



RE (Religious Education) Curriculum Intent: *"The essence of all religions is one. Only their approaches are different." - Mahatma Gandhi*

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions. We want our pupils to develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. We want them to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning..

Implementation: At Barley Croft we use the Leicester Agreed Syllabus SACRE planning, written and provided by Leicester City Council. We have a 2 year rolling programme that takes account of all the units. We use a 2 year rolling format to ensure coverage, as we have one and a half form entry and therefore have mixed year group classes. This also allows us to include additional lessons to cover British Values and stand alone events such as Remembrance Day and Mothers/Fathers' Day.

Within the long term plan, we also include major festivals that are pertinent to the demographic of our school and will be observed and/or celebrated. These lessons also raise the profile within the school community and coincide with Leicester City Council child friendly interactive free drop in sessions, held within the City centre, that children could attend.

Impact: *When children leave Barley Croft they will be able to:*

- 1. Apply what they have learned to their own spiritual ideas, experiences and questions and to religious and social issues in Leicester, the UK and the wider world.*
- 2. Develop understanding of fairness, justice, compassion and green issues*
- 3. Describe some examples of how the religious communities of Leicester celebrate together and work together.*
- 4. Apply and make links with what they have learned to some of their own beliefs, values and opinions.*
- 5. Make links between what religions teach about right and wrong and pupils' own views.*
- 6. Make links between their own ideas and the ways religions and beliefs enable people to value themselves and recognise their responsibility towards others.*
- 7. Describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour.*
- 8. Understand how religious faith helps some people to deal with both positive and negative feelings and experiences.*
- 9. Describe and evaluate some key events in the lives of contemporary figures who have inspired believers.*
- 10. Make links between religious and moral ideals and their influence on lifestyle and behaviour.*

EYFS Long Term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE Links Agreed syllabus	Know and understand that beliefs matter to people Concept: God. Friends unit 1 Beginnings unit 3 Special people unit 5	Know and understand that people believe and live differently. Friends unit 1 Special people unit 5 Being responsible Unit 6 Know stories from different religious and cultural backgrounds. Special books unit 2	Know some stories from different religious and cultural backgrounds. Special books unit 2 Recognise some religious symbols, objects and religious vocabulary and use them correctly. Special people unit 5 Friends unit 1 Special books unit 2	Explore features of celebrations, festivals and special times Beginnings unit 3 Special books unit 2 Explore features of special places Friends unit 1	Have an understanding of right and wrong and how to treat others/show respect. Being responsible unit 6 Special people unit 5 Ask questions about things that puzzle them in life and stories. Plants and animals unit 4 Beginnings unit 3 Special books unit 2	Identify and notice what is important or concerns them in religious stories, artefacts or people they encounter. Friends unit 1 Special books unit 2 Special people unit 5 Explore how they feel about themselves and the religious stories, artefacts, people or ideas they encounter. Friends unit 1 Special books unit 2 Special people unit 5
Festivals/Celebrations	Harvest	Diwali Advent/Christmas		Easter Eid Church visit		

Year 1

Agreed Syllabus					
Harmony and Diversity - Religious Education in Leicester City					
Where do I belong? What do I believe?	What can we learn from Hindu people?	How do we show we care for others?	Who is a Christian and what do they believe?	What can stories teach us about life?	What are the symbols/stories of Sikhism?
Key knowledge					
-identify what matters to them and other people and share their ideas -recognise that other people belong to different groups and depend on others -know that different people belong to different religions -begin to show an awareness of the influence of religion on their community	-know some of the ways in which people pray and meditate - begin to understand that some people regularly worship God in different ways and in special places including their homes - begin to understand the significance of festivals of some principal religions	-identify someone who cares for them and who they care for -know different ways to show caring -understand that everyone needs care at some time -know some religious stories that teach us about caring for others	-know some of the ways in which people pray and meditate - recognise that religious traditions have special writings which believers respect -know some religious stories -have an awareness of festivals of some principal religions -recognise that religious celebrations are significant	-recognise that religious traditions have special writings which believers respect -be aware how sacred texts are specially treated -know some religious stories - understand that idea of 'fairness' and the value of listening to the ideas of others	-begin to understand that some people regularly worship God in different ways and in special places including their homes -know about festivals of some principal religions - understand that religious celebrations are significant because they express meaning and influence communities

- understand the importance of religions to believers - be aware and begin to develop an understanding of the cycle of life, including birth and death - recognise important events which occur in families and communities e.g. births, naming ceremonies, weddings	- make simple links between festivals in different religions - recognise that religious celebrations are significant because they express meaning and influence communities - begin to understand that different people belong to different religions - understand the importance of religions to believers		- because they express meaning and influence communities -begin to understand that key beliefs affect the ways people choose to behave -understand that different people belong to different religions -understand the importance of religions to believers		-understand that different people belong to different religions -understand the importance of religions to believers -recognise that religious traditions have special writings which believers respect -be able to recount stories about some significant religious figures
Skills					
I can match some activities that children do with where they belong I can identify 3 groups I belong to, and 3 examples of belonging from a religious community I can recognise how belonging makes us feel	I can retell the Hindu story of the great river I can identify a good reason to help others I can recognise some artefacts from Hindu shrines, and say how and why some Hindu children use them I can respond sensitively to the ideas about helping others and about community	I can retell a religious story and indicate that it has meaning for religious believers I can respond sensitively to religious and spiritual music I can suggest meanings in stories and songs about caring I can respond sensitively to stories about caring and being cared for I can identify the way that some people make a response to God by caring	I can match some Christian artefacts with what Christians do when they worship I can retell what happened to Jesus at Easter I can respond to the parables studied with my own ideas I can talk about the feelings a piece of music evokes	I can retell and suggest meanings for religious stories, actions and symbols I share my thoughts, ideas and opinions about life	I can retell the Sikh story of Dunni Chand and the needle I can identify a good reason to share I can recognise what the 5Ks are, why some Sikh children wear them and why they are important to them. I can respond sensitively to the ideas of being generous, being equal and being fair

Year 2

Agreed Syllabus					
Harmony and Diversity - Religious Education in Leicester City					
Who celebrates what and why?	What can we learn from the Christmas story?	Who is an inspiring person? Who inspires me?	What are the ideas about God?	Can we find the meaning of symbols?	What can we learn from the stories Christians tell?
Key knowledge					
- know about key festivals of some principal religions -make simple links between festivals in different religions -recognise that religious celebrations are significant	-know the story of Christmas -understand that it is an important story to Christians -know that Jesus is the son of God	- know and recount stories about some significant religious figures -understand how key beliefs affect the ways people choose to behave	- know and recount stories about some significant religious figures -understand how key beliefs affect the ways people choose to behave	- know why signs and symbols are used -recognise some signs and symbols -know that we all have things which are special to us	- know and retell the main events in some stories about Jesus (for example, feeding the 5000, calming the storm, Jesus heals the man born blind) -know the moral/theme of each story

because they express meaning and influence communities -show awareness that religions mark the importance of time, seasons and growth in nature with celebrations		-understand fairness and the value of listening to the ideas of others	-understand fairness and the value of listening to the ideas of others	-understand that one way in which people of various show their faith is through symbols -understand that religious symbols have a special meaning to people of that faith. -recognise similarities and differences between different symbols.	
Skills					
I can identify some ways Christians celebrate Easter and Muslims celebrate Eid-ul-Fitr I can talk about some of the symbols associated with Easter I can talk about what happens at the mosque when Eid ul Fitr is celebrated I can suggest a meaning in a story of Eid or of Easter	I can retell the story of Christmas I can talk about why it is an important story to Christians	I can retell a Muslim story and a Christian story I can use the word 'inspiring' for myself I can identify what might be inspiring in the stories I can respond sensitively to questions about who has inspired me, for example to be thankful, to be generous or to be kind	I can identify some ways a Christian or Hindu might describe God I can express my own questions I can respond sensitively to other people's ideas of God	I can match some symbols to their faith and say what they represent I can identify 3 symbols from Christianity and 3 from another faith, matching them to the two religions I can recognise things which are special to someone from a particular religion and begin to explain why	I can retell some Christian stories I can identify what Christians might learn from these stories I can listen to and share stories with my teacher and peers

Year 3

Agreed Syllabus					
Harmony and Diversity - Religious Education in Leicester City					
What can we learn about what is special for Muslims?	How does a Christian follow Jesus?	Values: what matters the most?	What is the purpose of lent?	Who is my neighbour?	How did the world come into being and why should we care for it?
Key knowledge					
-identify and describe some of the key beliefs and traditions -identify and describe important aspects of the religion such as Ramadan, Eid-UI-Fitr, Eid-Al-Adha, The Qur'an -Explain why these are special and important	-identify and understand some of the key beliefs of the religious traditions -describe some of the ways that God is represented in different faith traditions -describe how and why sacred texts are important to believers -recognise and describe the influence of religious stories on ideals of character and moral values -know the main events in the lives of significant religious	-make links between religious and moral ideals and their influence on lifestyle and behaviour -make links between their own ideas and the ways religions and beliefs enable people to value themselves and recognise their responsibility towards others -understand that other people have different points of view	-know what lent is and who celebrates it -understand why lent is important to Christians	-describe and evaluate some key events in the lives of contemporary figures who have inspired believers -make links between religious and moral ideals and their influence on lifestyle and behaviour -recognise and describe the influence of religious stories on ideals of character and moral values	-describe some of the difficult questions life presents for everyone, including questions about God -ask some ultimate questions and understand a range of answers, applying ideas for themselves -suggest varied answers to questions about the origins of human life engaging with the mysterious questions for themselves

	figures and their importance to believers and impact on society -recognise how some religious figures have experienced and expressed spiritual encounters -recognise the influence of religious stories on ideals of character and moral values	-apply what they have learned to some of their own beliefs, values and opinions -make links between what religions teach about right and wrong		-make links between what religions teach about right and wrong and their own views -describe a range of responses from religious and other sources to global issues, making links to religious beliefs and to their own behaviour	-describe a range of responses from religious and other sources to global issues, making links to religious beliefs and to their own behaviour
Skills					
I can describe important aspects of Islam I can identify why certain aspects are special	I can use religious or spiritual vocabulary such as 'baptism', 'temptation', 'belief', 'miracle', 'parable' I can describe and re-tell a range of events and stories from the life of Jesus I can make links between the stories and the actions of a believer I can consider puzzling and mysterious questions about how a believer understands what faith requires	I can describe the ideas of Humanists simply I can describe some Christian and Humanist values simply I can use vocabulary such as 'values' 'right and wrong' and 'good and bad' I can make links between my own behaviour and the values I hold, and the values I study.	I can describe the religious meaning behind lent I can talk about why lent is meaningful to Christians I can reflect on my life	I can use religious or spiritual vocabulary such as neighbour, sacrifice, suffering, parable I can describe and re-tell a range of events and stories from the life of Jesus and other significant figures I can make links between stories and the actions of a believer I can consider puzzling and mysterious questions about how a believer understands what their faith requires of them	I can listen to other viewpoints on how the world came into being I can discuss various viewpoints on this I can suggest reasons why the earth should be cared for I can suggest ways in which the earth can be cared for

Year 4

Agreed Syllabus					
Harmony and Diversity - Religious Education in Leicester City					
What does it mean to be a Sikh?	How is Christmas celebrated around the world?	Who inspires me?	What does light/dark mean?	How is new life welcomed into the world?	What are the deeper meanings of festivals?
Key knowledge					
- identify and understand some of the key beliefs of the religious traditions -describe and apply some of the ways that God is represented in different faith traditions -describe how and why sacred texts are important to believers -recognise and describe the influence of religious stories on	- identify symbols of Christmas that children are familiar with -describe the meaning of some common symbols -identify those which have a religious meaning and those which do not -recognise that Christmas is celebrated differently in different places around the	- know the main events in the lives of significant religious figures and their importance to believers and impact on society -recognise how some religious figures have experienced and expressed spiritual encounters -recognise the influence of religious stories on ideals of character and moral values	-Identify the meaning of light and dark in different religions -know about the different religions practised in their community -know the meaning of some religious signs and symbols -know the different ways in which religious people use and explain the symbolism of food,	- describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives -describe how people express their beliefs through ceremonies that show the importance of belonging	- describe how and why sacred texts are important to believers -illustrate, using religious vocabulary, ways in which religious meaning is conveyed in ordinary language, special vocabulary and other forms of expression -recognise and describe the influence of religious stories on

ideals of character and moral values -understand the meanings of some festivals and their significance for believers -know the main events in the lives of significant religious figures and their importance to believers and impact on society -recognise how some religious figures have experienced and expressed spiritual encounters -recognise the influence of religious stories on ideals of character and moral values -describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour	world and identify key aspects which remain the same	-describe and evaluate some key events in the lives of contemporary figures who have inspired believers -make links between religious and moral ideals and their influence on lifestyle and behaviour -recognise and describe the influence of religious stories on ideals of character and moral values	clothing, music, ritual objects and behaviour -know the reasons why some religious people do not use visual symbols - understand the meanings of some festivals and their significance for believers -understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebrations	-understand ways in which people are dependent on each other and ways in which faith communities support and strengthen their members	ideals of character and moral values -understand the meanings of some festivals and their significance for believers -describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects, and behaviour -understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebrations
Skills					
I can retell three key events from Guru Nanak's life in some detail I can identify a Sikh belief and suggest two things that matter to a Sikh I can respond sensitively to stories about people from the Sikh religion, noticing what matters to them	I can identify symbols of Christmas I can make comparisons between the way in which two countries celebrate Christmas I can identify the religious aspects of Christmas which remain the same in every country	I can explain the specific beliefs and teaching that motivate these inspirational people to behave in particular way I can begin to identify the effect that following a religion had on the lives of the inspirational people studied I can make links between what I have learnt about the inspirational people and my own behaviour	I can identify the way in which different religions view light and dark I can discuss the different religions practiced nearby I can discuss the use of symbolism in some religious I can identify why some religions choose not to use images and symbols	I can use religious or spiritual vocabulary accurately to describe an aspect of a birth ceremony I can describe and re-tell a range of different birth ceremonies I identify the impact that the naming ceremony has on the lives of those involved I can identify why the birth of a baby is important I can identify the influences on their lives I can make links between the beliefs of people from different faiths and my beliefs; make links between the ceremonies and the actions of believers; consider questions about believers' hopes for their baby's future	I can use a widening religious vocabulary to show that I understand some of the major elements of different world faiths; I can use the vocabulary learned in RE to show my understanding of the nature of faith I can apply ideas from what I have learned to my own idea of what is worth celebrating, comparing and contrasting this to that of believers

Agreed Syllabus

Harmony and Diversity - Religious Education in Leicester City

How does a Christian follow Jesus?	Why is advent important to Christians?	What can we learn from Sikh, Christians and Muslims?	What can we learn from temptation?	What happens when we die?	How do you find your way through the moral maze?
Key knowledge					
-know the original elements of the biblical Christmas story -know the story of Jesus getting lost in Jerusalem and its importance to Christians -know a famous parable of Jesus and the context in which it was told - know the story of the feeding of 5,000 people - know and understand the 'Lord's Prayer' -know the main activities of a Christian place of worship - know the parable of the talents - know some of the metaphors Jesus used to describe himself - know details of the story of Easter	-know what advent is and how it is celebrated by Christians -identify the important religious meaning behind it and differentiate this from secular celebrations -recognise the symbols associated with advent, such as candles, evergreen branches and Christingles	- know what Sikhs think about the value of money -discuss my own ideas around the value of money -know what Muslims think about the beauty of nature - discuss my own ideas around the beauty of nature -know what Christians think about the meaning of love -discuss my own ideas around the meaning of love	-understand what temptation is -suggest/predict the consequences of good and bad choices - compare the consequences of what they say and do for other people, thinking about the impact of choices -understand how and why forgiveness works to mend broken friendships or relationships - understand that forgiveness is not easy, but costly	-describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives -understand how religious faith helps some people to deal with both positive and negative feelings and experiences -describe how people express their beliefs through ceremonies that show the importance of belonging - describe some of the difficult questions life presents for everyone, including questions about God	-make links between their own ideas and the ways religions and beliefs enable people to value themselves and recognise their responsibility towards others -make links between what religions teach about right and wrong and their own views -understand ways in which people are dependent on each other and ways in which faith communities support and strengthen their members -be able to apply ideas from some sources of authority within different religions to questions about race, diversity, community and behaviour -recognise and describe the influence of religious stories on ideals of character and moral values
Skills					
I can use a widening religious vocabulary to show that I understand the teaching and events of Jesus' life I can use the vocabulary learned in RE to show my understanding of the nature of faith I can apply ideas from what I have learned to my own beliefs, comparing and contrasting them to those of believers	I can identify the symbols associated with advents I can discuss why it is important to Christians	I can suggest varied answers to questions about meaning and purpose in the wisdom of the religions I've studied I can apply ideas of my own to understanding wisdom from different religions I can describe clearly the wisdom that inspires me I can explain clearly some examples of similarities and	I can describe some things Muslims or Christians think are wrong, and some things they think are good I can use the vocabulary of the unit such as dilemma, temptation, resist, give in, commit, good and bad, right and wrong I can make links between the teachings of one of the religions studied and the way people might choose to behave	I can use a widening religious vocabulary to show that they understand the religious nature of funeral ceremonies I can use the vocabulary learned in RE, to show understanding of the specific ceremonies and the religion that practices them I can apply ideas to my own beliefs, comparing and contrasting them to those studied	I can describe the sources and beliefs that help believers of particular religions to solve some moral dilemmas I can make links between the sources and beliefs that guide me and the moral decision/belief I hold I can describe the impact that holding a particular belief might have on a person's life

		differences in the wisdom of three religions I can find a way to express what I have learned about money, beauty and love			I can describe what ideas and beliefs influence me and how that causes me to hold particular beliefs or to behave in a particular way
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Year 6

Agreed Syllabus				
Harmony and Diversity - Religious Education in Leicester City				
What does it mean to be a Muslim?	Is Christmas sacred or secular?	What is so special about marriage?	Can religion help to build a fair world and make poverty history? Why is Easter still important to Christians?	What will make our city a more respectful place?
Key knowledge				
-identify and understand some of the key beliefs of the religious traditions -describe some of the ways that God is represented in different faith traditions -describe how and why sacred texts are important to believers -recognise and describe the influence of religious stories on ideals of character and moral values -recognise the influence of religious stories on ideals of character and moral values -recognise and describe the functions and significance of places of worship -know some reasons why people pray and understand that there are different types of prayer, considering the idea that people believe they can communicate with God in prayer -show understanding of the value and importance of pilgrimage to believers -describe the reasons why some religious people do not use visual symbols	- identify sacred and secular aspects of Christmas -describe different ways in which people celebrate Christmas -identify the religious meaning behind Christmas and discuss how this is celebrated now	- understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebrations -describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives -understand how religious faith helps some people to deal with both positive and negative feelings and experiences -describe how people express their beliefs through ceremonies that show the importance of belonging -understand ways in which people are dependent on each other and ways in which faith communities support and strengthen their members	- describe some examples of how the religious communities of Leicester celebrate together and work together -be able to apply ideas from some sources of authority within different religions to questions about race, diversity, community and behaviour -describe a range of responses from religious and other sources to global issues, making links to religious beliefs and to their own behaviour -understand why religious and other communities address economic imbalance through activities such as Fair Trade -make links between war and suffering on a global scale and the conflict and sadness that they experience in their own lives -apply what they have learned to their own spiritual ideas, experiences and questions and to religious and social issues in Leicester, the UK and the wider world	- know about different religions practised in their community -understand ways in which people are dependent on each other and ways in which faith communities support and strengthen their members -understand some of the causes of prejudice -apply the idea of respect to other people's beliefs, values and opinions -know some ways in which the religious communities of Leicester celebrate together and work together -be able to apply ideas from some sources of authority within different religions to questions about race, diversity, community and behaviour
Skills				
I can use a widening religious vocabulary to show that I understand key beliefs of Islam and begin to	I can identify religious and secular aspects of Christmas	I can use a widening religious vocabulary to show that they	I can use religious or spiritual vocabulary such as justice, poverty,	I can discuss the different religions practiced in my area

explain the effect those beliefs have on the life of a Muslim I can use the vocabulary learned in RE to show my understanding of the significance of the main parts of a mosque and compare them to other places of worship I have studied I can show understanding of the effect that teaching from a sacred text has on how a Muslim might choose to behave I can suggest the meaning and beliefs demonstrated through festival, fasting and pilgrimage I can apply ideas from Islam on charity, community, God and guidance to my own ideas, commitments, beliefs and responsibilities.	I can discuss / debate with my peers: Is Christmas sacred or secular? Is Christmas only for Christians? I can identify what, if anything, Christmas means to me	understand the religious nature of marriage ceremonies; I can use the vocabulary learned in RE to show my understanding of the specific ceremonies and the religion that practises them I can apply ideas from what I have learned to my own beliefs, comparing and contrasting them to those studied	charity, generosity, zakat and fair trade I can describe the teaching of Islam and Christianity about justice and poverty I can make links between their own beliefs and the beliefs of a major faith in relation to justice and poverty I can consider puzzling and mysterious questions about why some people/countries are wealthy while others are poor	I can give examples of how faith communities celebrate and work together I can make links between my own ideas and the ways religions and beliefs enable people to value themselves and recognise their responsibility towards others
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Barley Croft – RE Progression of Skills – Stand Alone Learning Units in order of teaching

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Rosh Hashanah and Yom Kippur</u>			I know who celebrates Rosh Hashanah and how it is celebrated. I can tell you something that either Rosh Hashanah or Yom Kippur is about.	I can retell some of the details of the Jewish festivals Rosh Hashanah and Yom Kippur. I am aware of what reflection is and why it is important.	I understand why Rosh Hashanah is celebrated and the significance it has to Jews. I can explain why Jewish believers consider forgiveness important.	I can connect the ideas about hope and freedom. I can explain what Rosh Hashanah and Yom Kippur are in my own words.
<u>Remembrance Day</u>	I can show I understand that something important happened and	I know who we remember on Remembrance Day. I can show how I can pay respect on	I can share key points of how the poppy became the symbol of Remembrance.	I understand what Remembrance Day symbolises. I can explain why it was created.	I can explain why Remembrance is important. I can understand how and when to	I can consider the bigger question about remembering those that have made sacrifices for others.

	that we need to pay our respects.	the day of Remembrance.	I know how to show respect during Remembrance Day.	I know how to show respect during Remembrance Day.	show respect during Remembrance Day.	
<u>Diwali</u>	I have heard, and understood the story of Diwali.	I can retell the story about Diwali using key characters I know from the story.	I can connect what I know about festivals with the symbols of light and dark.	I understand why Diwali is celebrated and why it is important to many people.	I can connect the 'big days' of the Hindu year with some 'big days' in my own life.	I can give diverse concepts and ideas to show my understanding of ideas about Diwali and its significance.
<u>Christmas</u>	I can explain that Jesus is special to Christians. I can remember some characters from the story of Christmas.	I can retell the story of Christmas using character names I know.	I can identify traditions at Christmas that are symbolic to Christians.	I understand the difference between modern traditions and religious traditions.	I can describe why Christmas matters to Christians.	I can share diverse ideas about the significance of light in the celebrations of Christmas.
<u>Chinese New Year</u>	I know the story of Chinese New Year.	I can retell the key features of the story for Chinese New Year, using the key main characters.	I can explain the reasons for the traditions being followed. I can identify key characteristics of the animals celebrated.	I can suggest the meanings behind some of the traditions. I can identify at least 2 customs observed by the Chinese.	I can research the characteristics of my Chinese animal and reflect on the qualities it has.	I can make links with the characteristics of my lunar animal and myself.
<u>Shrove Tuesday and Ash Wednesday</u>	I know what Shrove Tuesday is and why it is celebrated.	I can retell the story of Shrove Tuesday and why pancakes are eaten on this day.	I can explain why pancakes are made on Shrove Tuesday. I can use some of the vocabulary I have learnt about Ash Wednesday.	I can retell the story of Ash Wednesday	I can retell the story of Ash Wednesday and explain the significance of this day to Easter.	I can reflect on the reason for lent and the symbolic effect of an Ash Wednesday service on Christians.
<u>Holi</u>			I can retell some details of the Hindu festival Holi.	I can retell using some of the names and details of a Hindu festival.	I can explain why Hindus believe in celebrating Holi. I can reflect on the values that are celebrated during Holi.	I can make links between Holi and the use of colour in other religions I already know.
<u>Easter</u>	I can recall the Easter story.	I can explain why eggs symbolise new life.	I can identify the key points of the 'The Last Supper'.	I can explain the importance of Jesus' words at 'The Last Supper'.	I can explain the importance, in Christianity, of the cross and the	I can reflect on the values that are celebrated at Easter

					resurrection going together.	and how they give hope to Christians.
<u>Vaisakhi</u>	I know the story of Vaishaki.	I can retell the story of Vaisakhi using the correct character names.	I can identify important symbols from the story of Vaisakhi and explain why they are important.	I can retell some details of the Sikh festival Vaisakhi.	I can explain why a Sikh believes these events, lives or values are worth celebrating	I can make links between the importance of Vaisakhi and my own life events.
<u>Eid Ul Fitr</u>			I can identify key characters from the story about the Prophet (pbuh) I can retell a story about the Prophet (pbuh) using the correct names.	I can respond to the symbolism of moon and stars I can describe the meaning of the Muslim symbol	I can connect the ideas of guidance and light to the symbol of Islam	I can respond and give diverse ideas about the role and significance of the Prophet (pbuh) and the Qur'an for Muslims