



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism</p> <p>To know that Jesus is a good role model for Christians.</p> <p>To know God gave Christians 10 rules (commandments) to follow</p>	<p>Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation</p> <p>To know that Christians believe God came to Earth in human form as Jesus</p> <p>To know that Christians believe that all people are precious and special to God</p> <p>To know some of the characters from the Christmas story such as angels, wise men, shepherds, Mary, Joseph, Herod, Jesus, Gabriel, God.</p>	<p>Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism</p> <p>To know that people celebrate special days with family and friends; presents, food, music, decorations, new clothes, fireworks...</p> <p>To name some celebrations such as bonfire night, birthday, Christmas, Easter, New Year...</p>	<p>Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation Discovery</p> <p>To know that Christians remember Jesus' last week at Easter.</p> <p>To know that Jesus' name means 'He saves'.</p> <p>To know what forgiveness means and relate this to our own lives.</p> <p>To know some Easter symbols and what they represent in the Easter story e.g. Hot cross bun, egg, lamb, daffodil, palm cross, chick; new life</p>	<p>Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism</p> <p>To know that the Bible is a special book for Christians</p> <p>To know that Christians read the Bible because they believe it is full of stories with God's messages to help guide them</p>	<p>Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism</p> <p>To know that there are different special places to worship</p> <p>To know that Christians believe that God created the world.</p> <p>To know Christians believe that God wants people to look after the world.</p> <p>To know ways in which we can look after our world</p>
Year 1	<p>God: What do Christians believe God is like? UC</p> <p>Tell the key points of the story of Jonah from the Bible.</p> <p>Give examples of ways in which Christians use the story of Jonah to guide their beliefs about God.</p> <p>Give examples of how Christians put their beliefs into practice in worship?</p> <p>Reflect on what can be learnt about God from the story of Jonah, exploring different ideas.</p>	<p>Incarnation: Why do Christians perform nativity plays at Christmas? [F2] UC</p> <p>Know that Christians believe God came to Earth in human form as Jesus.</p> <p>Know that Christians believe that Jesus came to show that all people are precious and special to God.</p> <p>Know that Christians celebrate Jesus' birth.</p>	<p>Christianity Parables What did Jesus teach about God in his parables?</p> <p>To know what a parable is.</p> <p>To be able to give an example of a parable.</p> <p>To be able to identify a hidden meaning within a parable.</p> <p>To share ideas about what they think Jesus wants us to say about God in his parables.</p> <p>To have an understanding of the Christian idea of God as 'Father'</p> <p>To have ideas about how God is passed on in the Christian community.</p> <p>To have an understanding about passing ideas about God in Christian living.</p>	<p>Salvation: Why does Easter matter to Christians? UC</p> <p>Explore emotions in relation to the story of Easter and say how different parts of the Easter story make them feel.</p> <p>Sequence the key events of Holy Week and Easter and retell the story simply.</p> <p>Reflect on what the Easter story has to say about hope and/or heaven.</p>	<p>Judaism Mitzvot / tzedakah Why is learning to do good deeds so important to Jewish people?</p> <p>To know what a good deed is.</p> <p>To be able to list three good deeds.</p> <p>To know and name some different mitzvot (good deeds) a Jewish child could do.</p> <p>To know why learning to do a good deed is important to Jewish people.</p> <p>To know why the mitzvah of caring for the world is important for everyone.</p>	<p>Judaism Creation / blessings Why do Jewish families say so many prayers and blessings?</p> <p>To understand what being thankful means to a Jewish person.</p> <p>To show some awareness of what a sukkah is and why a Jewish person might make one.</p> <p>To show an awareness of how a Jewish child might show thanks through a blessing to God at sukkot.</p> <p>To have an awareness of thankfulness to God for the day of rest in the Jewish Creation story.</p> <p>To have an awareness of Tefillah or prayer at home on Shabbat.</p> <p>To show an awareness of worship and prayer at the synagogue on Shabbat</p>
Year 2	<p><u>Creation: Who made the world?</u> UC</p> <p>Retell the story of creation from Genesis 1:1–2:3 simply.</p> <p>Recognise that Christians believe that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Give at least one example of what Christians do to say thank you to God for the Creation.</p>	<p><u>Incarnation: Why does Christmas matter to Christians?</u> UC</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the Nativity</p>	<p><u>Gospel: What is the good news that Jesus brings?</u> UC</p> <p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p>	<p><u>Salvation: Why does Easter matter to Christians?</u> <u>Digging Deeper</u></p> <p>UC</p> <p>Respond to the Easter story with a thought or question.</p> <p>Give some examples of what is important to Christians at Easter and how they show their beliefs about Jesus' death and resurrection.</p>	<p><u>Buddhism</u> <u>Is it possible for people to be happy all of the time? (The life of Buddha)</u></p> <p>Discovery</p> <p>Remember aspects of the Buddha's life story.</p> <p>Start to explain why Siddhattha was unhappy even though he was a prince.</p>	<p>Buddhism <u>Could the Buddha's teachings make the world a better place?</u></p> <p>Discovery</p> <p>Remember one of the Buddha's stories.</p> <p>Start to relate this story to making the world a better place.</p> <p>Make links between one of the Buddha's stories and his teachings about what causes suffering.</p>

	<p>Think, talk and ask questions about living in an amazing world.</p>	<p>to guide their beliefs and actions at Christmas.</p> <p>Reflect on what they have to be thankful for at Christmas time.</p>	<p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity or confession).</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas</p>		<p>Make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw.</p> <p>Explain how Buddhists believe they can find happiness by following the 8-fold path.</p> <p>Offer different opinions on whether it is possible for everyone to be happy all of the time.</p>	
Year 3	<p>Creation/Fall: What do Christians learn from the creation story? UC</p> <p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christian</p>	<p>Incarnation: What is the Trinity? UC</p> <p>Identify the difference between a Gospel and a letter.</p> <p>Suggest what texts about baptism and trinity might mean.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (e.g. baptism and prayer).</p> <p>Make links between some Bible texts studied and the idea of God in Christianity.</p> <p>Express own ideas about what the God of Christianity is like.</p>	<p>People of God: What is it like to follow God? UC</p> <p>Make clear links between the story of Noah and the idea of covenant.</p> <p>Make links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p>	<p>Salvation: Why do Christians call the day Jesus died 'Good Friday'? UC 1</p> <p>Suggest what the texts about the entry into Jerusalem and the death and resurrection of Jesus might mean.</p> <p>Give example of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some of their own ideas.</p>	<p>Sanatana Dharma Karma Why do Hindus want to collect good karma?</p> <p>Understand what the term Karma means and how Hindus can achieve it.</p> <p>Understand that Snakes and Ladders (Chitram Moksha) is taught to Hindu children about Karma</p> <p>Explain how some actions can have good and bad karma.</p> <p>Recognise that Hindus take part in Sema Day to help people in need and achieve good karma.</p> <p>Realize that when a Hindu achieves enough karma, they reach Moksha (heaven)</p> <p>If a Hindu does not achieve enough good karma, they return to earth in another body (reincarnation)</p> <p>The circle of life from birth, death and reincarnation is known as Samara</p> <p>Link things that are important to me with whether mine and other's behaviour is 'selfish' or 'selfless'</p> <p>Understand how Hindu stories teach children about Karma - the mongoose and the baby, the story of the boy and the starfish.</p>	<p>Sanatana Dharma Dharma How does the story of Rama and Sita inspire Hindus to follow their dharma?</p> <p>Use religious words to describe how Hindus show the importance of duty (dharma)</p> <p>Link things that are important to me with the way I think about, and tackle, my duties</p> <p>Describe what a Hindu might learn from the story of Rama and Sita</p> <p>Recognise things which influence me (family, friends, faith) to fulfil / neglect my duties</p> <p>Describe how, like other religious people, Hindus have people to inspire them</p>
Year 4	<p>People of God: What is it like to follow God? Digging deeper from 24-25 UC</p> <p>Make links between People of God and how some Christians choose to live in their whole lives and in their church communities.</p> <p>Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.</p>	<p>Incarnation: What is the Trinity? Digging deeper UC</p> <p>Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</p> <p>Give examples of what the texts studied might mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in the way they live.</p>	<p>Gospel: What kind of world did Jesus want? UC</p> <p>Identify the distinguishing features of a parable.</p> <p>Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.</p> <p>Suggest some ideas about the meaning of the Good Samaritan story to Christians.</p>	<p>Salvation: How does believing Jesus is their saviour inspire Christians to save and serve others? EP</p> <p>Meaning of the words save, saviour and salvation.</p> <p>What it means when Christians call Jesus their 'saviour'.</p> <p>Explore the Christian belief that Jesus brings 'salvation', through a Biblical narrative.</p>	<p>Sikhism Gurus How does the teaching of the gurus move Sikhs from dark to light?</p> <p>Understand the idea of moving from dark to light.</p> <p>Children understand that a Guru is a teacher and how this links to other religions.</p>	<p>Sikhism Equality How do Sikhs put their beliefs about equality into practice?</p> <p>Understand the ways in which equality is practised in the Sikh community</p> <p>Children understand importance of different areas of life</p> <p>Explore how Sikhs experience a sense of equality in their lives</p>

		<p>Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</p>	<p>Make simple links between the Good Samaritan story and the importance of charity in Christian life.</p> <p>Give examples of how Christians act to show that they are following Jesus.</p> <p>Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.</p>	<p>Jesus brings 'salvation', through Church practice.</p>	<p>Identify Gurus and understand who they are.</p> <p>Do you think it is fair if people are labelled by faith so that they can't make certain choices</p> <p>Making links to the Guru Granth Sahib.</p> <p>Sikhs believe that the divine spirit was passed from one Guru to the next.</p> <p>Understand how Sikhs focus on listening to the true Guru</p> <p>Guru Nanak - one true Guru</p>	<p>They follow the teachings of their Gurus to offer free food to all who come to worship</p> <p>Similarities and differences between Sikhism and other religions thinking about equality</p> <p>Understanding the 10 Gurus</p>
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<p>Year 5</p>	<p>Gospel: What would Jesus do?</p> <p>UC Identify features of Gospel texts (e.g. teachings, parables, narratives).</p> <p>Suggest meanings of Gospel texts studied and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.</p> <p>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own</p>	<p>Incarnation: Was Jesus the Messiah?</p> <p>UC Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and Prophecy texts, using technical terms.</p> <p>Show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Weigh up how far the idea that Jesus is the Messiah- a saviour from God- is important in the world today and, if it is true, what difference that might make in people's lives.</p>	<p>God: What does it mean if God is holy and loving?</p> <p>UC</p> <p>Identify different types of biblical texts using technical terms</p> <p>Explain connections between biblical texts and Christian ideas of God</p> <p>Make connections between Bible texts and Christian beliefs about God in church design</p> <p>Show how Christians express their belief in God through worship</p> <p>Evaluate how concepts of God as holy and loving influence the world today</p>	<p>Salvation: What did Jesus do to save human beings?</p> <p>UC Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy communion/Lord's supper.</p> <p>Show how Christians put their beliefs into practice.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>Islam Mercy / compassion How do some Muslims show Allah is compassionate and merciful?</p> <p>To make links to stories from the Prophet Muhamads life and how they demonstrate compassion</p> <p>To explain the meaning of the stories from the Quran and how important compassion is to Islam</p> <p>To make links how Muslims use the teachings of the Quran in their own lives to show compassion</p> <p>To make links about their own lives and the teachings of the Quran and how compassion is shown</p> <p>To show understanding of important Islamic festivals about compassion and the practises during these holidays</p> <p>To understand Eid and Ramadan and how these practices influence Muslims lives.</p>	<p>Islam Prophethood Why do Muslims call Muhammad the 'seal of the prophets'?</p> <p>I can use 'seal of the prophets' to describe Muslim belief about Muhammad</p> <p>I can link important messages I think the world should hear with the way I think and behave</p> <p>I can compare how someone I admire influences me with who influences others, as well as how Muhammad might influence a Muslim</p> <p>I can describe what a Muslim might learn from a story about Muhammad</p> <p>I can ask good questions about what is important in life after hearing stories about Muhammad</p> <p>I can describe what Muslims might learn from a story about Muhammad's life about Allah or about living</p> <p>I can describe the Shahadah and know all Muslims everywhere recite the same words</p> <p>I can recognise some of the things which influence me (family, friends, faith)</p> <p>I can describe how Muslims say the words of the Shahadah to witness to their faith, as new believers or as part of prayer</p> <p>I can ask important questions about how people decide who to follow in life, comparing ideas with others, including a Muslim view</p> <p>can describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design</p> <p>I can link things that I, and others, value with how we choose to behave and what we choose to celebrate</p>
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<p>Year 6</p>	<p>Creation: Creation and science: conflicting or complementary?</p> <p>UC Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>	<p>Kingdom of God: What kind of king is Jesus? (<i>connect to idea of Christmas about what kind of king he would be</i>)</p> <p>UC Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>	<p>Humanism (EP) Happiness Why do humanists say happiness is the goal of life?</p> <p>To ask questions about why some people choose to belong to a Humanist group, including a reference to people who may have inspired them to do so</p> <p>To make links between Humanist beliefs and the sources from which they draw their ideas. or which they use to promote their views of life</p> <p>To explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live</p> <p>To use the right terms to describe some practices /experiences involved at a Humanist naming, wedding or funeral, and how they might affect people</p> <p>To ask questions about what the meaning and purpose of life is for a human being and suggest their own idea and a Humanist one</p> <p>To express atheist or agnostic beliefs, ideas or feelings in similar ways to Humanists</p>	<p>Salvation: What difference does the Resurrection make for Christians?</p> <p>UC Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p>	<p>Islam (EP) Submission How does a Muslim show their submission and obedience to Allah?</p> <p>To make links that show how Bilal's life and experiences of the Prophet Muhammad helped him understand the meaning of submission for Muslims</p> <p>To use the right religious words to describe the different practices / experiences involved in being a Muslim which help them show obedience and submission to Allah</p> <p>To show how Muslims express their beliefs and feelings about Allah through the different prayer positions and words, and suggest why these might be helpful</p> <p>To ask questions about who we submit to or obey in groups we choose to belong to, and why, and include reference to people who inspire us</p> <p>To ask questions about who or what is the most important thing to submit to, or obey, in life, suggesting answers of our own and including one a Muslim might give</p> <p>To ask how a commitment to obeying particular rules or specific people, helps us and others, including Muslims, make moral decisions</p>	<p>Islam (EP) Revelation What does the Qur'an reveal about Allah and his guidance?</p> <p>To make links between the beliefs and teachings of the Qur'an or Sunnah and why Muslims might make different choices about how they should live</p> <p>To use wide religious vocabulary to describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others</p> <p>To express Muslim beliefs about Allah in a style which respects their choice to use words not pictures to express their beliefs on a mosque wall</p> <p>To ask about what it might be like to live as part of different groups in society and explain what I think the challenges are of being a Muslim in Britain</p> <p>To ask a Muslim some good questions about the meaning and purpose of life, and about what is true, and compare their answers with mine and others</p> <p>To discuss the benefits and problems of strong values and commitments in relation to media reports about Islam and suggest right responses in school</p>
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