

Children will be able to know what psychology and theology mean and describe some different questions and methods used by psychologists and theologists to investigate what God is like.They will understand the impact of these findings for people who do believe and for those who don’t believe, including pupils themselves. Children will be able to describe some of the characteristics of God, as described by research in psychology such as; limitless, authoritarian and mystical. Children will also be able to explain how gospel stories about Jesus help Christians to think about what God is like.

| **Checking for understanding:**   * What is Psychology? * What is Theology? * What do non believers think about God? What do believers think about God? * What is a Gospel story? How do they help Christians? * What is the religious text, place of worship and title of a believer in; Hinduism? Christianity? Islam? Judaism? Buddhism? Sikhism? |
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