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EYF S	Being Special: where do we belong?	INCARNATION: Why is Christmas special for Christians?	What times/stories are special and why?	SALVATION: Why is Easter special for Christians?	GOD/ CREATION: Why is the word 'God' so important to Christians?	What places are special and why?
1	CREATION: Who Made the World? Harvest	What does it mean to belong to a faith community?	GOD: What do Christians believe God is Like?	Who is Muslim and how do they live? (PART 1)	Who is Muslim and how do they live? (PART 2)	How should we care for the world and for others, and why does it matter?
2	Who is Jewish and how do they live? (PART 1)	INCARNATION: Why does Christmas matter to Christians?	Who is Jewish and how do they live? (PART 2)	SALVATION: Why does Easter matter to Christians?	GOSPEL: What is the good news Jesus brings?	What makes some places sacred to believers?
3	CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people?	PEOPLE OF GOD: What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
4	What do Hindus believe God is like?	INCARNATION/ GOD: What is the Trinity? Christmas	What does it mean to be a Hindu in Britain today?	SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	KINGDOM OF GOD: When Jesus left what was the impact of Pentecost ?	Why do some people think that life is like a journey and what significant events mark this?
5	What does it mean to be a Muslim in Britain today?	INCARNATION Was Jesus the Messiah? Christmas	GOD: What does it mean if God is Holy and Loving?	Why is the Torah so important to Jewish people?	GOSPEL: What would Jesus do?	Why do some people believe in God and some people not? OR What matters most to Humanists and Christians?
6	Why do Hindus want to be good?		CREATION/FALL: Creation & Science – Conflict or Complimentary?	2b.6 SALVATION: What did Jesus do to save Human Beings? Easter	PEOPLE OF GOD: How can following God bring freedom and Justice?	How does faith help people when life gets hard?

EYFS

EYFS Statutory Educational Programme

Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

End Points

Understanding the World

ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

	Make sense of a range of religious and non-religious beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas studied
Being Special: where do we belong?	<ul style="list-style-type: none"> Retell religious stories making connections with personal experiences 	<ul style="list-style-type: none"> Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<ul style="list-style-type: none"> Retell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special

INCARNATION: Why is Christmas special for Christians?	<ul style="list-style-type: none"> • Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus • Retell religious stories, making connections with personal experiences. 	<ul style="list-style-type: none"> • Recall simply what happens at a traditional Christian festival (Christmas) 	<ul style="list-style-type: none"> • Talk about people who are special to them • Say what makes their family and friends special to them • Retell religious stories, making connections with personal experiences.
What stories are special and why?	<ul style="list-style-type: none"> • Talk about some religious stories • Recognise some religious words, e.g. about God • Identify a sacred text e.g. Bible, Torah 	<ul style="list-style-type: none"> • Talk about some of the things these stories teach believers 	<ul style="list-style-type: none"> • Identify some of their own feelings in the stories they hear
SALVATION: Why is Easter special for Christians?	<ul style="list-style-type: none"> • Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians 	<ul style="list-style-type: none"> • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc. • Talk about some ways Christians remember these stories at Easter. 	<ul style="list-style-type: none"> • Talk about ideas of new life in nature • Make connections with signs of new life in nature
GOD/ CREATION: Why is the word ‘God’ so important to Christians?	<ul style="list-style-type: none"> • Retell stories, talking about what they say about the world, God, human beings 	<ul style="list-style-type: none"> • Say how and when Christians like to thank their Creator 	<ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Think about the wonders of the natural world, expressing ideas and feelings • Talk about what people do to mess up the world and what they do to look after it.
What places are special and why?	<ul style="list-style-type: none"> • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God 	<ul style="list-style-type: none"> • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship 	<ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church or place of worship • Express a personal response to the natural world.

<u>Year 1</u> Main religions studied: Christianity and Islam			
	Make sense of a range of religious and non-religious beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<p>CREATION: Who Made the World? Harvest</p> <p style="color: red;">Key vocabulary: Creation, Harvest, Generous, Grace</p> <p style="color: red;">Key story: Creation (Genesis 1)</p>	<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells Christians about God, Creation and the world 	<ul style="list-style-type: none"> Give at least one example of what Christians do to say ‘thank you’ to God for Creation 	<ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.
<p>What does it mean to belong to a faith community?</p> <p style="color: red;">Key vocabulary: right, wrong, unique, honesty, value, fairness, kindness, forgiveness, Baptism, Naming</p> <p style="color: red;">Key story: The Lost Sheep</p>	<ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people 	<ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) 	<ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas
<p>GOD: What do Christians believe God is Like?</p>	<ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father 	<ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) 	<ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make.

<p>Key vocabulary: Parable, forgiveness, prayer, praise</p> <p>Key story: The Lost / Prodigal Son (Luke 15)</p>	<ul style="list-style-type: none"> Give clear, simple accounts of what the story means to Christians 	<ul style="list-style-type: none"> Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 	
<p>Who is Muslim and how do they live?</p> <p>Key vocabulary: Shahadah, Allah, Prophet, Qur'an, Ramadan, Eid, Mosque, Wudhu</p>	<ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad 	<ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action 	<ul style="list-style-type: none"> Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.
<p>How should we care for the world and for others, and why does it matter?</p> <p>Key vocabulary: Parable, Golden Rule</p> <p>Key story: Good Samaritan</p>	<ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians about the natural world 	<ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians show care for the natural earth Say why Christians might look after the natural world 	<ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
<p>End Point</p>	<p>By the end of Y1 through the coverage of the learning outcomes children will be able to:</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis Give 2-3 examples of what Christians do to be thankful to God Talk about the importance of the Creation story Give a simple explanation of what Jesus and Prophet Muhammad taught about loving other people 		

	<ul style="list-style-type: none"> - Give examples of ways people express their identity and belonging within faith communities - Retell the parable of the Lost Son - Identify how Christians put their beliefs into practice - Name and describe the key Muslim beliefs that are found in the Shahadah - Retell a story about the Prophet that can be used as guidance for Muslims - Give 2-3 examples of how and why people care for others (emphasis on Christianity) and the natural world - Talk about what Genesis 1 tells Christians about the natural world
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Year 2 Main religions studied: Judaism and Christianity			
	Make sense of a range of religious and non-religious beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<p>Who is Jewish and how do they live?</p> <p>Key vocabulary: Jewish, Chanukah, Shabbat, Sukkot</p> <p>Key story: Judas Maccabee and miracle of the oil</p>	<ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like 	<ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) 	<ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.
<p>INCARNATION: Why does Christmas matter to Christians?</p> <p>Key vocabulary:</p>	<ul style="list-style-type: none"> • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians 	<ul style="list-style-type: none"> • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas 	<ul style="list-style-type: none"> • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas.

<p>Incarnation, Gospel, Advent, Christmas</p> <p>Key story: Birth of Jesus (Luke)</p>			
<p>SALVATION: Why does Easter matter to Christians?</p> <p>Key vocabulary: Incarnation, Salvation, Palm Sunday, Good Friday</p> <p>Key story: Easter Story</p>	<ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) 	<ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 	<ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.
<p>GOSPEL: What is the good news Jesus brings?</p> <p>Key vocabulary: Gospel, Forgiveness, Peace, Charity</p> <p>Key story: Matthew the Tax Collector (Matt 9:9)</p>	<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave 	<ul style="list-style-type: none"> 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 Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) 	<ul style="list-style-type: none"> 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 about how to live, giving a good reason for their ideas.
<p>What makes some places sacred to believers?</p> <p>Key vocabulary:</p>	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean 	<ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community 	<ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas

<p>sacred, holy, mosque, synagogue, church</p>	<ul style="list-style-type: none"> Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship 		<ul style="list-style-type: none"> Talk about what makes some places special to people, and what the difference is between religious and non-religious special places
<p>End Points</p>	<p>By the end of Y2 through the coverage of the learning outcomes children will be able to:</p> <ul style="list-style-type: none"> - Identify Judaism as one of the world's major religions and identify the Star of David. - Name and describe different Jewish artefacts and explain how they are linked to remembering God. - Talk about their knowledge of at least two different Jewish celebrations. - Identify the Torah Scroll, be able to retell simple Jewish stories such as Chanukah and explain how these are linked to Jewish celebrations. - Identify the Bible as the holy book of Christianity and be able to talk about its parts, including the gospels. - Retell the story of Jesus's birth and how this impacts Christmas celebrations for Christians. - Identify the difference between religious and non-religious Christmas traditions. - Describe the main parts of the Easter story including Palm Sunday, Good Friday and Easter Sunday. - Give examples of ways Christians celebrate Easter in and out of the Church in religious and non-religious ways. - Retell stories from the Gospels and explain the reasons behind Jesus's actions and instructions. - Articulate what Christians and non-Christians can learn from these stories. - Use the terms 'forgiveness' and 'peace' and give examples of what each word means to them and Christians. - Identify 2-3 different places of worship and be able to name a variety of different parts, objects or symbols within these places of worship. - Give simple examples of how people worship at a church or synagogue. - Understand the difference between religious and non-religious special places 		

Year 3 Main religions studied: Christianity, Judaism and Islam			
	Make sense of a range of religious and non-religious beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<p>CREATION/ FALL: What do Christians learn from the creation story?</p> <p>Key vocabulary: Fall, Steward, Caretaker, Creation</p> <p>Key story: Adam and Eve (Genesis 2 and 3)</p>	<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world 	<ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness 	<ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today
<p>How do festivals and family life show what matters to Jewish people?</p> <p>Key vocabulary: Pesach, Yom Kippur, forgiveness, Exodus</p> <p>Key story: Story of the Exodus</p>	<ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today 	<ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 	<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.
<p>PEOPLE OF GOD: What is it like to follow God?</p>	<ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant 	<ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony 	<ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world.

<p>Key vocabulary: Covenant, wedding ceremony, responsibilities, promises, commitment</p> <p>Key story: Noah's story</p>			
<p>How do festivals and worship show what matters to a Muslim?</p> <p>Key vocabulary: Ibadah, Rakah, Laylatul Qadr, harmony</p> <p>Key story: Surah 1 of the Quran</p>	<ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) 	<ul style="list-style-type: none"> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) 	<ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.
<p>GOSPEL: What kind of world did Jesus want?</p> <p>Key vocabulary: Gospel, Leper, Priest or Vicar, Love</p> <p>Key story: Calling of the First Disciples (Matthew 4)</p>	<ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian 	<ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways 	<ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

<p>How and why do religious and non-religious people try to make the world a better place?</p> <p>Key vocabulary: Guidance, Zakah, Tzedaka, inspirational, Humanists</p> <p>Key story: The Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22) or the ‘Golden Rule’ (Matthew 7:12).</p>	<ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place 	<ul style="list-style-type: none"> • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
<p>End Points</p>	<p>By the end of Y3 through the coverage of the learning outcomes children will be able to:</p> <ul style="list-style-type: none"> - Place the events of the creation story onto a timeline (Building on knowledge from Year 1) - Retell the story of the Fall in Genesis 3 and understand that it gives an explanation of why things go wrong in the world - Retell the Exodus story and explain how this links to Jewish beliefs about God (Building on knowledge from Year 1) - Describe how Jews show their beliefs through worship in festivals - Explain the stories behind the following festivals: Yom Kippur, Pesach (Passover) and Rosh Hashanah - Retell the story of Noah - Explain how the story links to the covenant, wedding ceremonies and the wider world - Identify 2-3 beliefs about Allah shown in Surah 1 - Explain what Ibadah is, give examples of it and what it involves (Building on knowledge from Year 1) - Describe how Muslims show their beliefs through worship 		

	<ul style="list-style-type: none"> - Identify one text that comes from a Gospel, which tells the story of the life and teaching of Jesus - Explain the concept of Christians being the 'fishers of people' - Explain how Jesus's actions (towards outcasts, showing love for all) are used to guide Christians - Explain why some people believe that the world is not always a good place and why people try to make the world a better place. - Identify one guide for living that can be used by a religious believer e.g <i>the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34) or the 'Golden Rule' (Matthew 7:12)</i>
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Year 4 Main religions studied: Hinduism and Christianity			
	Make sense of a range of religious and non-religious beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<p>What do Hindus believe God is like? Key vocabulary: Trimurti, cycles of life, Brahman, Atman</p> <p>Key story: The story of Ramayana</p>	<ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God 	<ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship 	<ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.
<p>INCARNATION/ GOD: What is the Trinity? Christmas Key vocabulary: Trinity, Baptism, Father, Son, Holy Spirit</p>	<ul style="list-style-type: none"> • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today 	<ul style="list-style-type: none"> • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live 	<ul style="list-style-type: none"> • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like

<p>Key story: Baptism of Jesus (Matthew 3)</p>			
<p>What does it mean to be a Hindu in Britain today? Key vocabulary: Brahman, Atman, Brahma/Vishnu/Shiva, Murti</p> <p>Key story: Durga and Navrati Stories from Upanishads</p>	<ul style="list-style-type: none"> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) 	<ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) 	<ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.
<p>SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter Key vocabulary: Salvation, Crucifixion, Resurrection, Easter</p> <p>Key story: Easter Story esp Good Friday/Easter Sunday</p>	<ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week 	<ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways 	<ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.
<p>KINGDOM OF GOD: When Jesus left what was the impact of Pentecost? Key vocabulary:</p>	<ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean 	<ul style="list-style-type: none"> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship 	<ul style="list-style-type: none"> Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.

<p>Holy Spirit, Pentecost, ascension</p> <p>Key story: Coming of Holy Spirit in Acts of Apostles</p>	<ul style="list-style-type: none"> Give examples of what Pentecost means to some Christians now 		
<p>Why do some people think that life is like a journey and what significant events mark this?</p> <p>Key vocabulary: Commitment, ceremonies, sacred thread ceremony, bar/bat mitzvah</p> <p>Key story: Paul's Baptism (Acts 9:10 – 19)</p>	<ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today 	<ul style="list-style-type: none"> Describe what happens in ceremonies of commitment and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live Identify some differences in how people celebrate commitment 	<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today.
<p>End Points</p>	<p>By the end of Y4 through the coverage of the learning outcomes children will be able to:</p> <ul style="list-style-type: none"> Identify 2-3 different ways in which Hindus worship Identify and describe some Hindu deities Retell a Hindu story and make links between the story and what Hindus believe about God Explain what a gospel is and give an example of the types of stories it contains Describe how Christians show their beliefs about God the Trinity in worship in different ways Explain what a text about baptism means Explain what a text about trinity means Define the terms 'dharma', 'Sanatan dharma' and 'Hinduism' Explain 2-3 objects that may be found in a Hindu's home and explain what they are and what they are used for 		

	<ul style="list-style-type: none"> - Explore what Hindus do to show their tradition within their faith communities - Explain how Hindus celebrate Diwali in Britain today - Explain what the events of the Holy Week are and explain what this means to Christians - Define the word 'Salvation' and explain that Christians believe Jesus came to 'save' or 'rescue' people - Describe how Christians show their belief about Jesus through worship - Retell the story of Pentecost and offer suggestions about what the story might mean - Describe how Christians show their beliefs about the Holy Spirit in worship - Identify what Pentecost means to some Christians now - Describe wedding ceremonies and marriage commitments from two religious traditions e.g. Christian and Hindu/Jewish - Explain what the following ceremonies are and say what the rituals mean: <ul style="list-style-type: none"> • Christians: Baptism/ Communion or confession • Hindus: sacred thread ceremony. • Jews: bar/bat mitzvah.
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Year 5			
Main religions studied: Christianity, Judaism and Islam			
	Make sense of a range of religious and non-religious beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<p>What does it mean to be a Muslim in Britain today?</p> <p>Key vocabulary: Prophet Muhammad, Surah, Qur'an, Monotheist, Tawhid</p> <p>Key story: The Night of Power</p>	<ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an • Describe ways in which Muslim sources of authority guide Muslim living 	<ul style="list-style-type: none"> • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways 	<ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Bolton today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims

<p>Surah One</p>			<ul style="list-style-type: none"> • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.
<p>INCARNATION: Was Jesus the Messiah? Christmas Key vocabulary: Incarnation, Prophecy, Gospel, Messiah Religious/non-religious</p> <p>Key story: Birth of Jesus (Luke) Isaiah prophecy</p>	<ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms 	<ul style="list-style-type: none"> • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible 	<ul style="list-style-type: none"> • Weigh up how far the idea of Jesus as 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, giving good reasons for their answers.
<p>GOD: What does it mean if God is Holy and Loving? Key vocabulary: Agnostic, Atheist, Omnipotent, Holy, Eternal, Omniscient, Spirit</p> <p>Key story: Vision of Isaiah 1 John Letter</p>	<ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms 	<ul style="list-style-type: none"> • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship 	<ul style="list-style-type: none"> • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

<p>Why is the Torah so important to Jewish people? Key vocabulary: Passover (Pesach), Kosher Seder Torah</p> <p>Key story: Vision of Isaiah 1 John Letter</p>	<ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them 	<ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live Give evidence and examples to show how Jewish people put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.
<p>GOSPEL: What would Jesus do? Key vocabulary: WWJD, Commandments, Parable, foundation for living, forgiveness</p> <p>Key story: Parable of the wise and foolish builders: Matthew 7:24–27</p>	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts 	<ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives 	<ul style="list-style-type: none"> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view.
<p>What matters most to Humanists and Christians?</p> <p>Key vocabulary: Moral code, Humanist, valuable, justice</p>	<ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') 	<ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view 	<ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

<p>Key story: Good Samaritan (Luke 10:25–37)</p>			
<p>End Points</p>	<p>By the end of Y5 through the coverage of the learning outcomes children will be able to:</p> <ul style="list-style-type: none"> - Identify and explain 3-4 key Muslim beliefs about God, the Prophet and the Holy Qur'an - Explain what the 5 pillars of Islam are in detail - Explain what Sunnah and Hadith are and how this is used as guidance for Muslims - Define the terms Messiah and Incarnation - Explain how beliefs about Jesus' Incarnation are put into practice - Identify and explain the link between Jesus' Incarnation and the idea of him as Messiah - Name 5 different attributes of God and explain what these mean - Recall a biblical text that shows that God is holy/loving - Explain how different parts of a cathedral show how God is Holy and Loving - Identify the titles used to refer to God in Judaism and how these reveal Jewish ideas about the nature of God (e.g. Almighty, King, Father, Lord, King of Kings) - Recall a text that describes these names (e.g. the Shema, Ein Keloheinu and Avinu Malkeinu – two Jewish prayers found in a siddur, a daily prayer book). - Explain some differences between Orthodox and Progressive Jewish practice - Identify 4 features of Gospel texts - Recall the gospel text that has been studied, offer suggestions for the meaning of the story and explain how the text can be used for Christians today - Define what a Humanist is and what they believe - Explain Christian and Humanist ideas about being good and how people live - Give reasons why it might be helpful to follow a moral code and why it might be difficult 		

Year 6 Main religions studied: Hinduism and Christianity			
	Make sense of a range of religious and non-religious beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<p>Why do Hindus want to be good?</p> <p>Key vocabulary: Dharma, karma, moksha, samsara, ashramas, reincarnation</p> <p>Key story: The man in the well</p>	<ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. 	<ul style="list-style-type: none"> Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view
<p>CREATION/FALL: Creation & Science – Conflict or Complimentary?</p> <p>Key vocabulary: Narrative, Literal, Metaphor, Scientific, Cosmology</p> <p>Key story: Genesis 1 Psalms</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together 	<ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.
<p>SALVATION: What did Jesus do to save Human Beings?</p> <p>Key vocabulary:</p>	<ul style="list-style-type: none"> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice 	<ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view

<p>Salvation, Crucifixion, Resurrection, Incarnation, Sacrifice</p> <p>Key story: Mark 14-15 (Holy Week)</p>			
<p>KINGDOM OF GOD: For Christians, what kind of king was Jesus?</p> <p>Key vocabulary: Kingdom of God, parables, Leadership, Gratitude</p> <p>Key story: Sermon on the mount- Beatitudes</p>	<ul style="list-style-type: none"> • Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations 	<ul style="list-style-type: none"> • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways 	<ul style="list-style-type: none"> • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today.
<p>How does faith help people when life gets hard?</p> <p>Key vocabulary: Symbolise, salvation, afterlife, light and dark, comfort, reincarnation</p> <p>Key story: Psalm 103</p>	<ul style="list-style-type: none"> • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences 	<ul style="list-style-type: none"> • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives 	<ul style="list-style-type: none"> • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own

End Points**By the end of Y6 through the coverage of the learning outcomes children will be able to:**

- Define the terms dharma, karma, samsara, moksha, ashrama and reincarnation
- Be able to explain the four stages of life (ashramas) and how these link to beliefs about dharma and moksha
- Explain the story of 'The man in the well' and how it links to Hindu beliefs

- Summarise Genesis 1 and offer suggestions as to what it might mean
- Explain what non literalist and literalist Christians may believe about the Genesis story
- Explain at least one scientific theory of how the world was created (e.g the big bang) and why people may choose to believe this

- Recall the events of the Holy Week
- Explain in own words what Christians mean when they say that Jesus' death was a sacrifice
- Identify how communion is celebrated and how this links to the belief of Jesus' death being a sacrifice

- Explain how the 'Kingdom of God' can be seen in the world today
- Recall some of the beatitudes
- Explain what kind of leader Jesus was

- Give three ways in which religions help people through difficult times
- Explain two key religious concepts of life after death e.g Christianity and Hinduism
- Explain one non-religious view about what happens after death e.g Humanism
- Consider how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives