|  | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| EYFSWhy 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? |
| Y1What 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.
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| Y2How 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).
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| Y3Who 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.
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| Y4How 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.
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| Y5Where 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.
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| Y6Is 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.
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