

# Leavesden JMI School & Nursery Curriculum

Religious Education							
<i>Intent of the SUBJECT Curriculum: RE at Leavesden develops enquiry, reasoning and reflection, encouraging children to grow spiritually, morally, socially and culturally.</i>							
<p><i>The Leavesden Curriculum is designed to allow children the opportunity to:</i></p> <ul style="list-style-type: none"> <li>• <i>Understand different religious traditions</i></li> <li>• <i>Experience the celebrations of real events</i></li> <li>• <i>Be empathetic, challenge prejudice</i></li> <li>• <i>Develop children who are responsible and make positive contributions to the community and the wider world.</i></li> </ul>							
Beliefs							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Context	<p><i>Stories</i></p> <p><i>The Natural World</i></p>	<p><i>Religions across the world</i></p>	<p><i>Comparisons of religion</i></p>	<p><i>People, stories and traditions</i></p>	<p><i>Religious Expression</i></p> <p><i>Hinduism</i></p> <p><i>Sacred Stories</i></p>	<p><i>Religion and local communities</i></p> <p><i>Commitment to religious tradition</i></p> <p><i>Leaders in Religious Communities</i></p> <p><i>The Importance of Religion today</i></p> <p><i>Creation and its Questions</i></p>	<p><i>Religion and ethics</i></p> <p><i>Buddhism</i></p>
Skill Development	<p><i>Use stories as a stimulus for discussion about different beliefs</i></p> <p><i>Aspects of the natural world: spring and new life</i></p>	<p><i>Can talk about what the main world religions believe about God</i></p> <p><i>Look at religious books</i></p>	<p><i>Can talk about what the main world religions believe about God and any similarities/differences with their own religion (if different)</i></p>	<p><i>Discuss people, stories, traditions and how these influence people's practices and ways of life</i></p> <p><i>Key Religious Leaders: Muahammad (pbuh), Jesus: life and stories</i></p>	<p><i>Think about the meaning of religious expression and why it is important</i></p> <p><i>Hinduism: one God many forms, worship in a Hindu home</i></p> <p><i>Sacred Texts: Bible (Christianity), Guru Granth Sahib (Sikhism), Bhagavad Gita (Hinduism)</i></p> <p><i>Sacred Stories: Hindu traditional tales</i></p>	<p><i>Reflect on the significance of religion on local, national and global communities</i></p> <p><i>Discuss the challenges of commitment to religious tradition</i></p> <p><i>Understand the roles of different leaders in religious communities</i></p> <p><i>Consider, discuss and debate ultimate and non ultimate questions such as: How the world started</i></p>	<p><i>Understand religious responses to ethical questions, reflecting on ideas of right and wrong</i></p> <p><i>Express their own ideas of religious belief</i></p> <p><i>The Buddha - Prince Siddhartha, Buddhists today</i></p>

<p><i>Building on from...</i></p>	<p><i>In the EYFS children use stories as a means of understanding the world around them. They will use stories to aid discussion about different beliefs. Throughout the year, they will consider the world around them and observe the beginnings of new life in the Spring and what it is that people believe about new life.</i></p>	<p><i>In the EYFS, children learn about different beliefs through stories. In Y1, they will build on this by looking more closely at the main world religions and considering their similarities and differences. They will make use of their developing reading skills to look at non fiction books relating to religion.</i></p>	<p><i>In Year 1, children will have explored the main world religions and their key beliefs. In Year 2, children should be able to recall some key features of these religions in order to be able to compare their similarities and differences.</i></p>	<p><i>In Year 1 and 2, children will have become confident with the name and key beliefs of the main world religions. In Year 3, they will build on this knowledge to explore how these beliefs are expressed and the ways in which believers' lives are influenced by these beliefs.</i></p>	<p><i>During Y3, children will have explored the ways in which religious belief influences and impacts on their lives. They will build on this in Y4 by investigating why these beliefs and ways of life are so significant. Additionally, they will explore Hinduism in greater depth and will learn more about the sacred texts of the world religions they have previously learnt about.</i></p>	<p><i>In Year 4, children will have explored how people express their religions. This will be built upon in Y5 as they investigate the challenges of religious life. They will also extend their knowledge and understanding of religious ways of life explored in KS1 and LKS2 to reflect on how religion impacts communities.</i></p>	<p><i>During Year 5, children will have explored big questions relating to religion, such as considering how the world started. They will build upon this by investigating religion and ethics. Additionally, they will use their understanding of religious expression in order to begin to express their own ideas of religious belief.</i></p>
<p><i>Moving onto...</i></p>	<p><i>By the end of Reception, children should be able to discuss some of the beliefs they have read about in stories. They should feel confident discussing aspects of new life that they have observed during the Spring term.</i></p>	<p><i>To be ready for Y2, children will need to have a confident knowledge of the main world religions and their beliefs in order to be able to explore what these religions' key beliefs are in comparison with their own beliefs.</i></p>	<p><i>To be ready for Y3, children should be able to independently make comparisons between religions and consider how these beliefs impact the lives of those who follow them.</i></p>	<p><i>To be ready for Y4, children should have a comfortable knowledge of the world's main religions, what they believe and how these beliefs influence the ways in which they live their lives. This will allow them to explore the significance of these beliefs and ways of life next year.</i></p>	<p><i>To be ready for Y5, children should be able to recall and discuss the ways in which people from different faiths go about their daily lives. This will be built upon next year as the children explore the influence of religious communities on local, national and global communities.</i></p>	<p><i>By the end of Y5, children should be able to discuss and reflect upon the significance of religion on local, national and global communities. They will be able to consider the roles of religious leaders in their communities. They should have had the opportunity to consider and discuss 'big questions' in order for them to be able to delve deeper into questions concerning religion and ethics.</i></p>	<p><i>By the end of Y6, children from Leavesden will be equipped with the understanding of the beliefs and religious expression of the main world religions. This will help them to consider non-religious beliefs as they move to secondary school. By exploring and reflecting upon ultimate questions relating to religion, children from Leavesden will be well positioned to consider religious morals, ethics and philosophy.</i></p>
<p><i>Tier 3 Technical Language</i></p>	<p><i>religion, belief, discussion, celebration, worship, prayer</i></p>	<p><i>reflection, beliefs, similarities, differences, uniqueness, community, family, celebrations, Christmas, Easter, Diwali, Passover, Ramadan, Eid</i></p>	<p><i>belonging, symbols, symbolism, communities, meaning, reflection, religious leaders</i></p>	<p><i>stories, traditions, influence, practice, worship, pilgrimage, faith, community</i></p>	<p><i>similarities, differences, religious expression, symbols, symbolism, purpose, meaning, religious insight</i></p>	<p><i>significance, local, national, global, challenge, commitment, sacred texts, sacred acts</i></p>	<p><i>ethics, human rights, social justice, philosophy, ceremonies, reflection</i></p>
<p><i>Suggested people of inspiration</i></p>	<p><i>See Year group CPD pack</i></p>						

## Religious Education

**Intent of the SUBJECT Curriculum:** RE at Leavesden develops enquiry, reasoning and reflection, encouraging children to grow spiritually, morally, socially and culturally.

**The Leavesden Curriculum is designed to allow children the opportunity to:**

- Understand different religious traditions
- Experience the celebrations of real events
- Be empathetic, challenge prejudice
- Develop children who are responsible and make positive contributions to the community and the wider world.

### Themes

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Context	<i>Religion and its significance in their own lives</i>	<i>Belonging</i> <i>Our World</i> <i>Easter</i>	<i>Belonging</i> <i>Symbols</i>	<i>Belonging to a religious community</i>  <i>Christmas</i>  <i>Rules and actions</i>	<i>Inspirational people</i>  <i>Food in religion</i>	<i>Rules for Living</i>  <i>Sacred acts</i>  <i>Light</i>	<i>Beliefs in action</i>  <i>Ideas about God</i>  <i>The Environment</i>  <i>Suffering</i>
Knowledge Development & Skill Development	<i>How religion fits into their world view and the world view of those who are familiar to them.</i>  <i>Main religious celebrations.</i>	<i>Belonging:</i> <i>Children to reflect on who they are, their own uniqueness and their place in their family and community, bringing in aspects of their religion and how this is part of their identity</i>  <i>Our world:</i> Harvest, Sukkot, caring for our world  <i>Easter:</i> Giving up something for love	<i>Belonging:</i> <i>Where and how people belong and why belonging is important</i>  <i>Symbols:</i> <i>which symbols are relevant in which religions and how they express religious meaning</i> <i>Cross (Christianity), Wheel of Life (Buddhism), Om (Hinduism), Star and Crescent (Islam), Menorah (Judaism), Khanda (Sikhism)</i>	<i>Belonging:</i> <i>Reflect on what it means to belong to a faith community, practices and ways of life</i>  <i>Ways of describing God:</i> 99 beautiful names of Allah  <i>Christmas:</i> angel messengers; sending and receiving news  <i>Rules and Actions:</i> Five Pillars of Faith, Two Commands of Jesus, Charity	<i>Inspirational people - reflecting on sources of inspiration to people of particular faiths</i> <i>Reflecting on people and sources of inspiration to themselves</i>  <i>Food in religion: Food as part of Christian worship</i> <i>The Langar, Kara Prashad (Sikhism)</i>	<i>Rules for Living: The Ten Commandments, Laws from Deuteronomy (Kosher)</i>  <i>Sacred acts - why some occasions are sacred, their origins, meaning and purpose</i>  <i>Light as a Symbol: Hanukkah (Judaism), Advent and Christmas (Christianity)</i>	<i>Beliefs in action - discuss and reflect on the ideas of human rights, fairness, social justice and the environment thinking about these from the standpoint of different religions or none at all</i>  <i>Ideas about God: many, one, none?</i>  <i>Religion and the environment</i>  <i>Suffering: links to holocaust, genocide, desire and suffering, overcoming evil</i>
Building on from...	<i>In the EYFS children spend a lot of time considering their own identities and the identities of those who are important to them. As part of this, they will consider their own experiences of religion, both at home and at school.</i>	<i>In the EYFS, children will have explored religious celebrations and be ready to explore their own identity and beliefs further.</i> <i>They will develop their understanding of the world to consider how religion impacts on how we care for it.</i> <i>Children will begin to explore religious festivals such as Harvest, Sukkot and Easter.</i>	<i>In Year 2, children use their understanding of the concept of belonging in relation to religion to consider its importance.</i> <i>Additionally, they will use what they already know about religious celebrations to explore elements of religious expression, with particular regards to the importance of symbolism.</i>	<i>In Year 3, children will build upon their knowledge of religious celebrations and symbolism by exploring the rules and actions required by certain religious beliefs. They will continue to explore the concept of belonging and how this influences the ways in which people live their lives.</i>	<i>In Year 4, children begin to use their knowledge and understanding of the main world religions to explore inspirational people from different religions.</i> <i>Additionally, they will continue to learn more about the ways in which people from different religions live their lives, paying particular attention to the role of food in religion.</i>	<i>Throughout their RE learning, children will have explored the ways in which people are influenced by their religion. In Year 5, they will build on this by examining the rules for living more closely and investigating sacred occasions for different religions.</i> <i>They will also continue to explore religious celebrations and symbolism.</i>	<i>Throughout their RE learning in KS2, children will have explored the different ways of life, rules, symbolism and celebrations of the main world religions. They will use this knowledge and understanding to consider RE in relation to ideas such as human rights, justice and fairness. In addition to this, they will explore the different ideas of God and the challenges religion can bring.</i>

<i>Moving onto...</i>	<i>By the end of Reception, children should be able to recall and discuss some of the ways in which they have experienced religion (whether this is something they do at home or any of the celebrations at school). To be ready for Year 1, they should be able to name some religious celebrations and think about some of the features of these celebrations, for example, Christmas trees at Christmas.</i>	<i>To be ready for Y2, children will need to have a confident understanding of the concept of belonging in order to be able to consider its importance. They should also be able to discuss the religious celebrations taught in Year 1 and recall some of the ways in which they are recognised.</i>	<i>To be ready for Y3, children should be able to recall some of the ways in which people from different religions worship and celebrate. They should be able to discuss some of the symbols used in different religions and what they represent.</i>	<i>In order to be ready for Year 4, children should have a confident understanding of the world's main religions, what it means to belong to one of these religions and the ways in which the rules and requirements impact the lives of those who follow it. Additionally, they should have built upon their understanding of the significance of religious symbolism.</i>	<i>To be ready for Y5, children should be able to recall some people of religious inspiration and discuss why these people are significant. They should feel confident discussing the rules and regulations that people of different religions must follow and consider the reasons behind these aspects of religious life.</i>	<i>By the end of Y5, children should be able to discuss and reflect upon the rules for living in a number of different religions. They should have a confident knowledge of the different sacred acts and the significance of these on the religion in question and what they are symbolic of.</i>	<i>By the end of Y6, children from Leavesden will be equipped with a confident understanding of the world's main religions and how these beliefs are put into action. This will ensure they are ready to consider themes and ideas relating to identity and relationships with others; assumptions, prejudice and stereotyping; identifying and understanding sectarianism and religious hatred and dealing with differences.</i>
<i>Tier 3 Technical Language</i>	<i>religion, belief, discussion, celebration, worship, prayer</i>	<i>reflection, beliefs, similarities, differences, uniqueness, community, family, celebrations, Christmas, Easter, Diwali, Passover, Ramadan, Eid</i>	<i>belonging, symbols, symbolism, communities, meaning, reflection, religious leaders</i>	<i>stories, traditions, influence, practice, worship, pilgrimage, faith, community</i>	<i>similarities, differences, religious expression, symbols, symbolism, purpose, meaning, religious insight</i>	<i>significance, local, national, global, challenge, commitment, sacred texts, sacred acts</i>	<i>ethics, human rights, social justice, philosophy, ceremonies, reflection</i>
<i>Suggested people of inspiration</i>	<i>See Year group CPD pack</i>						

## Religious Education

**Intent of the SUBJECT Curriculum:** RE at Leavesden develops enquiry, reasoning and reflection, encouraging children to grow spiritually, morally, socially and culturally.

**The Leavesden Curriculum is designed to allow children the opportunity to:**

- **Understand different religious traditions**
- **Experience the celebrations of real events**
- **Be empathetic, challenge prejudice**
- **Develop children who are responsible and make positive contributions to the community and the wider world.**

### Celebrations

	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<i>Context</i>	<i>Celebrations they know</i> <i>Christmas</i> <i>Easter</i>	<i>Stories and Celebrations</i> <i>Light</i>	<i>Giving and receiving</i> <i>Easter</i>	<i>Worship and Pilgrimage</i> <i>Lent &amp; Easter</i>	<i>Symbols</i> <i>Christmas</i> <i>Easter</i>	<i>Celebrations and Key Figures</i> <i>Easter</i>	<i>Life after Death</i> <i>Christmas</i> <i>Easter</i>

					<b>New life</b>		
<b>Knowledge Development &amp; Skill Development</b>	<p>Can discuss a religious celebration that they observe and listen to others describe theirs</p> <p>Christmas - the birthday story of Jesus</p> <p>Easter - exploring happiness and sadness and their experiences of these emotions</p>	<p>Stories &amp; Celebrations: Gain knowledge of the main religious celebrations and the stories behind these, knowing how and why these are important</p> <p>Light: Advent, Diwali, Hanukkah, the use of light in the Christmas story</p>	<p>Giving and receiving at Christmas (and at other relevant times in other religions)</p> <p>The importance of Easter to Christians</p>	<p>Worship &amp; Pilgrimage: where, how and why people worship in the ways they do</p> <p>Lent &amp; Easter</p>	<p>Symbols: what symbols are there of religious expression, what is their purpose and their meaning</p> <p>Christmas: acceptance or rejection; no room at the inn Easter: sharing of the last supper (links to food)</p> <p>Welcoming new life: Christianity &amp; Sikhism</p>	<p>Celebrations related to Key Figures: Purim – Esther (Judaism), Passover – Moses (Judaism)</p> <p>Easter - Jesus, the events of Holy Week</p>	<p>Ideas about life after death - the origins of these ideas and the ceremonies in which people of particular faiths are remembered</p> <p>Christmas - sacred and secular</p> <p>Easter: its importance today</p>
<b>Building on from...</b>	<p>In the EYFS, children are introduced to some religious celebrations and are encouraged to talk about any of their own experiences of religious celebration.</p>	<p>In Year 1, children will use their knowledge of religious festivals to gain a greater understanding of the reasons and stories behind both the celebrations they know and be introduced to new religions and their special occasions. They will begin to think about some of the symbols of religion and why they are important.</p>	<p>In Year 2, children use their understanding of symbolism to explore the significance of giving and receiving within religion and discuss the role this plays in the everyday life of religious people. They will continue to explore religious significance as they explore why Easter is so important to those of the Christian faith.</p>	<p>In Year 3, children will build upon their knowledge of religious life by exploring how people from different religions worship and the reasons for the types of worship they engage in. Additionally, the children will extend their understanding of Easter by considering its preparations including Lent.</p>	<p>In Year 4, children begin to use their knowledge and understanding of symbolism to examine their purpose in religious life. They will continue to explore aspects of religious celebrations and extend their concept of these by exploring themes which run within them.</p>	<p>Throughout their RE learning, children will have explored the ways in which people celebrate religious festivals and should by now have a good understanding of their purpose and meaning. In Year 5, they will build upon this knowledge by considering the key figures involved in such celebrations. Children will also delve deeper into the festival of Easter, exploring the events of Holy Week and the road to Jesus' crucifixion.</p>	<p>By the time they reach Year 6, children at Leavesden will have a confident knowledge of the world's main religions, aspects of symbolism, worship and celebration. This will allow them to consider ideas such as life after death or the concept of Christmas as a celebration of both the sacred and the secular.</p>
<b>Moving onto...</b>	<p>By the end of Reception, children should be able to recall and discuss some of the ways in which religion is celebrated. They should also be able to talk about feelings - their own experiences of feelings and the feelings experienced during religious festivals.</p>	<p>To be ready for Y2, children should understand the concept of symbolism in religion and be able to discuss why they think the symbols they have learnt about are significant. This will prepare them as they look more closely at other symbols of religion next year.</p>	<p>To be ready for Y3, children should have a confident understanding of not only the concept of symbolism but also the symbols learnt so far and their significance to religious life. They should be comfortable discussing the Easter story and be able to talk about the reasons as to why it is so important in Christianity.</p>	<p>In order to be ready for Year 4, children should have a confident understanding of the symbols of religious expression and what they represent. They should understand the ways in which worship and pilgrimage are symbolic. Children should also have a confident knowledge of the Easter story, its importance to Christians around the world and the ways in which Lent helps Christians prepare for Easter.</p>	<p>To be ready for Y5, children should have a firm understanding of religious celebrations and their symbolism. They should be able to discuss their significance, purpose and meaning. This will enable them to consider key figures relating to religious celebrations. Additionally, children should be able to recall the events of the Last Supper and the significance of the sharing of the feast.</p>	<p>By the end of Y5, children should have a comprehensive knowledge of the main religious festivals that occur each year and be able to recall their significance. To be ready for Year 6, children should be able to discuss their own views and beliefs relating to what they have learnt.</p>	<p>By the end of Y6, children from Leavesden will be equipped with a confident understanding of religious celebrations, their purpose, meaning and significance. Their exposure to and discussion of big questions will enable them to consider questions on forgiveness, the trinity and issues of prejudice and discrimination.</p>
<b>Tier 3 Technical Language</b>	<p>religion, belief, discussion, celebration, worship, prayer</p>	<p>reflection, beliefs, similarities, differences, uniqueness, community, family, celebrations, Christmas, Easter, Diwali, Passover, Ramadan, Eid</p>	<p>belonging, symbols, symbolism, communities, meaning, reflection, religious leaders</p>	<p>stories, traditions, influence, practice, worship, pilgrimage, faith, community</p>	<p>similarities, differences, religious expression, symbols, symbolism, purpose, meaning, religious insight</p>	<p>significance, local, national, global, challenge, commitment, sacred texts, sacred acts</p>	<p>ethics, human rights, social justice, philosophy, ceremonies, reflection</p>

Suggested people of inspiration	See Year group CPD pack
---------------------------------	-------------------------

## Religious Education

**Intent of the SUBJECT Curriculum:** RE at Leavesden develops enquiry, reasoning and reflection, encouraging children to grow spiritually, morally, socially and culturally.

- The Leavesden Curriculum is designed to allow children the opportunity to:**
- Understand different religious traditions
  - Experience the celebrations of real events
  - Be empathetic, challenge prejudice
  - Develop children who are responsible and make positive contributions to the community and the wider world.

### Experiences

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Context	<i>Role play</i>  <i>Special people and special places</i>	<i>Senses</i>  <i>Sharing beliefs and ideas</i>	<i>Visits and reflection</i>	<i>Religion and human experiences</i>  <i>Special and Sacred Places</i>	<i>Religious insights into life</i>	<i>Visits and religious impact</i>	<i>Questions</i>  <i>Expressing faith</i>
Knowledge Development & Skill Development	<p><i>Role play as a means for children to experience each others beliefs</i></p> <p><i>Special people and special places</i></p>	<p><i>Using their senses to experience times of quiet reflection</i></p> <p><i>Sharing their own beliefs, ideas and values and talking about their feelings and experiences</i></p>	<p><i>Visiting or having a visit from leaders of local faith communities, focussing on symbols and reflection</i></p>	<p><i>Discussion on a range of human experiences and feelings, thinking about how religious beliefs impact on these ideas</i></p> <p><i>Special and Sacred Places: Personal places, The Mosque and the musulla, The Church</i></p>	<p><i>Reflect on religious insights into life - its origins, its purpose and its meaning</i></p>	<p><i>Visits/visitors focusing on the impact and reality of religion locally and globally</i></p>	<p><i>Discuss religious and philosophical questions</i></p> <p><i>Expressing faith in art, drama and song</i></p> <p><i>Faith through meditation</i></p>
Building on from...	<p><i>Throughout the early years, children make use of role play as a means of understanding what they know of the world. This provides an excellent opportunity for them to consolidate and make sense of</i></p>	<p><i>In the EYFS, children will have explored the idea of different religions and beliefs and will have used stories and role play as a means of understanding what they know. They will build upon this further in Year</i></p>	<p><i>In Year 2, children will build upon their understanding of reflection to consider other important aspects of religious life. They should have the opportunity to visit or have visitors from local faith</i></p>	<p><i>In Year 3, children will build upon their knowledge of different faiths, by exploring the special and sacred places within different religions. This will extend their understanding of religious</i></p>	<p><i>In Year 4, children begin to use their understanding and experiences of reflection to consider some of the big questions in religion, such as what is the origin of life? What is its purpose or its meaning?</i></p>	<p><i>Children will have had experiences of visits and visitors In Year 3 and this will be built upon in Year 5 as they welcome back these visitors and explore how religion</i></p>	<p><i>Throughout their RE learning at Leavesden, children will have explored a wealth of religious experiences. In Year 6, they will use these experiences to allow them to</i></p>

	<i>the things they will learn about religion and beliefs.</i>	<i>1, by exploring reflection - what it is, why people reflect and experience their own moments of quiet reflection. Children will also discuss their experiences of religion, building on from using role play as a means of consolidating their understanding of belief.</i>	<i>communities to gain first hand experience of the beliefs, worship and celebrations they learn about.</i>	<i>symbolism and representation and help them to understand more about why people worship in the ways they do. Children will also delve deeper into the range of human experiences, considering how these are impacted by the presence of (or lack of) religious belief.</i>	<i>The RE they have learnt about and discussed up to this point should allow them to explore their opinions on these issues as well as their own beliefs and consider the influence religious belief has on these questions.</i>	<i>impacts the world around us; locally, nationally and globally. Their experiences of reflection, discussion and debate will ensure that the vast majority of children are ready for responsible discussion around these topics.</i>	<i>discuss and debate religious and philosophical questions. Children will have honed their skills of quiet reflection and continue to use this to explore faith through meditation as well as exploring the different ways in which faith can be expressed.</i>
<i>Moving onto...</i>	<i>By the end of Reception, children should be able to recall and discuss some of the ways in which they have experienced religion, whether that is at home, at school or both. They should be able to re-enact some of these experiences in their imaginary play and talk about their shared experiences of religion with those who are important to them.</i>	<i>To be ready for Y2, children should feel comfortable engaging in short experiences of quiet reflection and understand why reflection is a tool used not only by people of religious belief but also people of no belief. Additionally, they should be able to talk about their own experiences of religion as well as listen to what others have to say.</i>	<i>To be ready for Y3, children should be able to recall some key features of the religions they have studied and understand how they worship and celebrate these beliefs. Throughout the year, they should have continued to experience moments of reflection, as well as a wealth of understanding due to their visits from local faith communities.</i>	<i>In order to be ready for Year 4, children should be confident discussing how religion impacts upon people's experiences of life. This will enable them to consider deeper questions, such as the origin and meaning of life. They will continue to develop their skills of reflection and use this as a tool for examining religious insights.</i>	<i>To be ready for Y5, children should be able to recall the knowledge and experiences gained from the visits/visitors in Year 3 and link this to their considerations from Year 4 of life's big questions. This will ensure that the children are ready to discuss their questions and opinions with further visits and visitors next year.</i>	<i>To be ready for Year 6, children should be able to discuss matters of religious insight in a mature and responsible way. Their attitude should be one of curiosity and respect. This will enable the children to continue to delve deeper into religious questions and religious expression.</i>	<i>By the end of Y6, children from Leavesden will be equipped with the necessary skills to allow them to tackle RE at KS3. They will be ready to understand the role of religion in global affairs, how it contributes to history and culture and an opportunity to challenge their own beliefs as well as those of others with an attitude of mutual respect.</i>
<i>Tier 3 Technical Language</i>	<i>religion, belief, discussion, celebration, worship, prayer</i>	<i>reflection, beliefs, similarities, differences, uniqueness, community, family, celebrations, Christmas, Easter, Diwali, Passover, Ramadan, Eid</i>	<i>belonging, symbols, symbolism, communities, meaning, reflection, religious leaders</i>	<i>stories, traditions, influence, practice, worship, pilgrimage, faith, community</i>	<i>similarities, differences, religious expression, symbols, symbolism, purpose, meaning, religious insight</i>	<i>significance, local, national, global, challenge, commitment, sacred texts, sacred acts</i>	<i>ethics, human rights, social justice, philosophy, ceremonies, reflection</i>
<i>Suggested people of inspiration</i>	<i>See Year group CPD pack</i>						