|  | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS  Why are some things special? | **Special times:** How and why do we celebrate? What times are special to different people and why? | | **Special Stories:** Why are some stories special? What special messages can we learn from stories? | | **Special places:** What buildings and places are special to different people?  OR What is special about our world? | |
| Y1  What do people say about God? | **Christianity**  **(Key concept: God)**  **Why do Christians say that God is a ‘Father’?**   * Children can discuss why Christians say that God is a father. * Children can suggest rituals or items for prayer. | **Christianity**  **(Key concept: Jesus)**  **Why is Jesus special to Christians?**   * Children can retell simple nativity story. * Children can say how the characters welcomed Jesus. | **Islam**  **(Key concept: Tawhid)**  **How might beliefs about creation affect the way people treat the world?**   * Children can explain that Muslims believe in one God * Chn can discuss that Muslims believe in God as creator, and they must care for the planet. | **Judaism**  **(Key concept: God)**  **Why might some people put their trust in God?**   * Chn can give an example of a key belief ie one God or a story about Noah/Abraham. * Chn can talk about trusting God to keep his promise. | **Hindu Dharma**  **(Key Concept: Brahman)**  **What do Hindus believe about God?**   * Chn can explain Hindus believe in one God in many forms. * Chn can explain how Hindus use the murtis (Gods) in worship. | **Christianity**  **(Key concept: church)**  **How might some people show that they ‘belong’ to God?**   * Children can discuss what happens at Baptism/Christening. * Children can explain belonging to the church family. |
| Y2  How do we respond to the things that really matter? | **Christianity**  **(Key concept: God)**  **Does how we treat the world matter?**   * Children can retell the creation story simply. * Children can say why Christians want to look after the world. | **Christianity**  **(Key concept: Jesus)**  **Why do Christians say Jesus is the ‘Light of the World’?**   * Children can explain why Jesus is the ‘Light of the World’. * Children can discuss ways Christians celebrate Christmas. | **Hindu Dharma**  **(Key concept: Brahman)**  **How might people express their devotion?**   * Chn can discuss that Hindus believe in one God who can be worshipped in many forms. * Chn can discuss Hindu worship in the home and the mandir. | **Islam**  **(Key concept: Ibadah)**  **Why do Muslims believe it is important to obey God?**   * Chn can identify symbols (images/actions) used in worship. * Chn can describe the rituals of Islamic prayer (salah) including wudhu and use of prayer mat. | **Christianity**  **(Key concept: Church)**  **What unites the Christian community?**   * Children can identify symbols (images, actions) used in worship. * Children can identify features in a church. | **Judaism**  **(Key concept: Everyday Life)**  **What aspects of life really matter?**   * Chn can retell the story of Moses being given the Ten Commandments. * Chn can discuss the Jewish tradition of Friday night dinner (linked to shabbat). |
| Y3  Who should we follow? | **Christianity**  **(Key concept: God)**  **How (and why) have some people served God?**   * Chn can identify Christian beliefs and values contained within stories of the prophets (eg Noah, Abraham, Moses, Jonah). * Chn can identify that Christians listen to God. | **Islam**  **(Key concept: Tawhid)**  **Why is the Prophet Muhammad (pbuh) an example for Muslims?**   * Chn can identify that Muhammad is a prophet (founder, leader) who Muslims follow the teachings of. * Chn can suggest why charity might be important to Muslims and that it is an Islamic practice called Zakat. | **Christianity**  **(Key concept: Jesus)**  **What does it mean to be a disciple of Jesus?**   * Chn will know what a disciple is and describe who they are to Jesus. * Chn can describe how and why Christians might try to follow the example of Jesus through mission and charity work. | **Christianity**  **(Key concept: Church)**  **What do Christians mean by the ‘Holy Spirit’?**   * Chn can describe/ explain what Christians mean by the Holy Spirit. * Chn can describe what the Pentecost is. | **Sikhism**  **(Key Concept: Values)**  **Why are the Gurus important to Sikhs?**   * Chn will develop an understanding of founders and leaders for religious communities. * Chn will identify Sikh beliefs and values contained within the stories of the lives of the Gurus. | **Hindu Dharma**  **(Key concept: Dharma)**  **Why is family an important part of Hindu life?**   * Chn will know that following the dharma (religious duty) is an important part of Hindu life. * Chn can describe how and why Hindus might celebrate Raksha Bandhan. |
| Y4  How should we live our lives? | **Hindu Dharma**  **(Key concept: Brahman)**  **What might a Hindu learn through celebrating Diwali?**   * Chn will explore teachings about good and evil in the story of Rama and Sita. * Chn will explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil. | **Christianity**  **(Key concept: God)**  **How and why might Christians use the Bible?**   * Chn will explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible. * Chn will describe why some Christians might view the Bible as an important source of authority and moral guidance. | **Sikhism**  **(Key concept: Commitment)**  **How do Sikhs express their beliefs and values?**   * Chn will explore and describe some teachings and stories from Sikhism. * Chn will explain how clothing and behaviour might be symbolic of beliefs, values and commitments. | **Christianity**  **(Key concept: Jesus)**  **Is sacrifice an important part of religious life?**   * Chn can retell the story of Jesus in the wilderness. * Chn can identify Christian beliefs about Jesus reflected in the wilderness story. | **Islam**  **(Key concept: Iman)**  **Why do Muslims fast during Ramadan?**   * Chn can use subject specific language to describe how and why Muslims fast at Ramadan. * Chn can explain the importance of Ramadan in the context of the Five Pillars of Islam. | **Christianity**  **(Key concept: Church)**  **What does ‘love your neighbour’ really mean?**   * Chn will retell some of the main parables of Jesus. * Chn can explain how and why these might be an important source of guidance for Christians. |
| Y5  Where do we find guidance about how to live our lives? | **Christianity**  **(Key concept: God)**  **Why is it sometimes difficult to do the right thing?**   * Chn can describe Christian beliefs about sin and forgiveness. * Chn can describe and explain the teaching from Genesis 3 of how Adam and Eve disobeyed God. | **Islam**  **(Key concept: Iman)**  **Why is the Qur’an so important to Muslims?**   * Chn will explore Islamic beliefs about the Qur’an as the word of God. * Chn can explain how and why the Qur’an is a source of guidance for the life of a Muslim. | **Hindu Dharma**  **(Key concept: Brahman)**  **What might Hindus learn from stories about Krishna?**   * Chn can explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus. * Chn can describe and explain a variety of ways that Hindus might celebrate the festival of Holi. | **Christianity**  **(Key concept: Jesus)**  **What do we mean by a miracle?**   * Chn can retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus. * Chn can explain why some Christians might go on pilgrimage to places associated with miraculous events. | **Christianity**  **(Key concept: Church)**  **How do people decide what to believe?**   * Chn can describe what Christians mean when they talk about one God in the Trinity. * Chn can identify the beliefs contained within the Apostles Creed. | **Judaism**  **(Key concept: Guidance)**  **Do people need laws to guide them?**   * Chn can make links between beliefs and sacred texts (Torah) including how and why religious sources are used to teach and guide believers. * Chn are beginning to interpret the deeper meaning of symbolism – contained in stories, images and actions. |
| Y6  Is life like a journey? | **Christianity**  **(Key concept: Church)**  **How do Christians mark the ‘turning points’ on the journey of life?**   * Chn can use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies. * Chn and explain why these rituals may differ between different denominations (eg infant baptism and believer’s baptism) | **Hindu Dharma**  **(Key concept: Samsara)**  **Is there one journey or many?**   * Chn can explain how belief in reincarnation might affect the way in which a Hindu views the ‘journey of life’. * Chn can describe and explain the four ashramas (stages of life) in the life of a Hindu. | **Islam**  **(Key concept: Ibadah)**  **What is Hajj and why is it important to Muslims?**   * Chn can describe and explain the importance of Hajj, including the practices, rituals and impact. * Chn can explain the importance of the Ummah for Muslims and that this is a community of diverse members. | **Christianity**  **(Key concept: Jesus)**  **Why do Christians believe Good Friday is ‘good’?**   * Chn can retell the events leading up to and the death of Jesus. * Chn can use religious vocabulary to describe and explain the Eucharist. | **Buddhism**  **(Key concept: Way of Life)**  **What do we mean by a ‘good life’?**   * Chn can explain Buddhist beliefs and values contained within the story of Prince Siddhartha * Chn can describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. | **Christianity**  **(Key concept: God)**  **If life is like a journey, what’s the destination?**   * Chn can explain (simply) Christian beliefs about salvation. * Chn can explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian. |