



EWELL GROVE PRIMARY AND NURSERY SCHOOL
RELIGIOUS EDUCATION (RE) – SUMMER 3A



To recognise and describe special times or events for family or friends.		To know about and understand religion					
Celebrations		Judaism				Hinduism	Buddhism
What makes something special?		Why do Jewish families celebrate Shabbat?	What is the Torah and why is it important to Jews?	How can a synagogue help us to understand the Jewish faith?	What does it mean to be a Jew?	What helps Hindus to worship?	What is the “Buddhist way of life”?
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can talk about objects they consider to be precious or special to them.	Can show respect for objects that are considered to be special by others.	Can identify key symbols of the Shabbat meal and suggest what they mean	Can identify some things that Jews learn from the Torah. Can make the link that the way that the Torah is treated with the Jewish belief that it contains the holy words of God	Can describe the impact for Jews of the synagogue as a place of study, prayer and gathering	Can suggest what impact the shema or a part of the Torah / Tenakh might have on a Jew’s life	Can make links between objects, symbols and practices in Hindu worship and the beliefs that underlie them	Can gather, select & organise ideas about Buddhism
Can explore a range of objects that are special to others and suggest why they may be special.	Can explain why something is special to them and why it may not be special to someone else (link to memories).	Can suggest what makes Shabbat a day of rest, or how it might help Jewish families to feel closer to God. Can make connections to the story of Creation.	Can identify possible meanings for the commandments that God gave to Moses	Can comment on any connections between a synagogue and a church or between Jewish and Christian beliefs	Can make links between Jewish stories / texts and Jewish beliefs	Can draw meanings about good and evil from a Hindu story	Can consider how the four Noble Truths or the Eightfold Path might affect a Buddhist’s way of life
Can show respect for objects that are	Can name and explore a range	Can compare Shabbat with special days	Can suggest why light is used to symbolise God’s	Can explain what a synagogue can tell us about the	Can describe the key beliefs and teachings of	Can explain similarities and differences	Can connect the key beliefs and teachings of



EWELL GROVE PRIMARY AND NURSERY SCHOOL
RELIGIOUS EDUCATION (RE) – SUMMER 3A



considered to be special by others.	of religious artefacts.	celebrated by people from other faiths	presence in the synagogue	Jewish faith, using relevant sources/evidence	Judaism, and the impact they have on the lives of Jews	between Hindu and Christian understandings of God	Buddhism with features of the religion e.g. artefacts, symbols, rituals
-------------------------------------	-------------------------	--	---------------------------	---	--	---	---

To express ideas and insights about the nature, significance and impact of religion and beliefs.							
		Judaism					
		Why do Jewish families celebrate Shabbat?	What is the Torah and why is it important to Jews?	How can a synagogue help us to understand the Jewish faith?	What does it mean to be a Jew?		
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Can identify why rest is important	Can explain what it means to treat something with respect and suggest why the Torah is valued by Jews	Can suggest what's 'most important' in the synagogue for Jews and compare with their own ideas	Can ask questions about how Jewish beliefs make a difference to how they live their lives		
		Can talk about what's important in their family at weekends	Can compare the rules they have for living with the Ten Commandments	Can describe how attending synagogue makes a difference to Jews, relating this to their own experiences	Can describe what difference being 'chosen' might make – for themselves and for Jews		
		Can suggest what makes Shabbat a special family time	Can compare the importance of the Torah to Jews and how important the Ten	Can explain the challenges of commitment to worship, learning and community	Can describe what influences their decisions / actions and compare with		



EWELL GROVE PRIMARY AND NURSERY SCHOOL
RELIGIOUS EDUCATION (RE) – SUMMER 3A



			Commandments are for them	for a Jew, relating it to what they find challenging in life	what influences Jews		
--	--	--	---------------------------	--	----------------------	--	--

To know about and understand religion							
					Judaism	Hinduism	
					What are important times for Jews?	What does it mean to be Hindu?	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					Can link features of Jewish celebrations with stories or Jewish beliefs	Can describe some key Hindu beliefs and compare with other religions	
					Can describe some of the practices associated with the 'milestones' of a Jew's life	Can explain, using religious vocabulary, the practices and rituals of Hindu family life and how these express religious beliefs	
					Can make connections between artefacts, symbolism, beliefs and ways of life in Judaism	Can suggest meaning for a Hindu festival, using the appropriate vocabulary to describe its practice	



EWELL GROVE PRIMARY AND NURSERY SCHOOL
RELIGIOUS EDUCATION (RE) – SUMMER 3A



To express ideas and insights about the nature, significance and impact of religion and beliefs.

					Judaism	Hinduism	Buddhism
					What are important times for Jews?	What helps Hindus to worship?	What is the “Buddhist way of life”?
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					Can compare their own lives with those of Jewish families	Can make comparisons between their own experiences of places of worship with the Hindu mandir	Can apply ideas and reflections about issues raised e.g. suffering, enlightenment, meditation to their own, and Buddhists’
					Can evaluate the importance of the special times for Jews and for themselves	Can reflect on good and evil as illustrated in Hindu stories and make links with stories they know	Can consider whether worship and meditation are different things and why this might be
					Can describe how celebrating festivals helps Jews to ‘remember’ and strengthens their community	Can express clear views about how Hindu belief in Brahman, who is present in all things, makes a difference to Hindus’ lives – and express their own thoughts or beliefs	Can express clear views about how following the Eightfold Path might create challenges for a Buddhist



EWELL GROVE PRIMARY AND NURSERY SCHOOL
RELIGIOUS EDUCATION (RE) – SUMMER 3A



To express ideas and insights about the nature, significance and impact of religion and beliefs.

						Hinduism	
						What does it mean to be a Hindu?	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						Can ask questions about the puzzling aspects of Hinduism and suggest answers	
						Can respond thoughtfully to an aspect of Hindu home life or belief in the context of their own life	
						Can justify whether something is 'religious' or 'cultural'	