

	EYFS	
Term 1:	<i>This is me!</i> <i>Nursery Rhymes</i>	
	Jigsaw: Being me in My World.	No Outsiders: Children can tell you the things that they like. Children can ask others what they think.
	PSHE: Children understand how it feels to belong and that we are all similar and different. Children understand that it is good to be kind and the importance of using gentle hands. Children begin to learn what it means to be responsible for something. RE: Children understand who the important people are in their families. Children begun to understand who Jesus is and his significance to Christians. Children begin to understand who Moses and his significance to Jews.	
Term 2:	<i>Space</i>	
	Jigsaw: Celebrating Differences	No Outsiders: Children understand that my friends like different things from me. I understand that I can be friends with somebody who has different ideas to me.
	PSHE: Children can identify something that they are good at and understand that we are all good at different things. Children can understand that being different makes us all special. Children can tell you why they think their home is special to them. Children know which words to use to stand up for themselves when someone says something which is unkind. They know how to be a good friend and to use kind words. RE: Children understand the importance of giving and receiving including saying 'thank you'. Children begin to know the importance of the Jesus' birth to Christians and to identify important people in the Christmas story. Children reflect on how they celebrate as a family and how this may be different to the celebrations of others.	
Term 3:	<i>Child Initiated</i> <i>Chinese New Year</i> <i>People Who Help Us</i>	
	Jigsaw: Dreams and Goals	No Outsiders: Children know that they are all different in their class. Children know they can make friends with different people.
	PSHE: Children understand that if they persevere then they can tackle challenges. Children can set a goal and work towards it. Children can use kind words to encourage others. Children can say how they feel when they achieve their goal and know what it means to be proud.	

	<p style="text-align: center;">RE: Children learn about the significance of a 'New Year'. Children understand how different cultures celebrate new year with a focus on Chinese New Year.</p>	
<p>Term 4:</p>	Traditional tales	
	<p style="text-align: center;">Jigsaw: Healthy Me!</p>	<p style="text-align: center;">No Outsiders: Children recognise who is in their family. Children understand that all families are different.</p>
	<p style="text-align: center;">PSHE: Children understand that they need to exercise to keep their body healthy. Children know which foods are healthy and not healthy so they can make healthy eating choices. Children understand the importance of washing their hands. Children know what a stranger is and how to keep themselves safe from strangers.</p> <p style="text-align: center;">RE: Children learn about the Sikh/Hindu festival of Holi: the Festival of Colour. Children understand the importance of Easter for Christians and to be able to sequence the story.</p>	
<p>Term 5:</p>	In the Garden	
	<p style="text-align: center;">Jigsaw: Relationships.</p>	<p style="text-align: center;">No Outsiders: Children know that the people in their family are special to them. Children can talk about who loves them.</p>
	<p style="text-align: center;">PSHE: Children can identify some of the jobs they do in their family and how they belong. Children know how to make a new friend and find ways to solve problems in friendships. Children are starting to understand the impact of unkind words. Children know ways to be a good friend.</p> <p style="text-align: center;">RE: Children learn that we can find out about people's beliefs through stories.</p>	
<p>Term 6:</p>	Dinosaurs	
	<p style="text-align: center;">Jigsaw: Changing Me!</p>	<p style="text-align: center;">No Outsiders: I understand that everyone is different to me. I know that I can make friends with anyone.</p>
	<p style="text-align: center;">PSHE: Children can name parts of their body. Children understand that we are grow from babies to adults. Children can talk about their worries and/or the things they are looking forward to about Year 1. Children can share their memories.</p> <p style="text-align: center;">RE: Children learn about how different faiths worship in different religious buildings and within the home. (Church, Synagogue, Mosque)</p>	

Year 1		
Term 1:	<i>Belonging - Geography</i>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; vertical-align: top;"> <p>Jigsaw:</p> <p>Being Me in My World</p> </td> <td style="width: 50%; text-align: center; vertical-align: top;"> <p>No Outsiders:</p> <p>Children can understand that we are all different.</p> <p>Children know how to make their class a welcoming place.</p> </td> </tr> </table>	<p>Jigsaw:</p> <p>Being Me in My World</p>
<p>Jigsaw:</p> <p>Being Me in My World</p>	<p>No Outsiders:</p> <p>Children can understand that we are all different.</p> <p>Children know how to make their class a welcoming place.</p>	
	<p style="text-align: center;">PSHE:</p> <p style="text-align: center;">Children can explain why they have the right to learn in a happy and safe classroom</p> <p style="text-align: center;">Children can explain how everyone in their class has responsibilities to make their classroom happy and safe.</p> <p style="text-align: center;">RE:</p> <p style="text-align: center;">Children talk about some objects or emblems that mean that someone belongs to a group.</p> <p style="text-align: center;">Children talk and understand about what belonging to your class means.</p> <p style="text-align: center;">Children re-tell what happens when a baby joins a community (from a Christian, Muslim and non-religious worldview).</p> <p style="text-align: center;">Children learn special actions which may occur that means the baby belongs to that group or faith community.</p> <p style="text-align: center;">Children re-tell what happens in a Christian and or a Hindu wedding – what symbols and actions happen to show that they belong to each other?</p> <p style="text-align: center;">Children describe how they would like to show you they belong to your class or your friend.</p>	
Term 2:	<i>Toys – History</i>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; vertical-align: top;"> <p>Jigsaw:</p> <p>Celebrating Differences</p> </td> <td style="width: 50%; text-align: center; vertical-align: top;"> <p>No Outsiders:</p> <p>Children know that we can all join in and play together.</p> </td> </tr> </table>	<p>Jigsaw:</p> <p>Celebrating Differences</p>
<p>Jigsaw:</p> <p>Celebrating Differences</p>	<p>No Outsiders:</p> <p>Children know that we can all join in and play together.</p>	
	<p style="text-align: center;">PSHE:</p> <p style="text-align: center;">Children can explain why being unique and special is important.</p> <p style="text-align: center;">Children can explain why bullying might happen and can offer strategies to help the person being bullied.</p> <p style="text-align: center;">RE:</p> <p style="text-align: center;">Children learn about the importance of Diwali for Sikhs and Hindus.</p> <p style="text-align: center;">Children reflect on the Christmas story and to decide what gifts were meaningful.</p> <p style="text-align: center;">Children talk about how the birth of Jesus is important in that celebration: Christmas.</p> <p style="text-align: center;">Children talk about how people celebrate that festival.</p> <p style="text-align: center;">Children talk about what they find interesting for themselves in the celebrations covered, make links with the festivals and their own experiences.</p>	
Term 3:	<i>Superheroes – Geography + History</i>	

	<p>Jigsaw:</p> <p>Healthy Me!</p>	<p>No Outsiders:</p> <p>Children understand that we all like different things.</p> <p>Children know ways to make sure nobody is left out.</p>
	<p>PSHE:</p> <p>Children can explain the different things they do to keep their body safe and healthy.</p> <p>Children know ways their body can come to harm if they make unhealthy choices.</p> <p>RE:</p> <p>Children talk about the ways in which a Christian/or some Christians might describe God.</p> <p>Children talk about how not everybody believes in God.</p> <p>Children ask puzzling questions.</p>	
Term 4:	<i>Traditional Tales – Chicken Licken - Geography</i>	
	<p>Jigsaw:</p> <p>Dreams and Goals</p>	<p>No Outsiders:</p> <p>Children know we are all different.</p> <p>Children understand why they should be proud to be themselves.</p>
<p>PSHE:</p> <p>Children can explain what helped them succeed in a learning challenge and explain how this made them feel.</p> <p>Children can explain why it is important to remember positive feelings and how this can help them in my future learning.</p> <p>RE:</p> <p>Children know that Jesus is special to Christians and that this is shown by the welcome he is given at Palm Sunday.</p> <p>Children talk about how that story is important in that celebration.</p> <p>Children talk about how people celebrate that festival.</p> <p>Children talk about what they find interesting for themselves in the celebrations covered, make links with the festivals and their own experiences.</p>		
Term 5:	<i>Rainforest - Geography</i>	
	<p>Jigsaw:</p> <p>Relationships</p>	<p>No Outsiders:</p> <p>Children understand that they live in a world of different people.</p>
<p>PSHE:</p> <p>Children can suggest different ways to show their appreciation for other people.</p> <p>Children can explain how other people’s behaviour can make them feel about themselves and whether or not they feel safe.</p>		

Children can explain how their own behaviour affects others.

RE:

Children talk about why some people find some places and objects holy.

Children talk about how some people treat special objects or spaces.

Children describe how a person might feel when they go into their special place or “use” their special object.

Children ask some thoughtful questions and suggest some answers as to why people chose to treat these objects and spaces in these ways.

Children talk about special objects and places in their own life and how they show that they are special.

Term 6:

Japan – Geography + History

Jigsaw:

Changing Me

No Outsiders:

Children understand how to ask for help if need they to.

Children understand the importance of working with different people to achieve their goals.

PSHE:

Children can use the correct terms to describe their private body parts – see specific list.

Children can suggest things that might change for them in the future and what feelings they might experience if/when these changes might happen.

Children know some ways to manage their feelings if they are feeling worried or scared.

RE:

Children can talk about why God is important to some Jewish people

Children talk about how a Mezuzah is important for some Jewish people and how it can remind them about God

Children describe how Shabbat is an important day of the week for some Jewish people

Children identify some things that happen at the festival of Sukkoth and/or Rosh Hashanah and what that means to Jewish people

Children ask some thoughtful questions and suggest some answers as to why Jewish people chose to celebrate in these ways

Children talk about special events and rhythms in their own life

Year 2

Term 1:	Eco Warriors – Geography	
	Jigsaw: Being Me in My World	No Outsiders: Children know we are all different and are able to name these differences. Children understand the impact of leaving people out.
Term 2:	London – History (Great Fire of London)	
	Jigsaw: Celebrating Differences	No Outsiders: Children understand the importance of self-confidence. Children know ways of helping people feel more confident. Children understand that sometimes it is hard to be different.
PSHE: Children can justify the choices they make to keep their school and class a happy and fair place. Children can understand why their own and their friends’ choices can be helpful/unhelpful and how these choices can have positive/negative consequences.		
RE: Children re-tell a story that most Jewish and Christian people tell about how the world was made Children talk about how this story might help people think about God and creation Children re-tell the scientific story of the Big Bang that may be told by many people Children describe how some Jewish people have a weekly day of rest (Shabbat- as God rested) Children communicate your own beliefs and feelings about the world and how it might have come to be.		

	<p>Children talk about what they find interesting for themselves in the celebrations covered, make links with the festivals and their own experiences</p>	
<p>Term 3:</p>	<p><i>Cold Places - Geography</i></p>	
	<p style="text-align: center;">Jigsaw:</p> <p style="text-align: center;">Dreams and Goals!</p>	<p style="text-align: center;">No Outsiders:</p> <p style="text-align: center;">Children understand what diversity means. Children recognise the diversity in their own school and community.</p>
<p>Term 4:</p>	<p><i>Traditional Tales – Rumpelstiltskin – History</i></p>	
	<p style="text-align: center;">Jigsaw:</p> <p style="text-align: center;">Healthy Me!</p>	<p style="text-align: center;">No Outsiders:</p> <p style="text-align: center;">Children know how to be a good friend.</p>
<p style="text-align: center;">PSHE:</p> <p style="text-align: center;">Children can explain how they played their part to create the end product and recognise the contributions of others too.</p> <p style="text-align: center;">Children can explain how their skills complimented each other.</p> <p style="text-align: center;">Children can explain how it felt to be part of a group and can identify the range of feelings people have when doing group work.</p> <p style="text-align: center;">RE:</p> <p style="text-align: center;">Children re-tell a story or a teaching from the Christian tradition and from another religion or non-religious worldview about caring for others.</p> <p style="text-align: center;">Children talk about how this story(stories) might help people think more about caring for others.</p> <p style="text-align: center;">Children suggest the similarities and differences in these stories.</p> <p style="text-align: center;">Children talk about how some religious and non-religious people organise events and projects to help people.</p> <p style="text-align: center;">Children talk about how you like to have care shown to you and how you like to show care to others.</p>		

	Children learn to re-tell the Easter story and to understand the importance of the resurrection for Christians.	
Term 5:	<i>People who changed the world – History</i>	
	<p style="text-align: center;">Jigsaw:</p> <p style="text-align: center;">Relationships</p>	<p style="text-align: center;">No Outsiders:</p> <p style="text-align: center;">Children know that there are different ways to communicate.</p> <p style="text-align: center;">Children learn some basic sign language.</p>
	<p style="text-align: center;">PSHE:</p> <p>Children can explain why some things might make them feel uncomfortable in a relationship and compare these with relationships which make them feel safe and special.</p> <p>Children can give examples of problem solving techniques and how these might help them in a relationship.</p> <p style="text-align: center;">RE:</p> <p>Children re-tell two stories where something happened to two key figures in two different religions and /or a non-religious person that changed their life</p> <p style="text-align: center;">Children talk about why some people find that person inspiring</p> <p style="text-align: center;">Children describe a person that you find inspiring</p> <p style="text-align: center;">Children ask some thoughtful questions and suggest some answers as to why people become inspiring</p> <p style="text-align: center;">Children talk about what is the same and what is different in the people you have learnt about</p>	
Term 6:	<i>Amazing Africa! – Geography</i>	
	<p style="text-align: center;">Jigsaw:</p> <p style="text-align: center;">Changing Me</p>	<p style="text-align: center;">No Outsiders:</p> <p style="text-align: center;">Children know there are special things about them.</p> <p style="text-align: center;">Children understand how they belong.</p>
	<p style="text-align: center;">PSHE:</p> <p style="text-align: center;">Children can use the correct terms for their private body parts – see specific list.</p> <p style="text-align: center;">Children can describe why some touches make them feel comfortable and others that do not.</p> <p style="text-align: center;">Children understand the importance of respecting their own and others’ privacy.</p> <p>Children can explain how they feel about being a boy/girl and how they feel about becoming older.</p> <p style="text-align: center;">Children understand that other people may feel differently from them.</p> <p style="text-align: center;">RE:</p> <p style="text-align: center;">Children re-tell a story that some Muslims tell to help them understand what God is like</p>	

	<p>Children explore through Art and / or songs (<i>nasheeds</i>) some of the 99 names of Allah and what they might mean</p>
--	-----------------------------------------------------------------------------------------------------------------------------

Children ask puzzling and sensitive questions about the Muslim idea of humans' best relationship with God. (Tawhid)).

Children make links with their own ideas