

EYFS (exploring religious/cultural festivals, traditions, stories)	KS1 Threshold Concepts	Year 1	Year 2
<p><u>Who am I and where do I belong?</u> Talk about people who are special to them. Begin to understand some people believe that all are special to God</p> <p>Hear and tell religious stories connected to personal experiences</p> <p>Learn about practices that happen in different religions</p> <p>Share experiences of when they have felt special</p> <p><u>Why do we have celebrations?</u> Recognise symbols and traditions used in different religions</p> <p>Recall what happens at a traditional religious festival (e.g. Christmas, Diwali)</p>	<p>Beliefs: Notice and respond sensitively to some similarities between and within different religions and worldviews</p>	<p>Belief means to accept something is true, especially when we do so without proof.</p> <p>To begin to recognise the beliefs of others, e.g. God exists as a powerful being, some followers believe in one supreme being, some believe that humans have a special relationship with God.</p> <p>There are different names and representations for God.</p> <p>People have different ideas about the role of God.</p>	<p>Begin to recognise and understand beliefs of others, e.g. that god performed miracles, that there are people who are chosen by God for a special purpose, that God has made a promise between himself and his people.</p> <p>To understand the role of a prophet and a saviour.</p> <p>To know that prayer means communicating with God.</p>
<p><u>What makes something special?</u> For Christians, Jews, Muslims, special things link to beliefs about God</p> <p>Some religious people have places with special meaning, things special and valued in a place of worship</p> <p>Use appropriate words to talk about thoughts, express personal response to world</p> <p>Talk about some religious stories, recognise some religious words eg God</p>	<p>Practices: 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.</p>	<p>To understand that art, objects and special events are used in religion to represent and remember incarnation of God.</p> <p>To know that many people give money, time or donations as a way of showing that caring for others is important.</p>	<p>The role of festivals for religious and non-religious people, and different ways these are celebrated.</p> <p>The symbol of light as part of celebrations in different festivals.</p> <p>The role of special objects, prayer and worship.</p> <p>The different ways and reasons that people communicate with god.</p>

<p><u>What can we learn from stories?</u> Recall stories – what they say about God, the world, humans</p> <p>Identify their own feelings in stories they hear</p> <p><u>What makes our world wonderful?</u> Express ideas about world, experiences and how our world can be looked after</p>	<p>Wisdom and morality: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising traditions from which they come.</p>	<p>Explore the importance of stories, spoken and written word within religions.</p> <p>To know that religious stories and teachings may guide people to care for our world, other people and encourage gratitude for what god created</p> <p>To know that the way people treat others and the world reflects their worldview</p>	<p>Stories can help us understand religious beliefs and that stories from the past can be applied to modern life.</p> <p>Stories can have different meanings to different people.</p> <p>Explore and understand the role of wisdom, guidance and values in religious communities.</p> <p>Understand the role of prophets and gurus.</p> <p>To know that religions have forms of guidance or rules which believers follow in different ways.</p>
	<p>Community and belonging: Recognise different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>Religious and non-religious groups often provide support and care to their local and worldwide communities</p> <p>People with similar worldviews often work together to care for the world and for others</p>	<p>Festivals are often celebrated as a community</p> <p>Some find prayer and worship as part of a community helpful</p> <p>Members of the same community may have similar or different ways of life</p> <p>Religious groups have special buildings which may have features linked to beliefs and practices</p> <p>Offerings used to express gratitude may be used to help a person's local or national community</p> <p>Within a community people have different values, ideas and beliefs</p>

	<p>Substantive knowledge</p>	<p>Commenting on similarities and differences between and within religions and world views</p> <p>Exploring and enjoying diversity through images, videos, art and experiences</p> <p>Making links between religious and non-religious beliefs and practices</p> <p>Talking about their own experiences</p> <p>Sharing opinions respectfully, listening to others</p> <p>Beginning to use correct vocabulary when talking about their learning</p>	<p>Commenting on similarities and differences between and within religions and world views</p> <p>Commenting on examples of diverse people and groups</p> <p>Making links between religious and non-religious beliefs, practices and symbols</p> <p>Commenting on links with prior learning</p> <p>Responding sensitively and respectfully to ideas, beliefs and experiences that are different to their own</p> <p>Using correct vocabulary when talking about their learning and beginning to use in written work</p>
	<p>Disciplinary knowledge</p>	<p>Exploring through different sources: stories, scriptures, artefacts, discussion, art, role-play, photographs and images, personal experiences</p>	<p>Exploring through different sources: stories, scriptures, artefacts, debate, surveys, art, music, video, role-play, photographs and images, personal experiences</p>
	<p>Personal knowledge</p>	<p>Talking about simple ideas and things that puzzle them</p> <p>Using art to express their ideas</p> <p>Sharing opinions respectfully</p> <p>Expressing ideas based on personal experience</p> <p>Asking questions about the world around them</p> <p>Discussing ideas with others</p>	<p>Asking questions about what puzzles them about religious and non-religious stories and texts</p> <p>Expressing their own ideas creatively</p> <p>Understanding that others may have different ideas and beliefs from their own and showing respect</p> <p>Expressing their own ideas and opinions on different worldviews.</p> <p>Explaining how they expressed ideas through their art</p> <p>Asking thoughtful questions relating to their learning</p> <p>Explaining why they feel something is right or wrong and comparing their ideas to others.</p>

Breadth			
Worldview related knowledge	Reception	Year 1	Year 2
Worldview related knowledge is explored through the following religions and communities. Please note that children are not expected to recall all of the worldview related knowledge covered, but will begin to develop their conceptual knowledge over time through experience and discussion.	<p>Judaism Christianity Islam Hinduism</p> <p>Festivals: Christmas, Easter, Diwali, Lunar New Year, Harvest, Eid, Ramadan, Holi</p>	<p>Judaism Christianity Islam Hinduism</p> <p>Sikhism Humanism</p>	<p>Judaism Christianity Islam Hinduism</p> <p>Sikhism Alevism</p>