



## RE Progression Grid

### **BELIEVING - A** KNOW ABOUT AND UNDERSTAND A RANGE OF RELIGIONS AND WORLDVIEWS

**At Key Stage One:**

A1 Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

A2 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

A3 Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

**At Key Stage Two:**

A1 Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

### **EXPRESSING - B** EXPRESS IDEAS AND INSIGHTS ABOUT NATURE, SIGNIFICANCE AND IMPACT OF RELIGIONS AND WORLDVIEWS.

**At Key Stage One:**

B1 Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2 Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3 Notice and respond sensitively to some similarities between different religions and worldviews.

**At Key Stage Two:**

B1 Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

### **LIVING - C** GAIN AND DEPLOY THE SKILLS NEEDED TO ENGAGE SERIOUSLY WITH RELIGIONS AND WORLDVIEWS.

**At Key Stage One:**

C1 Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

C2. Find out about and respond with ideas to examples of cooperation between people who are different.

C3 Find out about questions of right and wrong and begin to express their ideas and opinions in response.

**At Key Stage Two:**

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2 Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

C3 Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

## R.E in EYFS

The Key Stage 1 curriculum builds on the foundation work completed throughout Early Years. The following progression highlights how children in the Early Years demonstrate believing, expressing and living within RE.

<u>Believing-A</u>	<u>Expressing-B</u>	<u>Living-C</u>
		

### RE Progression - EYFS - Year 6.

**Wakefield Planning Units** - All skills Progression taught throughout different units. Many different religions are referenced within units.

<u>Strand</u>	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>Believing</b> - Religious Beliefs, teachings, sources, questions about meaning, purpose and truth.</p>	<p><b>F1: Which stories are special and why?</b> <b>F2: Which people are special and why?</b></p> <p>Children talk about some religious stories and recognise some religious words, e.g. about God. Children identify some of their own feelings in the stories they hear. Children identify a sacred text, for example The Bible. Children talk about people who are special to them and say what makes their family and friends special to them.</p>	<p><b>1.1: Who is a Christian and what do they believe?</b> <b>1.2: Who is a Muslim and what do they believe?</b> <b>1.3: Who is Jewish and what do they believe?</b> <b>1.4: What can we learn from sacred books?</b></p> <p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion.</p>	<p><b>L2.1: What do people believe about God?</b> <b>L2.2: Why is the Bible important to Christians today?</b> <b>L2.3: Why is Jesus inspiring to some people?</b></p> <p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices, stories and rituals, and what it might involve. Children make connections between some of Jesus' teachings and the way Christians live today.</p>	<p><b>U2.1: Why do some people believe God exists?</b> <b>U2.2: What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</b> <b>U2.3: What do religions say to us when life gets hard?</b></p> <p>Children can explain how beliefs and teachings can contribute to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. Children look further at the concepts of belonging, identity and meaning. They understand how certain</p>

		Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories.	Children give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.	features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life.
<p><b>Expressing</b> - Religious and spiritual forms of expression, questions about identity and diversity.</p>	<p><b>F3: Which places are special and why?</b> <b>F4: What times are special and why?</b></p> <p>Children talk about somewhere that is special to themselves and say why. Children become aware that some religious people have places that have special meaning for them. Children talk about the things that are special and valued in a place of worship. Children identify some significant features of sacred places and recognise a place of worship. Children give examples of special occasions and suggest features of a good celebration Children recall simple stories connected with Christmas/ Easter and a festival from another faith.</p>	<p><b>1.5: What makes some places sacred?</b> <b>1.6: How and why do we celebrate special and sacred times?</b></p> <p>Children begin to recognise different symbols and how they express a community's way of life. Children look at how an appreciation of religion plays an important role in the lives of some people. Children look further at places of worship, how they are similar and different as well as identifying key symbols in these places. Children explore a range of different special times and festivals which each religion celebrate and link this with their own lives.</p>	<p><b>L2.4: Why do people pray?</b> <b>L2.5: Why are festivals important?</b> <b>L2.6: Why do some people think life is a journey?</b></p> <p>Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages and praying as a part of a religious life. Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p>	<p><b>U2.4: If God is everywhere why go to a place of worship?</b> <b>U2.5: Is it better to express beliefs in art of charity?</b></p> <p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p>

<p><b>Living</b> - Religious practices and ways of living, questions about values and commitments.</p>	<p><b>F5: Being special: where do we belong?</b> <b>F6: What is special about our world?</b></p> <p>Children re-tell religious stories making connections with personal experiences. Children share and record occasions when things have happened in their lives that made them feel special. Children talk about things they find interesting, puzzling or wonderful. Children re-tell stories, talking about what they say about the world, God and human beings. Children think about the wonders of the natural world, expressing ideas and feelings. Children talk about what people do to mess up the world and what they do to look after it.</p>	<p><b>1.7: What does it mean to belong to a faith community?</b> <b>1.8: How should we care for others and the world?</b></p> <p>Children begin to reflect on their own experiences of attending ceremonies. Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p>	<p><b>L2.7: What does it mean to be a Christian in Britain today?</b> <b>L2.8: What does it mean to be a Hindu in Britain today?</b> <b>L2.9: What can we learn from religions about deciding right and wrong?</b></p> <p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives, such as right or wrong choices. Children begin to understand the concept of shared values and how a community can use shared values.</p>	<p><b>U2.6: What does it mean to be a Muslim in Britain today?</b> <b>U2.7: What matters most to Christians and to Humanists?</b> <b>U2.8: What difference does it make?</b></p> <p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values.</p>
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The following progression highlights 'expected' level for areas of the RE curriculum:

Autumn						
	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Knowledge	<b><u>How and why do we celebrate special and sacred times? (1.6)</u></b>	<b><u>Who is Jewish and what do they believe? (1.3)</u></b>	<b><u>What do different people believe about God? (2.1)</u></b>	<b><u>What does it mean to be a Christian in Britain today? (2.7)</u></b>	<b><u>What would Jesus do? Can we live by the values of Jesus in the 21<sup>st</sup> Century? (2.2)</u></b>	<b><u>Why do some people believe God exists? (2.1)</u></b>
	How and why do we celebrate special and sacred times?	What is precious to us? What is precious to Jewish people?	<b>Christian</b> beliefs about God – God as love, father, light, creator, holy trinity. Prayer.	How do Christians show their beliefs in the home and at church?	Can you work out what mattered to Jesus from 10 things he said?	How many people believe in God?
	What do you celebrate and why?	What does a mezuzah remind Jewish people about?	<b>Muslim</b> beliefs about Allah, 99 beautiful names, Allah in nature, the Qu'ran.	How and why do different Christians celebrate holy communion?	What was his mission statement'?	Is God Real?
	What stories do your family tell?	How and why do Jewish people celebrate Shabbat?	<b>Hindu</b> Gods and Goddesses. <b>Humanist</b> beliefs, code for living.	How do Christians make a difference in their local community?	What is the importance of the value of love?	What do Christians think?
	Why do Jewish people tell the story of Passover (Pesach) every year?	What does the story of Chanukah make us think about?	'Seeing is Believing'-is it?	<b><u>Why do people pray? (2.4)</u></b>	How did Jesus teach his followers to love?	Why do people believe or not believe in God?
	What happened at Easter and how does it make people feel?	How do Jewish people think about miracles at Chanukah?	What do I think about believing in God?	What is prayer?	What do Jesus' parables about forgiveness teach Christians today?	What do Christians believe about how the world began?
	How do Christians celebrate Easter?	<b><u>Who is a Christian and what do they believe? (1.1)</u></b>	What do Christians believe about God?	What happens in Islamic prayer?	How do Christians today try to follow Jesus' teaching about justice and fairness?	Is God Real?
	What matters most at Easter?	What does the Bible teach us about God?	What do the stories of Moses and the Burning Bush /Saint Paul's conversion tell us about God in Christianity?	How and why do Christians like to pray?	What did Jesus teach about being generous and being greedy?	Why do some people believe God exists and some don't?
	How does this compare to the Christian story of Easter?	Why is Jesus important to Christians?	What do Muslims believe about Allah and the Holy Qur'an?	How do Hindus pray and worship at home and in the Mandir?	What does the teaching of Jesus have to say about some problems people face today?	
		What do the miracles of Jesus teach us about what is important to Christians?	How do Hindu people show what they believe about gods and goddesses?	What is similar and different in the words of three prayers?	What would Jesus do?	

<b>Vocabulary</b>	Pentecost Easter Holy Week Jerusalem Palm Sunday Maundy Thursday Good Friday Easter Sunday The Last Supper Garden of Gethsemane tomb	Jewish Star of David mezuzah menorah candlestick challah Holy Day- Shabbat seder plate matzah cover goblet kosher food prayer-shema mezuzot Havdalah candle creation Shabbat shalom Sabbath Chanukah Passover/Pesach Easter	God Prayer Trinity Moses Allah the Qu'ran Gods and Goddesses Humanist	<b>Islamic prayer</b> submission equality respect al faitihah <b>Christian</b> intercession confession thanks praise votive candles meditation <b>Hindu</b> shrine Mandir Murti Bhajan Guyatri Mantra	Baptist Pastor Priest Quaker impact justice Generosity moral dilemmas mission statements hypocrite scriptures glorifies unconditionally	nature judgement hell heaven
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Year One:

Year Two:

Year Three:

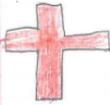
Year Four:

Tuesday 5th October 2021

LO What is the significance of a Baptism to Christians...



Holy water to show the father, the son, the holy spirit



Draw a cross with a finger on the baby's forehead.



Water storage to hold the holy water.



Candle to celebrate the baby's baptism



Jug to hold the holy

Year Five:

Monday 11th October 2021

Lo- To understand Jesus' mission statements.

"You are like light for the whole world let your light shine so that people see the good things you do and praise you together in heaven."

Q What does it mean?

A It means be happy and share your opinions with the world

Q Why is it a challenge?

A It is a challenge because it isn't easy and you might get discouraged.

Q What would happen if people followed this teaching?

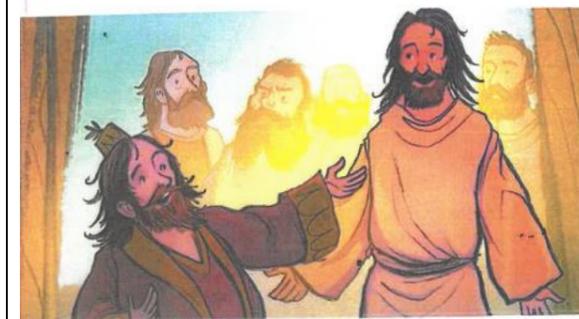
A The world would be a better place, there would be less crime and everyone would be respectful.

LO: To understand what Jesus taught about being greedy and generous

The Widow's Generosity

This parable teaches us that people or a person don't take any notice of you if you're showing off but the widow didn't show off at all and she gave all that she had.

Jesus meets Zacchaeus



This parable teaches us that we can learn from our mistakes and it also shows us a bit of forgiveness. Zacchaeus was greedy and Jesus was generous. For god

Year Six:

Q- What questions do we have about what happens when we die?



Where do we go?

Do we ever come back?

Is it nice there?

Do we start a new life?

What is it like?

Is there a hell?

Where is it?

Do we turn to angels or devils (if we go to hell)?

What happens if we don't go to heaven or hell?

Q: What would Jesus do in the 21<sup>st</sup> Century?

What I would do . . . What Jesus would do

See if I could give it back to the person who had dropped it. The same: See if I could give it back to the person who had dropped it.

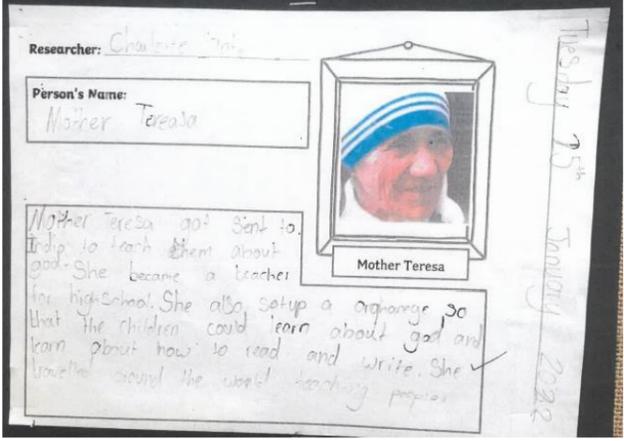
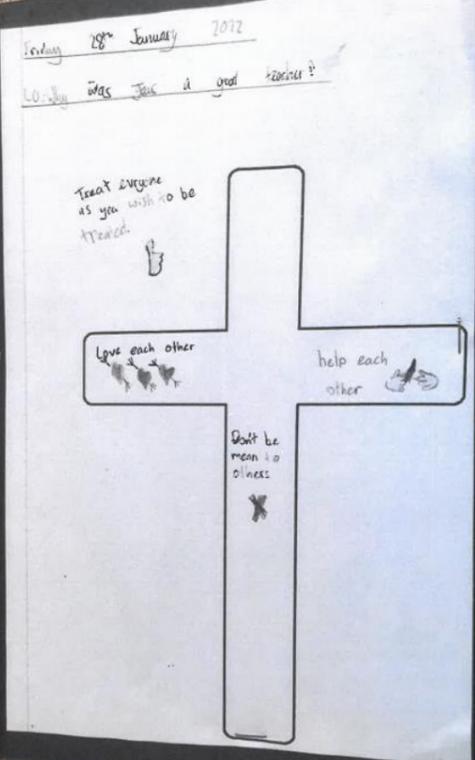
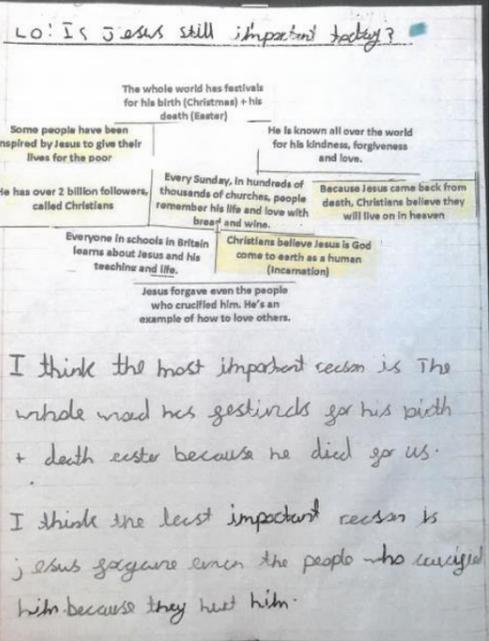
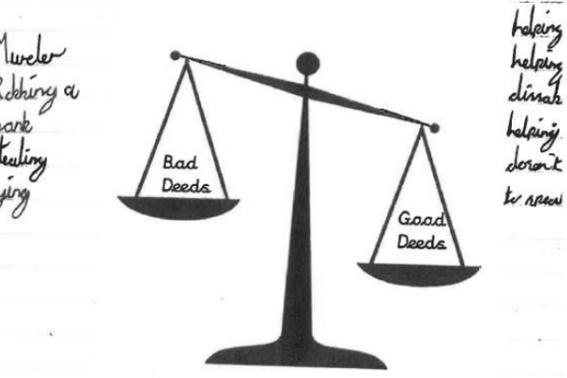
I would just draw a new picture to replace the old one. Would forgive Muri immediately and replace old picture

Put the sign off and stick it on the person who put it there. Tell the person there was a sign on his back.

Learn how to sign can we trade and ask to become his friend. The Same: learn how to sign can we trade and ask to become his friend.

## Spring

Spring						
Knowledge	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
		<p><b><u>What makes some places sacred? (1.5)</u></b></p> <p>Where do I feel safe?</p> <p>Where is a sacred place for believers to go?</p> <p>Which place of worship is sacred for Christians?</p> <p>Which place of worship is sacred for Jewish people?</p> <p>Which place of worship is sacred for Muslims?</p> <p>How are places of worship similar and different?</p> <p>Why are places of worship important to our community?</p> <p><b><u>What does it mean to belong to a faith community? (1.7)</u></b></p> <p>Do we all belong to something?</p> <p>How do Christians show they belong?</p> <p>How do Christians welcome a new baby?</p> <p>How do Muslims know that they belong?</p> <p>How do Muslims welcome a new baby?</p> <p>How do Jewish people show they belong together as a community?</p>	<p><b><u>How should we care for others and the world? (1.8)</u></b></p> <p>Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p>	<p><b><u>Why are festivals important to religious communities? (2.5)</u></b></p> <p><b>Christianity:</b> Easter symbols &amp; key events. Last supper, crucifixion, Easter Sunday.</p> <p><b>Hinduism:</b> Diwali. Story of Rama &amp; Sita, good, temptation. Hindu goddess Lakshmi.</p> <p><b>Islam:</b> Eid – celebration at the end of Ramadan</p> <p><b>Judaism</b> – Pesach (Passover)</p> <p>Why is Diwali significant to Hindus?</p> <p>What do Christians celebrate at Easter?</p> <p>What was the meaning of Jesus' last meal with his friends?</p> <p>What does the crucifying of Jesus mean to Christians?</p> <p>What do Christians believe happened on Easter Sunday morning?</p>	<p><b><u>Why is Jesus inspiring to some people? (2.3)</u></b></p> <p>Who is inspiring?</p> <p>What do we know about Jesus' life story?</p> <p>Was Jesus inspiring because of his actions?</p> <p>What did Jesus teach?</p> <p>Was he a good and inspiring teacher?</p> <p>Did Jesus' teachings inspire people? How and why?</p> <p>Who did Jesus say he was?</p> <p>Why is he so important to Christians?</p> <p>Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day?</p> <p>Is Jesus still important today?</p> <p>What kind of image of Jesus for the 21<sup>st</sup> century would you like to create?</p> <p>Does being inspired by Jesus make a person stronger?</p>	<p><b><u>What does it mean to be a Muslim in Britain today? (2.6)</u></b></p> <p>What helps you and Muslims through the journey of life?</p> <p>What is the key belief of Muslims?</p> <p>Why does prayer matter to Muslims?</p> <p>How is charity important to Muslims and to you?</p> <p>Why do Muslims fast?</p> <p>Why do Muslims want to go on pilgrimage?</p> <p>Where do people get advice and guidance from?</p> <p>What is a special place for Muslims?</p> <p>What matters to Muslims?</p> <p>Can you think of similar commitments to the five pillars in your life?</p>

<b>Vocabulary</b>	belong/belonging Christian Church cross fish/ICHTHUS badge WWJD Bracelet Islam: Mosque Muslim Aqiqah Judaism/Jewish Jew Synagogue Brit Milah chuppah	Care The Good Samaritan Tzedekah Torah Sukkot Sacred Charitable	Celebrations/festivals Religious/non-religious Holy Week The Last Supper Sacrifice Divali Ramadam Pesach	Inspired/inspiration Gospel Miracle Salvation Parable Sermon Resurrection Incarnation	5 Pillars of Islam Prophet Shahadah Rak'ahs Zakah Fast Ramadam Eid-ul-Fitr Pilgrimage	Worship Anglican Baptist Mandir Schul Believers Body of Christ
<b>Expectation of skills progression</b>	<b>Year One:</b>	<b>Year Two:</b> 	<b>Year Three:</b> 	<b>Year Four:</b> 	<b>Year Five:</b> <p>LO: Do you go to Heaven if you do things wrong?</p>  <p>Sometimes people do bad deeds but they try to balance it up good deeds or people do bad deeds for a good reason like stealing medicine for somebody who is dying he is doing a bad thing for a good reason.</p>	<b>Year Six:</b>

# Summer

Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B

**Who is a Muslim and what do they believe? (1.2)**

Who was the prophet Muhammad and why is he important to Muslims?  
 What stories of the Prophet do Muslims love to tell?  
 What makes a place or an object special to us? And to Muslims?  
 What is a Mosque and what happens at a Mosque?  
 What can we learn from Muslim holy words?  
 What happens at the celebration of Eid-ul-Fitr, and why?

**What can we learn from sacred books? (1.4)**

What stories are special to us?  
 What is a holy book?  
 What did Jesus teach about God in a story?  
 What did Jesus say about how to treat others?  
 How are holy books treated?  
 What story is special for Jewish people in the Torah?  
 What can be learnt from the story of Jonah?  
 What is special about Jonah?  
 Which story do Muslims tell about the Prophet Muhammad?

**Why is the Bible important to Christians? (2.2)**

How is the Bible put together and why is it so popular?  
 What does the Bible teach Christian people about God, life and the universe?  
 How can the Bible help people if they are tempted to do wrong things?  
 What are the main ways Christians use the Bible?

**What does it mean to be a Hindu in Britain today? (2.8)**

Important things – what is important to Hindus? Hindu beliefs, how do they show their faith? Hindu life – duties and responsibilities. Ghandi – justice, living simply. Hinduism in UK.  
 How do Hindus show their faith?  
 A Hindu life; what is important?  
 Why is Mahatma Ghandi a Hindu Hero?  
 What is it like to be a Hindu in Britain today?

**Why do some people think life is a journey? (2.6)**

What does a journey mean to us?  
 What is the significance of Baptism to Christians?  
 How do Jewish people mark becoming an adult?  
 What ceremonies do Hindus mark in the journey of life?  
 Are all journeys similar? Can we compare the journey's of Christians, Jewish people and Hindus?

**What can we learn from religions about deciding right and wrong? (2.9)**

Rules, Golden Rule, Pay it forward. The ten commandments.  
**Christianity:** Jesus' guidance for living. Right and wrong, being good without God, **Humanist** views. Temptation: stories.  
 Religious figures: Desmond Tutu & Father Trevor Huddleston.

**What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? (2.8)**

What does it mean for Hindus, Muslims and Christians to commit to key beliefs?  
 How do Muslim people build their community, the Ummah, by following their Prophet?  
 How does it feel to be a part of the Muslim Ummah? What difference does it make?  
 What does harmlessness mean in the Hindu religion?  
 How do Hindus show their commitment to ahimsa through acts of service or sewa?  
 What did Jesus teach about God's grace and forgiveness?  
 Why did Jesus share bread and wine with his disciples, the night of his arrest?  
 How did Jesus show the meaning of grace?  
 How can the life of a great Christian person show us the meaning of grace?  
 What have we learned from Muslims, Hindus and Christians and how are these religions similar, and how are they different?

**Is it better to express your religion in art and architecture or charity and generosity? (2.5)**

What makes a place special?  
 What is a sacred place?  
 How do mosque buildings express Islamic beliefs and values?  
 Muslim calligraphy, painting and poetry: what is inspiring?  
 How do Christians use art in worship and in remembering Jesus?  
 Can a Christian place of worship be a building for the 'glory of God'?  
 What does this mean?  
 How and why do Muslim charities try to change the world?  
 How and why does Christian Aid try to change the world?  
 What matters more to Christians and Muslims: art and architecture or generosity and charity?  
 What matters more to you?  
**What matters most to Christians and Humanists? (2.7)**  
 Do rules matter?  
 What is a code for living?  
 Who is a humanist?  
 What codes for living do non-religious people use?  
 What can we learn from discussion and drama about good and bad, right and wrong?  
 Where are these elements within the Easter story?  
 What codes for living do Christians try to follow?  
 Peace: is it more valuable than any money?  
 Can we create a code for living that would help the world?

					<b>What do religions say when life gets hard? (2.3)</b> Beliefs about life after death, Christian, Hindu, Muslim, non-religious.	
<b>Vocabulary</b>	prophet Muhammad Ramadan Eid-ul-Fitr revelation shahadah God –PBUH Peace Be Upon Makkah ancient minaret tower dome	Jesus parable icon Qur'an- Arabic Iqra yad (pointer) sofer (scribe) Ark mantle Commandments Trustworthy	Bible Wisdom Sacred Creation Salvation Incarnation Temptation Prodigal son	Journey Baptism Confirmation Believer's baptism Bar/bat mitzvah Dharma Reincarnation Rite of passage	Ummah Harmlessness Sewa Forgiveness Disciples Grace Prophet Ahimsa	Calligraphy "glory of god" Generosity Mosque  Humanists Valuable

Year One:

Year Two:

Year Three:



Year Four:

Monday 11th October 2021

LO: How do Jewish people celebrate becoming an adult.

Before a Bat or Bar Mitzvah

Practicing singing Hebrew.



During a Bat or Bar Mitzvah

Reading from a scroll and all friends and family watched.



Why

Celebrating becoming an adult at 13.



LO: What is a Humanist?

I believe that these are the Humanist rules from most important to least important.

- Use your mind
- Be honest / tell the truth
- Be fair
- Be kind

I think that the easiest rule to follow is be fair and I think be honest / tell the truth and use your mind is the hardest.

LO: How can we solve a moral dilemma?

You break one of your parents' special ornaments.



The right thing to do would be to try to fix it or to tell a parent.  
I think the wrong thing would be to shove it under the rug.  
(like Ica that you've dropped).

Year Five:

Year Six:

What is our soul?

- grateful
- Generous
- Always put others first
- A good teammate
- Kind
- Joyful
- Always think about people
- Sympathetic
- Understanding
- Polite
- Caring
- patient

