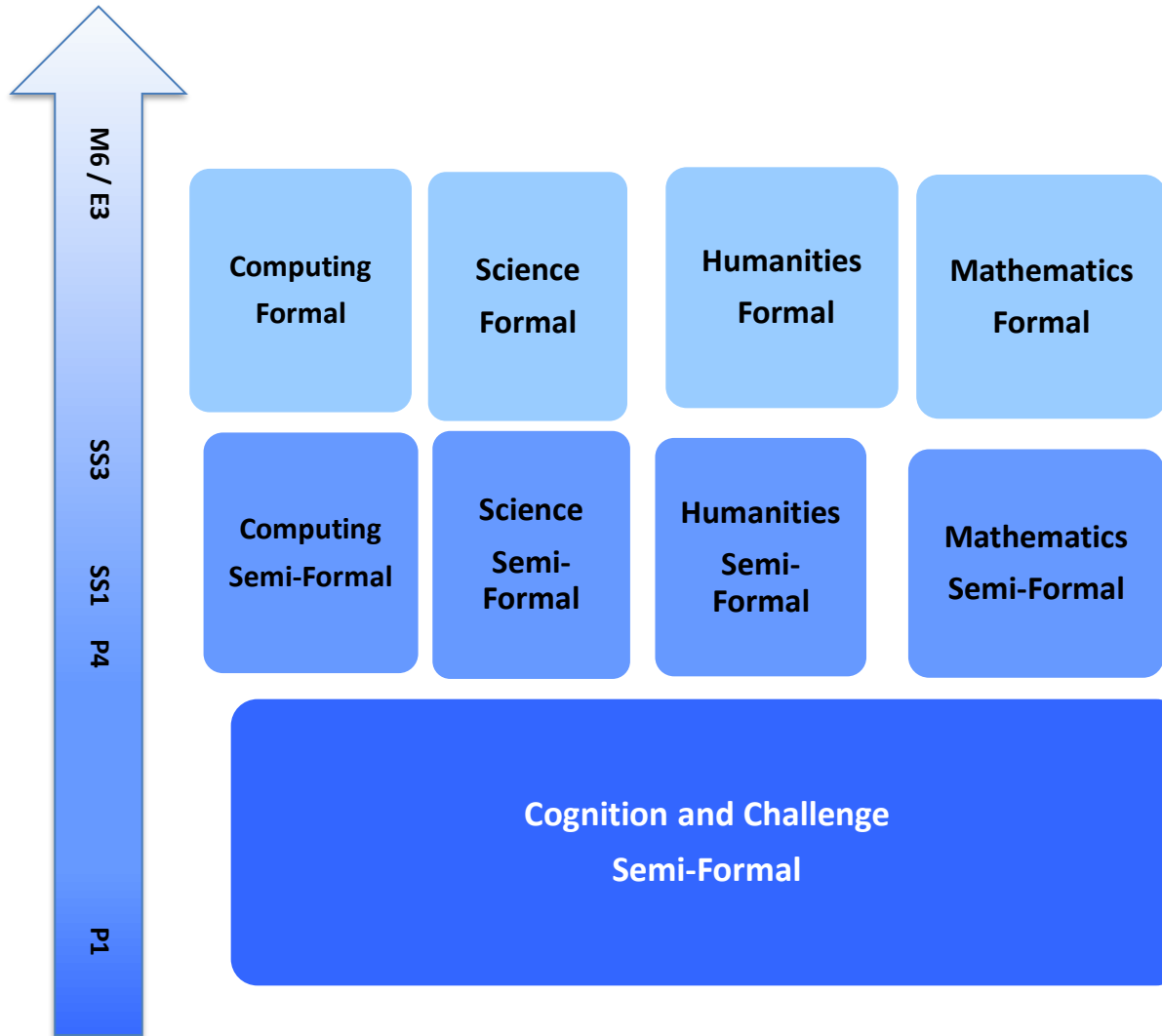


**Religious Education Formal Curriculum**

# Cognition and Challenge



# Cognition and Challenge

## Formal Religious Education Curriculum

### Cognition and Challenge

The Formal Pathway curriculum for Cognition and Challenge recognises that learners with moderate learning difficulties require a specialised approach to teaching and therefore there will be some differences in the design of the curriculum for these pupils. The formal curriculum at St Giles has been sub-divided into curricula for;

- Mathematics
- Science
- Computing
- Humanities – RE, History and Geography
- Modern foreign languages

These subject areas are mainly taught through **themed topics** delivered through termly cross curricular topics and some everyday activities that are part of the classroom routine that provide opportunities for learners to link experiences to make connections. Topics are organised in cycles by the Lower, Middle and Upper Schools.

Mathematics is delivered through systematic core subject learning activities during the week, regular learning opportunities within the daily classroom routine as well as learning opportunities within termly cross curricular topics.

### Humanities

#### Intent - What are we trying to achieve through our curriculum?

The Formal Humanities curriculum:

- Is primarily accessible to those young people in the school with moderate learning difficulties.
- Is interconnected to encourage the transference of skills and knowledge across the learning pathway.

- Is a planned programme of objectives, content, learning experiences, resources and assessment based on, but not exclusive to the National Curriculum 2014.
- Is used to promote learners' spiritual, moral, social and cultural development
- Ensures that learning about humanities is linked to practical activities and consolidated and applied in practical sessions.
- Provides a combination of integrated approaches as well as discrete skills and subject specific content.
- Provides cross-curricula opportunities to practise and apply other important skills e.g. reading, computing, writing, communication.
- Recognises that some of our learners may not be physically able to complete practical processes without full support, but that they should be involved in choice and decision making about the process;
- Through collaboration with a range of other professional is accessible to all learners as part of a bespoke provision of supported access and personalised approaches e.g. SaLT input in supporting non-verbal pupils to use communication topic boards to communicate about their learning
- enables learners to develop knowledge and skills that are transferable to other curriculum areas
- Enables older pupils working at the formal level to pursue accreditation pathways (e.g. Entry Level awards and exams);

## **Religious Education**

We aim for learners to:

- move from a personal to a wider perspective by increasing their knowledge of religious beliefs, practices and experiences.
- develop understanding of the meaning of stories, symbols, events and pictures.
- develop and communicate their individual responses to a range of views.

### **The Formal Curriculum for Religious Education offers learners opportunities to;**

- understand the world they live in as individuals and as members of groups,
- bring their own experiences and understanding of life into the classroom,
- develop positive attitudes towards others, respecting their beliefs and experience,
- reflect on and consider their own values and those of others,
- deal with issues that form the basis for personal choices and behaviour.

## Curriculum Design;

Religious Education may be taught through

- **Subject specific lessons such as History and Geography.**
- **Themed topics** delivered through termly cross curricular topics organised in cycles by the Middle and Upper Schools, providing opportunities for learners to link experiences to make connections.

Topics are organised in cycles by the Middle and Upper Schools. Topics covering Religious Education are covered at least annually.

For learners in the Middle School onwards, it is informed by the National Curriculum 2014.

For learners in Key Stage 4, it is also informed by the specifications for the Humanities Entry Pathways that learners are working towards.

Our Religious Education curriculum is informed by the Croydon Agreed Syllabus for Religious Education 2018 and covers Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism.

## Implementation - How is our curriculum being delivered?

### Curriculum Coverage

Learners from Middle School onwards may be supported with Religious Education through:

#### Learning from Religion and Human Experience:

Assessment Framework Level	Curriculum Content The learner is learning to:	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided	Cross-Curricula Themed Topic Cycle Links
Milestone 1  <b>Name/recall/recognise</b>	Name a place of worship from the religion being studied.	Support the learner to identify and name a place of worship by exploring the important features of the place and its worship rituals.	Use pictures, videos and miniatures of a chosen place of worship (e.g. Church-Christianity, Mosque-Islam, Synagogue-Judaism, Temple-Buddhism, Mandir or Temple-Hinduism, Gurdwara-Sikhism). Match a picture of a place of worship to its name by using words, symbols, Makaton, switches or AAC. Play quiz and matching games. Act out being in a place of worship. For example, when studying Sikhism create a Gurdwara scenery: Make a tent to represent the building, and ask the learners to cover their heads by using scarves. Ask them to take off their shoes before they enter the building. Encourage the learners to sit on the floor, if they can, and use a bucket to wash their hands and feet. Encourage the learners to identify, name and explore an important feature they see in a place of worship – use pictures, videos and objects of reference for	Middle: Christmas / Winter Yr1,2,3,4 Who Am I? Yr 1 Special people, special places Yr 1 This Is Me! Yr 2 Festivals of light Yr 2

			<p>this purpose (e.g. in a Church we see statues or icons of Jesus and Mary, in a Mosque we see prayer mats, in a Mandir we see garlands, in a Buddhist Temple we see statues of Buddha, in a Synagogue we see candles and the star of David. Note than in a Gurdwara there are no idols or religious pictures, nor are there candles or any ritualistic devices). Explore representative artefacts that one can see in a place of worship or make own artefacts. For example, when studying Islam make stars and crescent moons. Support the learners to explore religious sounds they will hear in the chosen place of worship (e.g. when studying Buddhism explore Tibetan ritual instruments such as singing bowl, bell dorje and cymbals). Discuss common worship rituals (e.g. when visiting a Temple, a Mandir, a Mosque or a Gurdwara people need to remove their shoes).</p>	<p>I'm amazing. You're amazing. We're all amazing! Yr 3 Me, Myself and I Yr 4 Upper: Different Places, Different People Yr 1 The town where we live Yr 1 Let's Celebrate Yr 2</p>
	<p>Name some artefacts from a given set and suggest how they are used</p>	<p>Support the learner to identify and name artefacts from a given set by displaying them with sensitivity and a respectful attitude. Support the learner to understand how these artefacts are used by exploring their symbolic meaning and the cultural customs of religious celebrations.</p>	<p>Present pictures, videos and explore artefacts from a chosen religion (Christianity: the Bible, candles, palm cross, rosary, icons, figurines of Jesus and Mary, rosary beads. Islam: Quran, compass, prayer beads, hijab/head covering, prayer mat, halal soap. Judaism: Shabbat candlesticks and candles, Purim rattle, Tallit/prayer shawl, Ymulka/cap. Hinduism: Puja tray, Divas, garlands, arti lamp, Murtis, Russian doll, three faced puppets. Buddhism: The wheel of life, lotus flower, elephant statues, prayer wheel, prayer beads, pictures of the four sights, Bodhi leaf. Sikhism: the 5 Ks, turban length, Rumalla/cloth for Guru Granth Sahib, chauri, pictures of Gurus, conch shell). Make your own artefacts by using simple materials (e.g. make lamps from clay and decorate them with sequins to celebrate The Hindu festival Diwali, make a greggor out of paper cups when celebrating Purim, make candle holders out of an orange when celebrating Wesak, make or colour in a Sikh flag to celebrate Baisakhi, decorate a class Christmas tree when celebrating Christmas, watch some chrysalis hatch into butterflies when celebrating Easter, make a mat by paper weaving when celebrating Eid-ul-Fitr). Discuss the symbolic meaning of these artefacts and invite children who belong to the same faith to act out how there are used (e.g. demonstrate how to play the dreidel game when celebrating the Jewish festival Hannukah). Encourage the learners to name the learnt artefacts by using words, symbols, Makaton, switches, AAC. Extend learning by playing quiz and matching games.</p>	
	<p>Name and talk about at least one festival.</p>	<p>Support the learner to identify and talk about a festival which belongs to a certain religion at the correct time of the year. Support the learner to understand what the events and the experiences of the festival mean to people of the faith. Support the learner to understand what are the cultural customs surrounding the celebrations.</p>	<p>Present at least one festival for each religion (Christianity: Christmas, Shrove Tuesday, Easter. Hinduism: Divali, Raksha Bandhan. Judaism: Purim, Hannukah. Buddhism: Wesak, Dharma Day. Sikhism: Guru Nanak Gurpurab, Vaisakhi. Islam: Eid al-Fitr, Eid al-Adha). Use photographs and videos to show how a festival is celebrated. Identify and name a religious festival when learners have come into contact with representative pictures, videos, religious music and artefacts of the studied religion. Talk about the distinctive characteristics of a chosen festival (e.g. During Ramadan, Muslims can only drink or eat when the sun sets, Eid begins when the new moon is seen in the sky). Discuss and act out the story behind a festival (e.g. the legend of return of Rama and Sita when celebrating Diwali). Engage in role play activities, talk about rituals and explore the cultural customs of a religious community (e.g. When celebrating the Jewish festival Purim dress up as Kings and Queens and have a parade, prepare the Purim dinner table by making Hamantaschen and triangular Purim cakes). Take pictures and videos of children celebrating a festival and make a book or a journal on how the class celebrated it. When acting out a festival story, take pictures of each part of the story and then</p>	

			<p>sequence the pictures to retell the story (e.g when celebrating the Nativity story take pictures of the Angel Gabriel visiting Mary, Mary and Joseph visiting Bethlehem, Mary giving birth to Jesus, the shepherds visiting Mary Joseph and baby Jesus). Encourage the learners to talk about a festival by using their preferred means of communication. Encourage the learners to fill in missing key words or sentences when an adult talks about a chosen festival and pauses. Link seasons to festivals and talk about how nature can symbolise religious concepts (e.g. Easter, which marks the beginning of a new life with Jesus' Resurrection, is celebrated in Spring time when the trees and flowers start blooming. Learners plant an Easter Garden to symbolise the new beginning. Play quiz and matching games to consolidate learning.</p>	
	Sequence pictures of events from a religious story.	Support the learner to develop and practise their memory and communication skills.	<p>Present a religious story using animated videos, pictures, miniatures, Makaton signs, AAC and symbols (Christianity: Nativity, Easter. Islam: Eid al-Adha, The two brothers. Hinduism: The return of Rama and Sita. Judaism: Purim and the story of Esther, Passover and the story of Exodus. Sikhism: The story of Guru Nanak. Buddhism: The story of Buddha). Model how to sequence pictures of events and retell the story by describing what the pictures are showing. Provide Velcro activities in which learners will sequence the pictures of a religious story. Alternatively, they can cut out the pictures and then sequence them using glue. The same sequencing activity can be carried out using IT equipment (e.g. sequencing pictures on an interactive whiteboard or on an iPad) Encourage the learners to describe what the pictures are showing by using words, signs or AAC. Introduce the idea that there is a special significance in the story if you are a believer of the faith. Invite the learners to engage in a role play activity to retell the story by dressing up, using appropriate props and setting up the scenery in the classroom (for example when retelling the Noah's Ark story, invite children to collect pieces of wood and twigs to build a boat. Use a blue stretchy sheet for children to wave and represent the flood. Then use animal toys for children to place them into the boat and save them). Pictures of themselves can be taken while acting out the story. Then the pictures can be printed out for the students to sequence them and retell the story. Discuss the significance of the presented religious story and the symbolic meaning behind the story.</p>	
<p><b>Milestone 2</b></p> <p><b>Show awareness identify/recognise</b></p>	Recognise and name key artefacts and symbols from the faith they have been studying and say how some are used.	Support the learner to identify and name key artefacts and symbols by displaying them with sensitivity and a respectful attitude. Support the learner to understand how these artefacts and symbols are used by exploring their symbolic meaning and the cultural customs of religious celebrations.	<p>Present pictures, videos, artefacts and symbols from a chosen religion (Christianity: candles, cross, rosary, icons. Islam: compass, prayer beads, hijab/head covering, star and crescent moon. Judaism: Shabbat candlesticks and candles, Purim rattle, Tallit/prayer shawl, Ymulka/cap and the star of David. Hinduism: Puja tray, Divas, garlands, arti lamp, OM symbol. Buddhism: The wheel of life, lotus flower, elephant statues. Sikhism: turban, Rumalla/cloth for Guru Granth Sahib, chauri, Ik Onkar symbol). Model how to make your own artefacts and symbols by using simple materials (e.g. colour in a simple geometric figure to explore the Mandala Art in Hindu and Buddhist symbolism. Present the colours that will be used and explain how the pattern is repeated. Explain that mandalas are used as a symbol of meditation and create a meditation atmosphere in the classroom by playing Tibetan religious music while the learners explore different mandala images. Children can also visit the sensory rooms, the school garden or the Gazebo area to experience a moment of stillness and calmness while engaging in Mandala Art). Discuss the symbolic meaning of artefacts and how the learners feel when interacting with them. For example, ask the learners to name, sign or</p>	<p>Middle:</p> <p>Christmas / Winter Yr1,2,3,4</p> <p>Who Am I? Yr 1</p> <p>Special people, special places Yr 1</p> <p>This Is Me! Yr 2</p> <p>Festivals of light Yr 2</p> <p>I'm amazing.</p> <p>You're amazing.</p> <p>We're all amazing! Yr 3</p> <p>Me, Myself and I Yr 4</p>

			use symbols to express how they felt while creating the Mandala Art. Invite children to explore how some artefacts are used and for what purpose (e.g. demonstrate how to play the dreidel game when celebrating the Jewish festival Hannukah). Encourage the learners to name the learnt artefacts and symbols by using words, symbols, Makaton, switches and AAC. Extend learning by playing quiz and matching games. Create photo books of the artefacts and symbols that have been studied.	Upper: Different Places, Different People Yr 1 The town where we live Yr 1 Let's Celebrate Yr 2
	Suggest why a Holy book is treated in a special way.	Support the learner to understand that each religion has their own sacred writings and sources of wisdom promoting an understanding of the multicultural society we live in. Support the learner to develop sensitivity to the differences of faith, culture and practices leading to an atmosphere of tolerance to others and good will.	Present pictures, videos or a physical copy of a Holy book or a collection of holy writings of the religion that is being studied (Christianity – The Bible, Islam – the Qu’ran, Sikhism- the Guru Granth Sahib, Hinduism-the Vedas, Buddhism-The Suttas, Judaism- The Torah). Explain that Holy books have sacred importance to people who have faith and therefore should be treated with a respectful attitude. Explain that different religious have different ways to express their respect towards a Holy book (e.g. Muslims wash their hands before touching the Qu’ran. When not being used, the Qur’an is often wrapped up in a special cloth and kept on a high shelf. It must never touch the floor and is placed on a special stand when being read. Sikhs wave a whisk over the Guru Granth Sahib whenever it is read). Ask the learners to summarise how a Holy book of a specific religion that is being studied should be treated by using words, switches, symbols and AAC. Act out taking care of a Holy book from a chosen religion by following the discussed rules with respectful attitude. Invite the learners to take part in a class project of taking care of a very important thing that has a symbolic meaning to them. For example, each child can plant a seed in a pot and take care of their growing plant (water it, place it in an area when the sunrays reach it, spend some time of stillness with their plant while listening to relaxation music). Encourage the learners to describe what steps they follow to take care of their plant as well as express how they feel by developing this bond with their plant by using words, Makaton, symbols and switches.	
	Recognise that there are similarities between the different religions they have studied.	Support the learner to understand that beyond the differences that religions have there are fundamental similarities. Support the learner to understand that all religions aim to promote spiritual, moral, cultural and social growth.	Encourage the children to engage in self-awareness activities by identifying the similarities that all children from different ethnic backgrounds have. Use mirrors for children to look at themselves in and observe that all children have eyes, noses, hair although these may be different colours and shades. Encourage the learners to create diary books and record all the similar things that children do throughout their school day (e.g. all children are hungry and eat lunch although their dish may be different. All children come to school to learn although each one of them go to a different home when the school day ends). Children can take pictures, make drawings, use symbols or use words to record their observations. Then explain that there are many similarities between all religions. Use pictures and videos to facilitate understanding: -All religions have holy writings. -All religions have places of worship. -All religions have festivals, special days and cultural customs. -All religions have important people who represent their faith. -All religions have symbols. -All religions have golden rules that aim to make people’s lives better and more meaningful.	



			Encourage the learners to list the similarities that different religions, they have studied, have supported by pictures and key words. Enable the learners to reflect upon their personal religious experiences and relate them to the religions they have studied.	
	Identify two reasons why a place of worship might be special or important to a believer.	Support the learner to understand that places of worship are places of special importance for the spiritual and social growth of a believer.	<p>Ask the learners to think of a place that is very important to them and makes them feel happy and calm when visiting it. Use relevant pictures to stimulate their imagination (e.g., sports club, grand mum's house, local park). Ask the learners to express their ideas by using words, signs, symbols, AAC or drawings. Ask the learners to describe how they feel and why when visiting these special places by using words, symbols, signs, Makaton, AAC. What colour would they use to describe the feeling? What texture or smell does it have? Provide the learners with a choice board of different colours, textures and smells to describe their feelings. Then explain that a place of worship is a very important place for the believers. Present the studied place of worship by using pictures, videos and miniatures. (e.g. Church- Christianity, Mosque-Islam, Synagogue-Judaism, Temple-Buddhism, Mandir or Temple-Hinduism, Gurdwara-Sikhism)</p> <p>-Explain that places of worship are very important as they provide the opportunity to the believers to feel closer to their faith, meet other people with the same beliefs and feel like a part of a community of believers who regularly come together to express their faith.</p> <p>-Explain that places of worship are very important as rites and ceremonies are held there to mark important changes in people's lives (e.g. birth rites, marriages, funerals). Ask the learners to use examples from their personal experience and say why they think places of worship are important to believers by using their preferred means of communication. Act out visiting a chosen place of worship in order to carry out rites and ceremonies. For example, children take off their shoes in order to offer flowers to a Deity (use a picture of a Deity or an artefact when visiting a Hindu temple. Children act out a Christian Baptism by pouring water over a baby toy's head. Children dress up and re-enact a wedding in front of a picture of a church or a church miniature. This ritual usually ends with a party. Children can set the party dinner table and offer wishes of happiness to the married couple by using words, Makaton, AAC or by making drawings.</p>	
<b>Milestone 3</b> <b>Describe/use developing religious vocabulary</b>	Describe similarities and differences between the ways that different people pray.	Support the learner to understand that prayer is an important part of the life of religious people and that different religions have different prayer practices.	<p>Use pictures and videos of people praying around the world.</p> <p>Explain that prayer is a very special moment for all believes of every religion as it is an opportunity to connect with the spiritual world. Explain that prayers aim to make people's lives meaningful by promoting spiritual, moral, cultural, social and mental growth. Invite children to experience a moment of spiritual growth by being quiet and still while listening to instrumental music. You can turn off the lights in the classroom or visit a special area such as the sensory room or the school garden. Ask the learners to describe what sort of situations might make someone want to pray and how praying can promote personal growth. Use different pictures of real-life situations to promote understanding (e.g. a family praying at the dinner table, a child praying before going to bed, a sick person praying in the hospital, an athlete praying after winning the first prize). Ask the learners to suggest what activities could provoke prayer thoughts. Could a piece of writing, a picture or music be the basis of a prayer or inspire a prayer? Encourage the learner to use words, AAC, Makaton, symbols to express their ideas. Explain that prayer in all religions can be both a personal as well as a communal activity. Use pictures and videos of personal and communal prayers from different religions to</p>	<p>Middle: Christmas / Winter Yr1,2,3,4 Who Am I? Yr 1 Special people, special places Yr 1 This Is Me! Yr 2 Festivals of light Yr 2 I'm amazing. You're amazing. We're all amazing! Yr 3 Me, Myself and I Yr 4 Upper:</p>

			<p>show this. Explain that all religions have their own special artefacts and music which are connected to prayers (e.g. holy writings, symbols, religious sounds).</p> <p>Explain that each religion has their own places of worship (e.g. Church- Christianity, Mosque-Islam, Synagogue-Judaism, Temple-Buddhism, Mandir or Temple-Hinduism, Gurdwara-Sikhism) as well as their own distinctive worship rules and rituals (e.g. Muslims wash before praying, they use a prayer mat and remove their shoes. Most Jews will cover their heads when praying, Hindus give offerings to the deities they pray to). Use pictures and videos to support understanding of the differences between the way that different people pray.</p>	<p>Different Places, Different People Yr 1 The town where we live Yr 1 Let's Celebrate Yr 2</p>
	<p>Describe how a believer uses their Sacred text/Holy Book in their life.</p>	<p>Support the learner to understand that believers from different religions use their sacred writings/Holy books promoting an understanding of the multicultural society we live in. Support the learner to develop sensitivity to the differences of faith, culture and practices leading to an atmosphere of tolerance to others and good will.</p>	<p>Ask the learners to present and talk about their favourite book, poem or piece of writing and explain why it is so special to them. How does it make them feel after reading them? Children can use words, Makaton, symbols, feelings cards, colours, textures or musical sounds to describe their emotions. How do they take care of it? Children can model how they handle their book or piece of writing with care in order to not get damaged or lost. Then explain that the same care believers show with their Sacred texts or Holy books. Present pictures, videos or a real a Holy book or a collection of holy writings of the religion that is being studied (Christianity – The Bible, Islam – the Qu’ran, Sikhism- the Guru Granth Sahib, Hinduism-the Vedas, Buddhism-The Suttas, Judaism- The Torah). Explain that Holy books have sacred importance to people who have faith and therefore should be treated with a respectful attitude. Explain that different religious have different rituals and rules when using a Holy book (e.g. Muslims wash their hands before touching the Qu’ran. When not being used, the Qur’an is often wrapped up in a special cloth and kept on a high shelf. It must never touch the floor and is placed on a special stand when being read. When Jews read The Torah they are not allowed to touch it and for this reason they use a special pointer, called a Yad. The Torah is kept in a special cupboard called an ‘Ark’. Sikhs wave a whisk over the Guru Granth Sahib whenever it is read). Ask the learners to summarise how a Holy book of a specific religion is used by using words, symbols, Makaton, AAC. Play quiz and matching games to extend learning.</p>	
	<p>Describe what happens at a religious ceremony from a faith they have studied.</p>	<p>Support the learner to talk about a religious ceremony from a religion they have studied. Support the learner to understand what the events and the experiences of the ceremony mean to people of the faith. Support the learner to understand what are the cultural customs surrounding the ceremony</p>	<p>Ask the learners to talk about a very important event in their lives that has marked their memory by using their preferred means of communication (words, Makaton, symbols, AAC). Explain that every religion has ceremonies that mark the important moments of a believer’s life such as birth, marriage, death. Use photographs and videos to show how a ceremony of the studied religion is held. Talk about the distinctive features of the ceremony and its symbolic meaning. For example, when studying Sikhism talk about the Amrit Sanskar ceremony, an important event in a Sikh’s life as being Baptised for Sikhs is a sign of being spiritually reborn. Describe the distinctive elements of the ceremony: The person who is being initiated wears the five K’s. Use pictures, artefacts or objects of reference to show what the 5 Ks are and what they symbolise: Kesh (uncut hair- you can use bits of wool- symbolising faith/growing spirituality), Kangha (comb- sign of cleanliness), Kara (bracelet-good deeds), Kipran (sword-protection) and Kaccha (white cotton undergarment-faith and devotion). The ceremony is often called ‘taking amrit’ because the person being initiated drinks the amrit which is a mixture of water and sugar from a steel bowl. Children can mix water and sugar to represent the amrit. Play quiz and matching games to consolidate learning. Make a booklet of the key events</p>	

			and artefacts that one sees during the studied ceremony. Ask the learners to talk about any special ceremonies they may have attended and share their experiences by using their preferred means of communication.	
	Describe a person who inspires them and explain why they are Inspirational.	Support the learner to identify what an inspirational person is and describe some of the qualities they have. Support the learner to begin to evaluate how inspirational people impact on the lives of others.	Ask the learners to think of a person (eg. parent, relative, teacher, friend) who has or had a very positive impact on their lives and fills them with positive feelings. In what ways do these people help them positively? Children can use words, pictures, symbols, signing, AAC or drawings to express their ideas. How do they feel when they think of them? Use words, signs or emotion cards to support children's answers. Present videos and pictures of people who are considered to be inspirational and discuss how their actions had a positive impact on humanity (e.g. Present pictures and videos of Mother Teresa who is famous for her charitable works and helping the poor, hungry and sick people of India). Discuss what a person may do if they have been positively inspired by others (e.g. overcome hard life issues, turn to faith, work with charity, work hard at school, be creative, fight for human rights). Role play helping people in need. Some children can act out being hungry and poor. The other children can offer them money or foods to help them. What feelings does this action evoke to both sides? Use words, signing, emotion cards, AAC and drawing to support the answers. Children can also raise money for a charity (e.g. UNICEF, British Red Cross, Children in Need). They can be split into groups and have different roles: Some can bake cakes, others can bake biscuits. Another group can create posters to advertise the event across the school or the community. A representative of the class will then offer the money they raised to the chosen charity. During the process, children can take pictures and videos and create a photo diary of their project.	
<b>Milestone 4</b> <b>Show understanding describe similarities and differences</b>	Show understanding of the responsibilities of a religious leader.	Support the learner to understand that religious leaders offer people spiritual and moral guidance, help and support.	Show different pictures of the school and staff members and explain the hierarchy in the school: Children are split into classes; each class has a teacher and all teachers and classes are supervised by the Headteacher. Ask the children to make a journal about how a school is organised and what is the hierarchy. Use pictures and videos to show religious leaders from different religions (e.g. Christians have priests and vicars, Muslims have an Imam, Jewish people have a Rabbi). Say that the duties of a religious leader vary from faith to faith, but may include: -Encouraging people to make a commitment to their faith and live according to its teachings. - Explaining the meaning of scripture and other religious writings. - Conducting regular religious services or ceremonies. -Conducting special services or ceremonies during religious festivals, on other holy days or at particular points in a person's life, e.g. birth, coming of age, marriage and death. -Supporting people at difficult times in their lives, e.g. during illness or bereavement. -Being involved in fundraising. -Being a role model for their community. Use pictures and videos to show the different responsibilities a religious leader has. The class can also organise a school trip to a chosen place of worship and meet a religious leader. Sum up the responsibilities of a religious leader by playing quiz and matching games. Children make a journal of the responsibilities of a religious leader by using words and/or pictures. Consolidate learning by answering questions and filling in missing words and sentences by using a preferred means of communication.	Middle: Christmas / Winter Yr1,2,3,4 Who Am I? Yr 1 Special people, special places Yr 1 This Is Me! Yr 2 Festivals of light Yr 2 I'm amazing. You're amazing. We're all amazing! Yr 3 Me, Myself and I Yr 4 Upper: Different Places, Different People Yr 1 The town where we live Yr 1

	<p>Show awareness of the importance of the founder of a religion.</p>	<p>Support the learner to understand that a religious founder is the first person that started a religion and introduced it to the world. As such, founders of religion act as guides and examples to followers. They symbolise key values and many religious festivals are centred around them.</p>	<p>Show illustrated pictures of the Founder of a religion that is being studied (Sikhism-Guru Nanak, Islam-Prophet Muhammad, Christianity-Jesus, Buddhism-Siddhartha Gautama, Judaism-Abraham, Hindusim-no specific founder). Present videos and animated stories that talk about their lives and their actions. Engage in role play activities to enact the key points of their lives. Dress up and use relevant props. Relevant religious music can be played in the background. Children can take on different roles (e.g. Act out Siddhartha Gautama-Buddha- living a royal and wealthy life with his family. Then Buddha deciding to come out in real life facing sickness, aging and death. Then act out Buddha meeting a holy man looking calm and peaceful although he owned nothing but a bowl. In the end act out Buddha becoming enlightened while meditating under a bodhi leaf). Children can take pictures while acting out the story and create a photo diary book. Explain that founders of a religion are often referenced and described in sacred texts and religious stories. Explain why they are a role model for the community of a specific faith and how their teachings promote spiritual, moral, mental and social growth. How did the children feel after acting out the life story of a religious founder? Did this experience contribute to their personal growth? Present pictures and videos of religious celebrations and festivals which are centred around them (e.g. Jesus-Christmas, Easter, prophet Muhammad-Laylat ul Qadr, Guru Nanak- Guru Nanak Gurburab, Siddhartha Gautama-Wesak). Act out the festival story of a religion that is being studied. Ask the learners to name a founder of a religion by playing quiz and matching games. Answer questions and fill in missing words and sentences by using a preferred means of communication (words, symbols, Makaton, AAC).</p>	<p>Let's Celebrate Yr 2</p>
	<p>Describe and compare 2 different rites of passage from faith traditions.</p>	<p>Support the learner to understand that a rite of passage is a ceremonial event, existing in all historically known societies, that is often connected with one of the biological milestones of life (birth, maturity, reproduction, and death) and that marks the passage from one social or religious status to another.</p>	<p>Use pictures and videos to show religious ceremonies that mark a believer's change from one part of their life to another. Discuss the rituals that take place and their symbolic meaning (e.g. In Christianity Infant Baptism is a symbolic way for the young baby to join the church. Water is used in baptism, and is a symbol of washing away sin and the start of a new life. Christians believe that baptism welcomes the child into the Church, and removes from the baby original sin that was brought into the world when Adam and Eve disobeyed God in the Garden of Eden. The baptism ceremony also allows parents and godparents to make a promise before God to bring the baby up within the faith of Christianity. For Christians, marriage is the uniting of one man and one woman to form one body in love and commitment. Christian marriage takes place in the presence of a priest who represents the presence of God, leads the couple in expressing their commitment to each other through the taking of vows, and blesses their union). Children can act out two different rites of passage. For example, when studying Christianity, two students can dress up and act out being married in front of a picture of the inside of a church. Play hymns to accompany the ceremony. The other children, who are the guests, can create wishing cards and give them to the couple during the wedding party. After some time, the married couple has a baby (use a baby toy for this). The couple takes the baby to the church to baptise them. The student who acts out being the priest can pour water over the baby's head. Ask the learners to share experiences from a rite of passage they have attended by using their preferred means of communication (words, symbols, Makaton, AAC).</p>	

	Describe and understand the importance of a place of worship to the Religious community.	Support the learner to understand that a place of worship is a place of special importance for the spiritual and social growth of a believer. Support the learner to explore important artefacts and worship rituals related to a place of worship.	Ask the learners to close their eyes and experience a moment of stillness and quietness. You can turn off the lights in the classroom, play relaxation music or visit a quiet place such as the school garden. Ask children to not to talk but just listen to the environmental sounds (e.g. the birds singing, the wind blowing through the trees). Ask the learners to describe how they felt after this experience. They can use words, symbols, Makaton, emotion cards or textures to describe their feelings. Explain that a place of worship is a specially designed structure or space where individuals or a group of people come to perform acts of devotion, veneration, or religious study. Explain that places of worship are very important as they provide the opportunity to the believers to feel closer to their faith, meet other people with the same beliefs and feel like a part of a community of believers who regularly come together to express their faith. Use relevant pictures and videos to transmit the spiritual atmosphere for each religion. Use pictures, videos and 3D miniatures of a chosen place of worship (e.g. Church-Christianity, Mosque-Islam, Synagogue-Judaism, Temple-Buddhism, Mandir or Temple-Hinduism, Gurdwara-Sikhism). Ask the learners to identify, name and explore important features they see in a place of worship (e.g. in a church we see statues or icons, in a mosque prayer mats). Explore artefacts and religious sounds (e.g. when studying Buddhism explore Tibetan ritual instruments such as singing bowl, bell dorje and cymbals). Discuss different worship rituals different religions haven (e.g. when visiting a Temple, a Mandir, a Mosque or a Gurdwara people need to remove their shoes, when Muslims pray they face Mecca, most Jews cover their heads when praying, Buddhists sit on the floor when they worship and mediate and their face and body face towards the image of Buddha). Children can act out those rituals when studying a chosen religion. Play quiz and matching games to consolidate and extend learning by using the preferred means of communication (words, symbols, Makaton, AAC).	
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## Thinking about religion and belief

Assessment Framework Level	Curriculum Content The learner is learning to communicate:	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided	Cross-Curricula Themed Topic Cycle Links
Milestone 1  <b>Communicate about</b>	About a place that is special to them.	Support the learner to explore the reasons why some places are special to people and identify a place that is special to them.	Use pictures, videos or objects of reference to explain what a place is. Explain that some places have natural features (e.g. beaches, mountains, rivers), other places have managed features (e.g. farms, parks, gardens) and there are also places with constructed features (e.g. buildings, schools, places of worship). Say that special places make us feel good, safe and happy. Places can also be special because we feel connected to them. They help us to feel like we belong and we are part of a community. Present pictures and videos of places	Middle: Christmas / Winter Yr1,2,3,4 Who Am I? Yr 1

			that are often special to people and for what reason (e.g. schools, sports teams, playgrounds, places of worship, parks, home). Ask the learners to talk about a place that is special to them by using their preferred means of communication (words, Makaton, symbols, AAC). Children can also draw and colour in their special place or make a construction (e.g. collect leaves, flowers and twigs to represent a park). Ask the learners to describe how they feel when visiting their special place. They can use facial expressions, words, symbols, emotion cards, Makaton, AAC or use a colour, a texture or a piece of music to represent their feeling.	Special people, special places Yr 1 This Is Me! Yr 2 Festivals of light Yr 2 I'm amazing. You're amazing.
	About communities that they belong to.	Support the learner to understand that belonging to a community makes you feel like you fit in and that you are in the right place. Support the learner to identify and talk about the different communities they belong to.	Ask the learners to describe what feelings the word 'belonging' evokes. Encourage the learner to use facial expressions, words, symbols, feelings cards or Makaton to give their answers. Say that belonging to a community makes us feel safe and happy. Use pictures and videos to present the different communities a child usually belongs to (e.g. school, peer group, sports club, religion, place they live in). Ask the learners to list the different communities they belong to by using words, Makaton, symbols, AAC. They can also make a photo diary with pictures of the communities they belong to. The photo diary can be physical or digital.	We're all amazing! Yr 3 Me, Myself and I Yr 4 Upper: Different Places, Different People Yr 1 The town where we live Yr 1 Let's Celebrate Yr 2
	About a time they have celebrated something.	Support the learner to understand the meaning, characteristics and purpose of celebration. Encourage the learner to talk about important celebrations in their lives.	Explain that celebrations enable people to have a good time and demonstrate what is important to them and their culture. Present pictures and videos of different common celebrations (e.g. birthdays, weddings, new baby, passing a test, someone coming home after a long time). Notice that there are differences in the way individual families celebrate the same event but that celebrations usually involve at least some of the following – people gathering together, a holiday, special food, decorations, music and dancing, cleaning the home, gifts, special clothes. Ask the learners to talk about a special celebration they've taken part in and describe how they felt at the time by using their preferred means of communication (e.g. facial expressions, words, symbols, pictures, Makaton, AAC, drawings). Organise a class celebration. This can be a birthday party or a "friendship" celebration. Children can take on different roles. Some children can prepare the foods and the drinks (baking cakes and biscuits, making smoothies), other children can decorate the class and collect the party accessories. Another group of children can make a list of the songs they will play or create party invites. Take pictures during all stages and phases of the preparation as well as during the celebration day. Children can create a memory book or journal.	
	About an important person from a religious story.	Support the learner to understand that there are important religious figures and begin to talk about the main events in their lives.	Present pictures and animated videos of an important person of a religious story (e.g. Buddhism-the story of Siddhartha Gautama, Judaism- The story of Esther, Christianity-the story of Jesus, Sikhism-the story of Guru Nanak, Hinduism-the story of Rama and Sita, Islam-the story of prophet Muhammad). Identify and discuss the qualities of the chosen religious figure (e.g. Jesus taught people how to behave with one another by being kind, generous and honest). Explain how special an important religious person is for the people of the same faith. Act out the life story of an important person from a religious story by dressing up, using relevant props and setting up the appropriate scenery in class. Ask the learners to sequence events from the life of an important religious figure by using commercial flashcards or real pictures that were taken while acting out the story. Support the learner to retell the story, answer questions or fill in the missing words by	

			using their preferred means of communication (e.g. words, symbols, pictures, Makaton, AAC).	
	About things that are puzzling in RE.	Support the learner to understand that all religions are equal having both similarities and differences. Support the learner to understand that education promotes pupils' understanding of the multicultural and multifaith society that we live in building tolerance and respect for diversity.	Give children a mirror to look at themselves in and identify the similarities and differences that people have (e.g. all people have eyes although not the same colour). Ask the learners to observe and make a list of the different needs people experience throughout the day and the different ways that these are covered (e.g. all people feel hungry, however everyone eats a different food). Children can make a photo journal about the differences that exist within the continuum of similarity. Explain that although many people have an innate need to believe there are differences and similarities between the different religions. Use pictures and videos to show that each religion has their own places of worship, symbols, Holy books, important people/founders, festivals, celebrations and rituals. Explain that all religions are equal and therefore should be equally respected. Explain that learning about different faiths and beliefs helps pupils to understand how we can interact with each other in a respectful way. Invite children to engage in group activities that cultivate a spirit of cooperation and mutual respect such as a parachute or rope games. Organise a choir and sing songs that cultivate the sense of belonging in a school community. Ask the learners to discuss what they find puzzling when learning about the different religions by using their preferred means of communication (words, Makaton, symbols, AAC)	
Milestone 2  <b>Respond sensitively/ask questions</b>	To retell a religious story and empathise with the main character	Support the learner to develop story telling skills, suggest meanings in a religious story and make links to their own experiences by exploring the feelings of the main character.	Present illustrated books and/or animated videos of a religious story. For example, when teaching Christianity, use the 'Testament: the Bible in Animation' DVD to teach the creation story of Adam and Eve. Act out the story and then retell the story by sequencing pictures (you can use commercial flashcards or take your own pictures during the role play activity). Link the story to children's own experiences. Set up a little experiment in school. Put a chair with a notice on it saying 'do not touch this chair' in a place where children walk past at break. Have two children tally the scores: how many who walk by read the notice? How many touch the chair, just because they have been asked not to? Report this to the class, and talk about why the rule was broken. What connects this experiment to the story of Adam and Eve? Ask pupils to think about the real meaning of the story of Adam and Eve. What is the meaning of the snake and the fruit in the story? How did Adam and Eve get influenced? Discuss that sometimes we get influenced and make wrong choices. Describe what consequences Adam and Eve had to face by making a wrong choice. How did they feel? Use words, symbols, emotion cards, Makaton, switches, facial expression to answer. Encourage the children to talk about their own experiences and a wrong choice they have made by using their preferred means of communications (words, Makaton, symbols, AAC, drawings). What was the consequence of the wrong choice they made? How did they feel?	Middle: Christmas / Winter Yr1,2,3,4 Who Am I? Yr 1 Special people, special places Yr 1 This Is Me! Yr 2 Festivals of light Yr 2 I'm amazing. You're amazing. We're all amazing! Yr 3 Me, Myself and I Yr 4 Upper: Different Places, Different People Yr 1 The town where we live Yr 1
	About behaviour and actions that they like or don't like.	Support the learner to express their personal beliefs and reflect on rules for living in harmony. Support the learner to develop consideration of own's actions and consideration for others.	Present different familiar real life scenarios using pictures or short videos. Discuss what is happening in each situation and whether it is the right thing to do or not (e.g. a child pushing another child, a child helping another child to do their work, a child helping another child when they have hurt themselves in the playground, a child shouting at another child, a child stealing another child's money, a child clapping when their friend get a certificate in a assembly). The learners can express their approval or disapproval verbally or by putting their thumbs up or down, by using symbols or Makaton signs.	

			<p>Support the learners to role play good and bad behaviour with puppets and teach them to show consideration for others.</p> <p>Encourage the learners to recall and talk about good and bad personal experiences they had. How did they feel? Use words, symbols, feelings cards, switches and facial expression to answer. Discuss the consequences of words and actions for self and others and why it is important people to follow agreed values and codes of behaviour. Make class rules for good behaviour by using words, signs, symbols, real pictures in which students participated, drawings.</p>	Let's Celebrate Yr 2
	To ask questions and suggest answers about the different values that people of different faiths have.	Support the learner to develop an understanding of the multi-faith/multi-cultural society we live in by enabling them to explore issues of belief and issues between faiths. Support the learner to develop sensitivity to a range of human responses that might differ from their own.	<p>Present pictures of symbols, buildings and artefacts from different religions and explore their main features, ideas and practices. Explain that religious communities have expectations about how people will act, dress and behave in their place of worship, and that these expectations are linked to their beliefs. Discuss any special preparations that are required, e.g. heads covered, shoes removed before entering and that this will vary between faiths. Act out characteristic religious rituals when studying a chosen religion (e.g. children take off their shoes before offering flowers to a Deity when exploring Hinduism). Talk about the main ideas on which religions are based and how these form the believers' values and way of living (e.g. The word Islam means "peaceful submission". The wisdom of Buddhism states that to find peace we must calm our busy minds. Christianity teaches that the wise way to live is to be loving - to refrain from making judgements about others, to show kindness and to always be ready to forgive. In Sikhism Sewa means 'selfless service' of others by using the body, the mind and by giving up something). Use the principals from a chosen religion and put them into practise by creating relevant experiences in the classroom (e.g. when studying Buddhism experience frequently moments of calmness and stillness throughout the school day. For example, the teacher can play meditation music between activities and ask the learners to close their eyes and relax). Discuss differences in faith and values and support the learner to understand that all these are different forms of expression for meaning in life.</p>	
	About how they feel when they visit a place of worship.	Support the learner to use all their senses when visiting a place of worship and reflect on their feelings and experiences.	<p>When visiting a place of worship make time for the learners to experience the atmosphere. Ask them to sit or stand quietly and think of words, images, smells, colours and textures to describe how they feel (have relevant objects of reference with you). Encourage the learners to express how they feel by using their preferred means of communication (words, symbols, Makaton, AAC, feelings cards, facial expressions). Let the learners respond to what they are seeing, hearing, smelling and touching; identifying things which they like or which particularly interest them. Ask them which part of the building they think is the most important and why. Taking photographs can be a useful way of helping children to recall what was seen on the visit. Check with the faith community that taking photographs is acceptable.</p>	
Milestone 3  Make links/reflect/ask	To reflect and identify people or events that have had an effect on their life and actions.	Support the learner to investigate the reasons why a person or an event is special to them and how this experience has had an impact on their lives.	<p>Use pictures and videos to explain what makes a person special and what are their qualities (e.g. a religious leader, a fiction character, a family member, a teacher, a TV character). Ask the learner to talk about a person or an event that is special to them by using their preferred means of communication (words, Makaton, symbols, AAC). They can also paint/draw a picture of the special person/event by using writing tools, sensory materials or ICT equipment. Ask the learners to describe how they feel when they think of this person/event by using words, symbols, Makaton, feelings cards, facial expressions,</p>	Middle: Christmas / Winter Yr1,2,3,4 Who Am I? Yr 1



<b>religious questions</b>			AAC. Discuss how this experience had an effect on their lives. Did this experience help them grow? What colours and shapes would they use to describe this change?	Special people, special places Yr 1
	To reflect and identify what it means to say the church is a community of believers.	Support the learner to understand that the church represents the place of worship where the believers of Christianity go to practise their faith, participate in worship rituals, celebrate religious festivals, attend rites of passage ceremonies as well as come together with other people of the same faith.	Show pictures and videos of different churches (inside and outside) and discuss what are the features of a Christian church (e.g. cross, bell tower, stained glass windows, statues of Jesus and Mary). Explain that a church is a sacred place for Christians as they go there to pray to God, participate in rituals such as the Holy Communion and attend rites of passage ceremonies such as Baptism, marriage and funeral. Act out a rite of passage ceremony. For example, use a picture of the inside of a church and place a doll into a box by closing its lid to represent that the pretend human passed away. Play a funeral hymn (Abide with me, The Lord is my shepherd, make me a channel of peace, All things bright and beautiful) and let the learners experience a moment of stillness. Say that the Church is also important as it provides the opportunity to the believers to feel closer to their faith, meet other people with the same beliefs and feel like a part of a community of believers who regularly come together to express their faith. Children can engage in a community cooking activity. They can make bread and share it out during lunchtime. They should make sure that the share is fair and each member of the class has a piece of bread. Explain that bread symbolises for Christian's God's provision. Ask the learners what they think the church means to Christians by using their preferred means of communication (words, Makaton, symbols, AAC). They can write down their thoughts by using writing tools or ICT equipment or make a drawing of a Christian event by using colouring pens, sensory materials or drawing apps.	1 This Is Me! Yr 2 Festivals of light Yr 2 I'm amazing. You're amazing. We're all amazing! Yr 3 Me, Myself and I Yr 4 Upper: Different Places, Different People Yr 1 The town where we live Yr 1 Let's Celebrate Yr 2
	To make links between the works of religious leaders from two faiths.	Support the learner to understand that the works of religious leaders from any religion aim to promote spiritual, moral, cultural, social and mental growth in order to make human life meaningful.	Use pictures and videos to show religious leaders from two different religions: Priests in Christianity and Rabbis in Judaism. Say that both leaders: -Encourage people to make a commitment to their faith and live according to its teachings. - Explain the meaning of scripture and other religious writings. - Conduct regular religious services, worship rituals and ceremonies. -Support people at difficult times in their lives, e.g. during illness or bereavement. -Being involved in fundraising. -Being a role model for their community. Sum up the work of the discussed religious leaders by playing quiz and matching games. Answer questions and fill in missing words and sentences by using a preferred means of communication (words, symbols, Makaton, AAC).	
To make links between the way different faith groups care for the environment.	Support the learner to understand that all religions respect the world around them and offer guidance on environmental issues.	Present environmental pictures, videos as well as objects of reference and then ask the learners to give a definition of what environment is by using their preferred means of communication (words, Makaton, symbols, AAC, drawings, sensory materials). Explain that environment is the natural world with all of the animals, plants, and other things existing in nature which are not made or caused by people. Ask the learner to list verbally or visually different animals, plants and living things. Go for an environmental walk and ask the learner to record different manifestations of the natural world using cameras or notebooks. Listen to songs that talk about the beauty of nature (e.g. "what a wonderful world"). Explain that technology and human actions have had a drastic negative effect on the environment. Present pictures and videos of the different aspects of environmental destruction (pollution, depletion of resources, climate change, extinction of wildlife, deforestation). Invite the learners to answer why we should care for the environment by		

			<p>using their preferred means of communication (words, symbols, Makaton, AAC). Explain that various religious scriptures have made the mention of nature and environment, as well as the relation between religion and nature. Buddhists are not supposed to cause harm to the environment for gainful purposes and they are not supposed to cause death of living being. Dalai Lama is one of the spiritual heads who are proactively preaching the message of environment conservation. Christians are not supposed to pollute or waste and have to treat nature with respect and awe. The concept of stewardship in Christianity means that Christians have a responsibility in using and maintaining God's gifts, including nature. Hindus are encouraged to protect the trees, rivers, mountains, animals and the earth. The Hindu way of living life is non-violence, to people and the environment. Many Hindus are vegetarians, which is one of the eco-friendly diets. Islamic religious views on the environment are that humanity is supposed to preserve the Earth as they found it, and humans are responsible to protect as well as ensure the unity of God's creation. Islam also prohibits the overuse of the planet's resources, which is considered a sin. Muslims are supposed to tread humbly on earth, and not behave like the rulers of earth, as Allah is the only owner and ruler of the universe. Jewish people believe that the environment is a property of God, and it is every human being's duty to care for the earth. Sikhism's holy scripture, the Guru Granth Sahib has many verses which are devoted to the environment. Organise in class an environmental project based on the principals of the studied religion (e.g. when studying Hinduism plan a vegetarian picnic in the school garden. Children can also create posters and banners with messages, pictures and drawings in favour of animals. When studying Islam organise a recycling project. Invite children to sort rubbish and put them in the correct recycling bins in order to preserve Earth. Similarly invite the learners to create ecological messages). Take pictures and make a journal of all the environmental actions children took. Recap how different faiths care for the environment by playing quiz and matching games. Answer questions and fill in missing words and sentences by using a preferred means of communication (words, symbols, Makaton, AAC).</p>	
<p><b>Milestone 4</b></p> <p><b>Apply ideas/refer to religions/show understanding</b></p>	<p>To choose a piece of art or poetry and explain why it is inspiring.</p>	<p>Support the learner to understand that the Arts are a means to express beliefs and ideas including religious values. Support the learner to explore and express why they have a particular preference towards a piece of art or a piece of poetry.</p>	<p>Explain what the Arts are: "a group of activities done by people with skill and imagination" and present different art pictures and/or videos. Say that religious faith has inspired some of the most impressive and wondrous works of art and poetry and present some representative examples (Art: Holy Trinity by Andrei Rublev, The last supper by Leonardo da Vinci, Maqsud of Kashan – Ardabil Carpet, Spring Temple Buddha, Taj Mahal, Ellora Caves. Poetry: God made you, Bless the Father, We thank you Allah, Listen, feel and look, My father's turban). Ask the learner to choose a piece of art or poetry and explain why they find it inspiring using their preferred means of communication (words, symbols, Makaton, AAC). What impression does it give? What is the deeper meaning? How does it make you feel? How does it help you grow and live a more meaningful life? Encourage the learners to express their ideas by using words, symbols, Makaton, AAC, facial expressions or match their feeling to a colour, smell, musical sound, texture. Ask the learner to create their own piece of art or poem by drawing, colouring, mark making and using writing tools. How do they feel after creating it? Use words, Makaton, symbols, feelings cards and facial expressions to answer. What is the message they want to pass on?</p>	<p>Middle: Christmas / Winter Yr1,2,3,4 Who Am I? Yr 1 Special people, special places Yr 1 This Is Me! Yr 2 Festivals of light Yr 2 I'm amazing. You're amazing. We're all amazing! Yr 3</p>

	<p>To show that I understand why Holy books are important to believers.</p>	<p>Support the learner to understand that each religion has their own sacred writings and sources of wisdom promoting an understanding of the multicultural society we live in. Support the learner to develop sensitivity to the differences of faith, culture and practices leading to an atmosphere of tolerance to others and good will.</p>	<p>Ask the learners to present and talk about their favourite book, poem or piece of writing and explain why it is so special to them. How does it make them feel after reading them? Children can use words, Makaton, symbols, colours, textures or musical sounds to describe their emotions. How do they take care of it? Children can model how they handle their book or piece of writing with care in order to not get damaged or lost. Then explain that the same care believers show with their Sacred texts or Holy books. Present pictures, videos or a physical copy of a Holy book or a collection of holy writings of the religion that is being studied (Christianity – The Bible, Islam – the Qu’ran, Sikhism- the Guru Granth Sahib, Hinduism-the Vedas, Buddhism-The Suttas, Judaism- The Torah). Explain that Holy books have sacred importance to people who have faith and therefore should be treated with a respectful attitude. Explain that different religious have different ways to express their respect towards a Holy book (e.g. Muslims wash their hands before touching the Qu’ran. When not being used, the Qur’an is often wrapped up in a special cloth and kept on a high shelf. It must never touch the floor and is placed on a special stand when being read. Sikhs wave a whisk over the Guru Granth Sahib whenever it is read). Act out religious rituals when interacting with a Holy book (e.g hand washing). Ask the learners to recap why Holy books are important to believers. Play quiz and matching games. Use words, symbols, AAC, Makaton to answer.</p>	<p>Me, Myself and I Yr 4 Upper: Different Places, Different People Yr 1 The town where we live Yr 1 Let’s Celebrate Yr 2</p>
	<p>To describe how the home of a religious believer reflects their beliefs.</p>	<p>Support the learner to understand that it is very important for many believers to practise their worship rituals at home, therefore religious rules and practises are carried out at home according to each believer’s faith.</p>	<p>Present pictures of believers from different faiths practising their worship rituals at home. Discuss the distinctive characteristics for each religion and use pictures of ritualistic objects or real objects where appropriate. Hinduism: Puja is a daily routine for Hindus and is carried out at least once every day. Most Hindus have a shrine in their homes where Puja takes place. Each shrine contains a puja tray which contains several important items (a bell, an incense and incense holder, kum kum powder, diva lamp, water container and spoons). Islam: In Muslim homes there is a line of shoes at the door or in front of the carpet. Muslims pray 5 times a day at specific times. They always wash before they pray and use prayer mats to pray facing Mecca. Muslim homes have a copy of the Qur’an. To show respect to the Qur’an they wash their hands before touching it. When not being used, the Qur’an is often wrapped up in a special cloth and kept on a high shelf. Buddhism: Buddhists sit on the floor when they worship and meditate. They make sure their feet are facing away from and their head and body facing towards the image of Buddha. Buddhists take off their shoes to show respect to Buddha. Buddhists often have a shrine in their home where they thank Buddha for his teachings. They also make offerings of flowers, incense, candles and pure water. Christianity: Christian homes may have a cross, icons or figurines of Mary and Jesus. Many Christians have a set time during the day in which they occupy themselves in prayer. They might read a passage from the Bible, perhaps with the help of another book which would explain the passages. They may also pray silently about something which is on their mind. Sikhism: Sikhs don’t use any ritualistic devices as they regard God as having no physical form. Sikhs are encouraged to pray at any time in any place, follow the Reht Maryada (the Sikh code of conduct). A good Sikh will rise at least three hours before the dawn, bathe and pray for at least one hour, spending time in God’s immortal presence. This prayer is akin to meditation. Judaism: Jews often pray as soon as they wake up by using water to purify themselves for the day ahead. Jews often fix a mezuzah to the doorpost at the entrance to their home. They touch the mezuzah as a reminder of the presence of God. Before each meal, many Jews</p>	

			<p>bless God and thank him for the food. Invite the learners to act out worship rituals based on the religion that is being studied. Learners can also make artefacts that are used at home (e.g. make candle holders out of orange when exploring Buddhism, make a mat by paper weaving when exploring Islam, colour in Rangoli patterns when exploring Hinduism). Ask the learners to talk about their personal experience with regards to how their home life reflects the family's religious beliefs by using their preferred means of communication (words, symbols, Makaton, AAC). Do they follow any rules and rituals related to their religion? Ask the learners to recap how the home of a believer reflects their beliefs by playing quiz and matching games.</p>
	<p>To show understanding of how going on a pilgrimage can strengthen a believer's faith.</p>	<p>Support the learner to understand that in every religion there are special places to which people travel in order to renew their faith, feel part of a larger group or family and/or because it is a command in scriptures or holy writings.</p>	<p>Explain the difference between a pilgrimage, a special journey and a holiday. Ask the learner to talk about a special journey or holiday they went on by using their preferred means of communication (words, symbols, Makaton AAC, drawings, constructions). Explain that a pilgrimage is a religious trip to a special religious place. People go on pilgrimage for many reasons (e.g. to renew their faith, because they are ill and want God to heal them, to feel part of a religious community and/or because it is a command in scriptures and holy writing). Ask the learner to express their ideas why a believer could go on a pilgrimage. Show pictures and videos of the most popular religious places believers visit. Christianity - Many Christians visit the places where Jesus lived, especially during the Christian festivals, Bethlehem at Christmas and Jerusalem at Easter. Sikhism- Sikhs visit The Golden Temple because it is where Guru Nanak, the founder of the Sikh religion, lived and prayed for many years. Judaism- Many Jewish people visit Masada which is a mountain in a desert near Jerusalem where a community of Jews hid in a fortress for three years, from the Romans who had destroyed Jerusalem and their temple. Islam- Muslims go on a pilgrimage called Hajj. Muslims from all over the world go to Mecca because holy scripture tells them that they must go at least once in their lives. The Hajj is one of the five duties (or pillars) of the Muslim religion. Hinduism: Rameshwaram is an important pilgrimage centre. According to the epic Ramayana, at this place Lord Rama along with his wife Sita worshiped and performed the rites for the deceased ones in the battle for two Shiva Lingas. Buddhism- Bodh Gaya is a very important place for Buddhists to visit on a pilgrimage. Buddhists believe that Siddhartha Gautama, their founder achieved enlightenment here. Ask the learners to use their imagination and draw, paint or describe a very special place they would like to visit. What is the most important feature in this place? How would they feel? Use words, Makaton, facial expressions, feelings cards, symbols to express the feeling. How this experience would help them grow? Encourage the learners to express their ideas by using their preferred means of communication (words, symbols, Makaton, AAC)</p>

## Impact - What difference is our curriculum making?

Progress in the Religious Education Formal Curriculum is currently assessed using Milestones.

Individual learning outcomes for learners in this curriculum area may reflect those set for each key stage through the learner's Education, Health and Care Plan under Cognition and learning and may be tracked on Timelines which are discussed and moderated on a termly basis at Progress meetings and reported on, annually through the EHCP Annual Review.

At Key Stage 4 learners work towards completing Religious Education Entry Pathway units.