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Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations, Festivals and events	Christianity Harvest Judaism Passover Yom Kippur Hinduism Ramanavami	Christianity Christmas	Christianity Easter Sikhism Vaisakhi Guru Nanak Birthday		Islam Ramadan Eid-al-Fitr Buddhism Wesak	
Class 1 EYFS						
Thread	Belonging	Belonging, Celebrations	Belonging	Celebration	World Personal Belief & Belonging	World Personal Belief & Belonging
Key questions	*What makes people special?* *What do religious people learn from stories?* Why are people special? Why am I special? How did my family welcome me? How has school welcomed me? How do Christians/Jews/other groups have special ways of welcoming babies?	*What makes people special?* *What do religious people learn from stories?* Why do Christians perform special nativity plays at Christmas?	*How do celebrations bring Christians together in different ways?* How do people describe God? How do Christians describe God?	*How do celebrations bring Christians together in different ways?* Which times are special for Christians? Easter theme	*Who and what is special to me? Why should we look after the world?* Why do Christians go to church? Why is the church special for Christians? Why are other places special for believers?	*Who and what is special to me? Why should we look after the world?* How do Christians, Jews & Muslims say we should look after the world?
Key Vocabulary	God, creator, creation,	Christmas, incarnation, Bible, gospels, nativity	God, Holy book, belief, rescue, Allah,	Resurrection, Easter, Good Friday, Jesus New life	Church, Mandir, Gurdwara, Synagogue, bible	Creation, Muslim, Jew, Christian

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	incarnation, belonging, respect, baptism, church of England, welcome		Brahman, Shepherd, lost			
End of Key Stage Statements	1. (A) Talk about how Christians describe God eg as creator 7. (G) Talk about things some Christians do in church *9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society.* *10. ELG: Understanding the World: People Culture and Communities 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.*	2. (B) Talk about who Christians say Jesus is eg say why they think he might be special. 3. (C) Explain the Bible is the Christian's holy book. 4. (D) Retell a few key aspects of the Christmas story eg Jesus came to earth and was born in a stable; his parents were Mary and Joseph. 7. (G) Talk about things some Christians do in church 8. (H) Begin to show curiosity and ask questions about Christian stories. *9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society.* *10. ELG: Understanding the World: People Culture and Communities Know some similarities and differences between different religious and*	1. (A) Talk about how Christians describe God eg as creator 8. (H) Begin to show curiosity and ask questions about Christian stories. *9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society.* *10. ELG: Understanding the World: People Culture and Communities 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.*	5. (E) Retell a few key aspects of the Easter story eg Jesus came into Jerusalem on a donkey he died and came back alive 8. (H) Begin to show curiosity and ask questions about Christian stories. *9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society.* *10. ELG: Understanding the World: People Culture and Communities 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.*	3. (C) Explain the Bible is the Christian's holy book. 6. (F) Understand that the Bible tells stories that help Christians think about God and Jesus 7. (G) Talk about things some Christians do in church 8. (H) Begin to show curiosity and ask questions about Christian stories. *9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society.* *10. ELG: Understanding the World: People Culture and Communities Know some similarities and differences between different religious and cultural*	1. (A) Talk about how Christians describe God eg as creator 6. (F) Understand that the Bible tells stories that help Christians think about God and Jesus *9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society.* *10. ELG: Understanding the World: People Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and*

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		cultural communities in this country, drawing on their experiences and what has been read in class.			*communities in this country, drawing on their experiences and what has been read in class.*	*what has been read in class.*

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Class 2 Year 1/2						
Thread	God, the world and self	Faith /secular worldview in the wider world	Personal belief, Marking life's journey	Belonging, Celebration	Belonging	Belonging
Key questions	*What do people believe about God? How are people special?* How do people describe God? What do Christians believe about God? What does the bible say about creation? What do Jews and Christians believe about creation?	*How do people celebrate special times?* How and why do people celebrate Christmas? How do Christians celebrate Christmas? What can we learn that Christians believe about Jesus from the nativity story?	*How do people decide what is right and what is wrong?* How do people decide what is right & wrong?	*Why do people mark Easter in different ways?* What happened when Jesus went to Jerusalem? How do Christians celebrate Easter in church? At home? What happens in church at Easter? (Why was the empty tomb good news for Christians?)	*What does it mean to belong? How do groups express this differently?* What does it mean when someone belongs to a Christian community? What do Christians mean by the word 'church'? Belonging to other groups?	*Why are some places more important to people than others?* What can we find out about Judaism by exploring a synagogue? Why is going to a synagogue important to Jews? What is the role of the rabbi? Is it similar or different to other leaders of religious/non-religious worldviews?
Key Vocabulary	God, creation, holy book, Torah, Bible, Shabbat, sabbath, harvest, Judaism, Jew, King	Christmas, Christian, Saviour, Angel, Magi, Christingle	Right, wrong, lie, truth, Holy book, Go, Allah	Church, Palm Sunday, sacrifice, communion, eucharist, cross, Easter, prophesy	Church, community, cross, Bible, worship, vicar, leader, pastor	ark, tallit - prayer shawl, Torah, Yad, Bimah, ner tamid (eternal light), mezuzah, house of prayer.
End of Key Stage Statements	9. Describe some of the things that happen at the synagogue and why Shabbat is important to some Jews. 11. Talk about stories in the Bible that	1. Recall the main events from the Christmas Bible stories linking these stories with Christianity. 3. Identify at least 4 aspects of how Christians celebrate	15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers	2: Recall and order the five key events that happened during Jesus' last week on earth; entry into Jerusalem; Last Supper; arrest;	6: Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians.	8.Identify the Torah is a holy book for Jews & how the rules in the Torah can guide a Jew in their lives, eg why

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	describe what God is like for Christians, Jews, and Muslims. For example, in the Old Testament story of Creation - identify Jewish and Christian beliefs that God is the creator who cares for all people. Also, in the New Testament story of the Lost Sheep - identify that Christians believe God is like a Shepherd who goes after those who are lost.	Christmas, explaining why the event might be important to them 4. Talk about who Christians say Jesus is e.g. called the Son of God; God made man. 13. (Link) Begin to show curiosity and ask questions about at least 3 Christian stories (Christmas)	using simple reasoning. 16 Begin to talk thoughtfully with respect to a range of spiritual questions ie How do people decide what is right and wrong? **Builds on from: EYFS -2,7**	crucifixion & resurrection. 3: Identify at least 4 aspects of how Christians celebrate Easter explaining why each event might be important to them. **Builds on from: EYFS 5,6,8**	7: Describe at least three things a minister/church leader might do. **Builds on from: EYFS 3,7,8**	they believe it is wrong to steal. 9. Describe some of what happens at the synagogue. 10. Describe at least 3 things a rabbi might do.

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Class 3 Year 3/4						
Thread	**God, the world and self**	**Authority**	**R/W in wider world**	**Marking life's journey**	**The Self, Authority**	**Belonging**
Key questions	*How do religious and non-religious people talk about God?* How do Christians use symbols to describe God? Why is the concept of God important to Jews, Christians and Muslims? What do others believe about God? E.g. humanists, Buddhists, Hindus. What do humanists say? DO they all agree? Does the idea of God make sense?	How do people decide what they believe is right or wrong? Is there a right way to welcome a new baby? How important is it to people that people that they re-enact the nativity every year? Why do Christians call Jesus saviour at Christmas?	*Why is there diversity within beliefs?* How do different Muslims express their different beliefs about God (Allah)? What does it mean to be religious? Why is Muhammad important to many Muslims in the UK?	*How do people talk about life after death?* What can we learn about the resurrection from the arts? What difference does believing in the resurrection make? Why do Christians believe God rescued people? What do differing groups say? Can people come back to life? Is there life after death	*How do beliefs shape identity?* How do Christian/ Humanist beliefs shape their identity? What do they do to show they belong? How do communities differ? Do all Christians need artefacts to worship God? Are you a Christian if you don't go to church?	*What does it mean to be part of a religion or worldview?* Are celebrations important to people? Do all Jewish groups mark important events in the same way? How and why do Jews celebrate? Is belonging to a community important to all Jews/Humanists? How and why is freedom linked to Passover? (P4C)
Key Vocabulary	God, trinity, saviour, Yahweh, Allah, Brahman, Buddha, enlightenment, humanist, atheism, agnostic	Infant baptism, believers, Baptism, Christians, Prophecies Isaiah, Saviour, Messiah Anointed one, Hebrew Bible, Prophet, Mighty God, Prince of Peace, Emmanuel, Salvation Zacchaeus, Sin Humanist, baptist	Muhammad, Jibril. Qur'an, Allah, Lailat al Qadr, Muslim, Islam, prophet, Al-Khwarazm	Resurrection, life after death, Easter, Salvation, Easter Good Friday, Forgiveness, Sin, Incarnation	Church, discipleship, community, New Testament, Pentecost, artefacts, Holy Spirit, Baptism infant, believers	Bat Mitzvah, Brit Milah, Torah, Tefillin, Passover, freedom, exodus Moses, Rescuer, Sustainer, Seder

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End of Key Stage Statements	17. Explain that most Christians see God as 'three in one,' (Father, Son and Holy Spirit known as the Trinity). (Use examples from different traditions). 19. Describe and suggest reasons why most Christians call Jesus 'Saviour' using references from some key texts studied, eg Creation; The Fall, Christmas; The Story of Zacchaeus and Easter. 38. Compare and contrast Christian, Jewish and Muslim ideas of God, linking their ideas in with other non-religious views and perspectives. (Use examples from different traditions). **Builds on from Y1/2 11,13**	19. Describe and suggest reasons why Christians call Jesus 'Saviour' at Christmas 22. Compare & contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians. 35. Explain how Jews, Muslims & Christians welcome babies, suggesting differences & similarities between them. Compare & contrast non-religious ceremonies. **Builds on from: Yr1/2: 1,3,4**	24. Explain how Muslims describe Allah, eg using 99 names. 25. Know Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God). (Use examples from different traditions) 26. Recall five key facts about the story of the 'Night of Power' - Muhammad's (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur'an and afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of God' **Builds on from Y1/2 15,16**	19. Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg. Easter, The Story of Zacchaeus. 20. Explain with reference to the creative arts how God has a salvation plan for humans. **Builds on from Y1/2 3,5**	23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg Jesus' baptism. John the Baptist, BAPTISM with fire on day of Pentecost) **Builds on from Y1/2 2,5,8**	30: Describe 3 ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah. 31: Explain the key events in a Jew's life (eg. freedom) and suggest why it is important to Jews. 37. Describe what Christians & Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer & rescuer. **Builds on from Y1/2 8,14**

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Class 4 Year 5/6						
Thread	**God, the world and self**	**Authority, Personal belief**	**Personal belief**	**Religion/Worldviews in wider world**	**Authority**	**Are journeys important? Is life a journey?**
Key Questions	*How do Hindus make sense of their world? Why is light important?* Is the idea of one God important in Hindu Dharma? Why is Rama important to Hindus? How & why do some Hindus celebrate? Why is the idea of light & darkness important in other faiths? Where do these ideas about come from?	*How do people use sources of authority to determine beliefs?* What is truth? How does the Bible help Christians to live? What was important to some about the teaching of Jesus? Eg Sermon on mount. Are sources for sacred texts reliable? (compare with Hindu texts)	*How can other people's beliefs inspire our lives?* Why is Muhammad (pbuh) important to Muslim people? Why are there so many prophets in Islam? What do Muslims believe about the origins and authority of the Qur'an? What do Muslims believe about angels? Why do Muslims believe that Allah is immanent? How is this reflected in their daily life? How do Muslims submit to Allah? Why does Allah allow Muslims to do wrong? Are Angels real? Are we alone in the universe?	*How have expressions of belief influenced art and music?* How have religious/non-religious worldviews influenced art and music historically? Now? How have expressions of worship changed over time? Does worship make people happy? What do humanists say makes you happy?	*What do people believe about the origins of the world?* Does Science prove Genesis is false? (wrong)	*Are pilgrimage journeys important? How have they changed over time?* What does pilgrimage teach religious people? Do non-religious people express similar ideas? What influences how religious /non-religious people live e.g., dress, go on pilgrimage, eat, social media etc?
Key Vocabulary	Aum, Swastika, Rama, Sita, Vishnu, Brahman, Puja, Diwali, Holi, Prahlad, Durga Puja, Santana, Dharma, Sanskrit	Truth, Bible, Kingdom, of God, Old testament, New testament, Beatitudes, Sermon on Mount, sources, parable, Lord's Prayer	Risalah, Tawhid Prophethood, Quran Transcendent, Eternal Shahada, Muhammad (pbuh), Surah, Immanent, Salah	Reconciliation, Sacrifice, Salvation, Worship, Trinity, Humanist, Islam Iconography	God, Creation, Big Bang, Cosmology Metaphor, Faith Science, Evolution Atom, Atheist Agnostic, Christian	Pilgrimage, pilgrim, spiritual, sacred, journey Penance, forgiveness, ritual

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		Temptations, Confess Parables **Bhagavad Gita**	Opening: Al Fatihah Bilal, Free will, Sunni Shia, Jibril, revealed			Community, umma, worship Prayer, Haij Ganges, Lourdes Camino de Santiago
End of Key Stage Statements	58.Describe various forms of worship that happen in the Hindu Temple. 59. Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu. 60. Identify key Hindu symbols and explain their meaning, eg Aum, Swastika. 61. Describe how and suggest why Hindus celebrate Diwali and Holi. **Builds on from: Yr.3/4 -35,38**	47. Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God'. and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom. **Builds on from Yr. 3/4 -23**	**50.** Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. **51**. Explain how Muslims believe that Muhammad (pbuh) is the last and final prophet. **52**. Understand Muslims believe that to have 'inner peace with God' humans must follow & submit to Allah's guidance & will. **55**. Describe three ways in which Muslim worship shows devotion to Allah referring to life at home and in the mosque. **56**. Explain why the Qur'an is so important to Muslims. **Builds on from: Yr.3/4 -25,26**	41. Identify ways Christians believe God is with them in hard times eg: prayer; worship; peace. (*Use egs from different traditions*). 44. Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God, (sacrifice and reconciliation). 49. Identify diverse expressions of Christian worship can reinforce faith & belief. **Builds on from: Yr. 3/4 - 20,21,27,31**	69. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints. 70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints. **Builds on from: Yr.3/4 – 39, 40**	66. Outline, compare key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God. 67. Compare & contrast Christians/Hindu/ Muslim pilgrimages and reflect on how they affect believers. **Builds on from: Yr.3/4 - 27,30,33,39,40**

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Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations, Festivals and events	Christianity Harvest Judaism Passover Yom Kippur Hinduism Ramanavami	Christianity Christmas	Christianity Easter Sikhism Vaisakhi Guru Nanak Birthday		Islam Ramadan Eid-al-Fitr Buddhism Wesak	
Class 1 EYFS						
Thread	Belonging	Belonging, Celebrations	Belonging	Celebration	World Personal Belief & Belonging	World Personal Belief & Belonging
Key questions	*What makes people special?* *What do religious people learn from stories?* Why are people special? Why am I special? How did my family welcome me? How has school welcomed me? How do Christians/Jews/other groups have special ways of welcoming babies?	*What makes people special?* *What do religious people learn from stories?* Why do Christians perform special nativity plays at Christmas?	*How do celebrations bring Christians together in different ways?* How do people describe God? How do Christians describe God?	*How do celebrations bring Christians together in different ways?* Which times are special for Christians? Easter theme	*Who and what is special to me? Why should we look after the world?* Why do Christians go to church? Why is the church special for Christians? Why are other places special for believers?	*Who and what is special to me? Why should we look after the world?* How do Christians, Jews & Muslims say we should look after the world?
Key Vocabulary	God, creator, creation,	Christmas, incarnation, Bible, gospels, nativity	God, Holy book, belief, rescue, Allah,	Resurrection, Easter, Good Friday, Jesus New life	Church, Mandir, Gurdwara, Synagogue, bible	Creation, Muslim, Jew, Christian

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	incarnation, belonging, respect, baptism, church of England, welcome		Brahman, Shepherd, lost			
End of Key Stage Statements	1. (A) Talk about how Christians describe God eg as creator 7. (G) Talk about things some Christians do in church *9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society.* *10. ELG: Understanding the World: People Culture and Communities 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.*	2. (B) Talk about who Christians say Jesus is eg say why they think he might be special. 3. (C) Explain the Bible is the Christian's holy book. 4. (D) Retell a few key aspects of the Christmas story eg Jesus came to earth and was born in a stable; his parents were Mary and Joseph. 7. (G) Talk about things some Christians do in church 8. (H) Begin to show curiosity and ask questions about Christian stories. *9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society.* *10. ELG: Understanding the World: People Culture and Communities 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.*	1. (A) Talk about how Christians describe God eg as creator 8. (H) Begin to show curiosity and ask questions about Christian stories. *9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society.* *10. ELG: Understanding the World: People Culture and Communities 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.*	5. (E) Retell a few key aspects of the Easter story eg Jesus came into Jerusalem on a donkey he died and came back alive 8. (H) Begin to show curiosity and ask questions about Christian stories. *9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society.* *10. ELG: Understanding the World: People Culture and Communities 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.*	3. (C) Explain the Bible is the Christian's holy book. 6. (F) Understand that the Bible tells stories that help Christians think about God and Jesus 7. (G) Talk about things some Christians do in church 8. (H) Begin to show curiosity and ask questions about Christian stories. *9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society.* *10. ELG: Understanding the World: People Culture and Communities 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.*	1. (A) Talk about how Christians describe God eg as creator 6. (F) Understand that the Bible tells stories that help Christians think about God and Jesus *9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society.* *10. ELG: Understanding the World: People Culture and Communities 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.*

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Class 2 Year 1/2						
Thread	**Authority, Personal belief**	**Authority, Personal belief**	**Authority**	**Personal belief**	**Authority**	**Belonging**
Key Question	*Why are stories important in different ways? How can they be puzzling? What can people learn from them?* What makes stories important to us? What is a sacred text? Why is the bible important to Christians? What is the most important teaching of Jesus? What questions do religious stories/ideas make us ask?	*Why are stories important in different ways? How can they be puzzling? What can people learn from them?* Incarnation What does the visit of the magi from the East teach Christians about Jesus? What questions might the story of Christmas make you ask? How would you answer the questions?	*What might people learn from the story of Abraham?* Why is Abraham important to Jews and Christians? What could Jews learn about God from Abraham's story?	*How do people choose what is right and wrong?* Why do some people choose to obey God? Why did some people not want to obey God? Why did Moses not want to do what God asked of him?	*Why are leaders, symbols, and artefacts important to people?* Who leads a Christian community? Who can lead a Jewish community? Do people follow other religious/non-religious leaders? Why? How do Christian/Jewish communities use artefacts?	*How do religious/non-religious families show they belong?* How and why do people have special ways of welcoming babies? (Jews – girls, Hindus, Christians, humanists) What are the ways humanists mark special events?
Key Vocabulary	Sacred, text, bible, Jesus, religious, Christians, letters, poerty, history, prophecy, gospels, song	Magi, angels, son of god/son of man, Christmas, incarnation	Covenant, Abraham, Abram	Moses, covenant, pillar, slavery, Pharaoh, plaque, bulrushes, leader, idolatry, Passover, commandments, Sherma, exodus, freedom, Jewish, Christians, torah, Egypt, Easter, resurrection, Pilate, Jesus, cross	Kippah, Mezuzah, Tefillin, Yad, Torah, Bible, Chalice, Paten, Cross, Communion cup, Priest, Minister, Rabbi, Pastor, Leader, Humanism, Judaism, Christianity	Brit Malah Baptism Promises Covenant God Creator Godparents Prayers celebrate

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End of Key Stage Statements	5. Explain that the Bible is the Christian holy book (for most Christians) and identify different kinds of genre/writing. **Builds on from EYFS 3,6**	1. Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas 3. Identify at least four aspects of how Christians celebrate Christmas, Easter, and Baptism, explaining why each event might be important to them. (Use examples from different church traditions). 4. Talk about who Christians say Jesus is e.g. called the Son of God; God in human form **Builds on from EYFS 2,3,4**	12. Explain why Abraham is important to both Jewish and Christian traditions (NB he is also important to Muslims). For example, Christians and Jews believe Abraham was the beginning of the promises (covenant) God made with them. He is also an example of faith. (Use examples from different traditions). 13. Begin to show curiosity and ask questions about at least 3 Christian, Jewish and/or Muslim stories	2. Recall the main events from the Easter Bible stories linking these stories with Christianity. 3. Identify at least 4 aspects of how Christians celebrate Easter explaining why each event might be important to them. 8. Identify the Torah is a holy book for Jews & how the rules in the Torah can guide a Jew in their lives, e.g. why they believe it is wrong to steal. 13.Begin to show curiosity and ask questions about at least three Christian and three Jewish stories. 14. Explain three reasons why Moses found it difficult to obey God.	7. Describe at least 3 things a minister /church leader might do. 10. Describe at least 3 things a rabbi might do. **Builds on from: EYFS 7**	3. Identify at least 4 aspects of how Christians celebrate Baptism explaining why each event might be important to them. 7. Describe at least 3 things a minister /church leader might do. 10. Describe at least 3 things a rabbi might do. 15. Raise & suggest answers in response to enquiries into religious/non-religious viewpoints & attempt to support answers with simple reasoning. Builds on from: **EYFS 4, Yr. 1 6,7 and previous terms work on religious leaders**

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Class 3 Year 3/4						
Thread	**Personal belief**	**God, the world and self**	**Religions & Worldviews in wider world**	**Religions & Worldviews in wider world**	**God, the world and self. Personal Worldview in wider world**	**God, the world and self. Personal Worldview in wider world**
Key Questions	*How do beliefs shape people's lives? How have they changed over time?* How do beliefs shape people's lives? How do they differ? What does it mean to a Christian to live according to what the bible says? What do other religions/non-religious groups say you should believe? Does loves really exist and can it change the world?	*What do different Christians believe God is like? Wy do some people not believe in God?* What does Christian art teach about the Trinity? Why is Jesus seen as King, Saviour, and brother? Why do Christians say 'Father, Son & Holy Spirit? What do humanist philosophers say about God? What do I think?	*How have religious people contributed to local and global society?* Is Muhammad important to all Muslims? How have Muslims contributed to local & world history? (historical question). How do other religious groups contribute to society? (sociological)	*Where do religious ideas come from?* What makes something sacred/holy for some people? How does following a set of rules make you a good person? How and why is the TORAH important to Jews? Where do we get our beliefs from? 'Nobody stands nowhere' What makes you, you? How do I know what to believe.	*What kind of world do we want to live in? What impact can I have?* How do people of religious/non-religious worldviews respond to world poverty? Is it always right to give to charity? P4C Aid agencies: How & why do people within religions/ worldviews (use 3 traditions) work for justice and equality? (anthropology)	*What kind of world do we want to live in? What impact can I have?* How does having a religious/non-religious worldview affect the way we should care for the planet? What is my response? Why is attention to community and equality of all humans important to Sikhs?
Key Vocabulary	Bible, prodigal son, parable of the Sower, lord's prayer, commandments, Torah, Qu'ran, Guru Granth Sahib, golden rule	Trinity, God the Father, God the Son, God the Holy Spirit, King saviour Brother, Humanist	Qur'an, prayer mat, Ramadan & the celebration of Id-ul Fitr, Human rights, Ethics, Values, Humanist, society	Covenant, promises, rules, Torah, Messiah, fulfilment, commandments	almsgiving, aid Zakat, Ummah Generosity charity, fellowship, justice and stewardship. Poverty Justice equality tithing	Climate change Eco friendly Places of worship Waheguru Creation Equality Community Sustainable

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End of Key Stage Statements	21.Explain how the bible is used in the local church by Christians for guidance, devotion & inspiration. 23.Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love & forgiveness stories, ***'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower', 'The Lord's Prayer'***). Extra: look at other approaches to sacred texts. **Builds on from Y1/2 5,8**	18. Explain what Christians can learn about Jesus from the nativity stories, eg. 'God with us 'Emmanuel' messiah. The concept and roles of the Trinity in Christianity. 17. Explain Christians see God as 'three in one' (Father, Son and Holy Spirit known as the Trinity). 38. Contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives. **Builds on from: Yr1/2: 1,3,4,15**	27.Recognise the Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God). 28. Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-F **Builds on from: Yr. 1/2: 15,16**	32.Explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts eg Abraham. 33. Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses. 34. Identify ways in which many Jews show respect for the Torah. 36. Explain why the 10 commandments are important to both Jews & Christians. Link ideas to other sacred texts/non-religious teachings. 37. Describe what Christians & Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide & protector. **Builds on from: Yr. 1/2: 8.9**	29.Explain how some Muslims organisations help people in need. 39.Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers. 40.Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied. **Builds on from: Yr.1/2: 8,15,16,**	39.Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers. 40.Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied. **Builds on from: Yr.1/2: 13,15**

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Class 4 Year 5/6						
Thread	**God, the world and self**	**Religion/Worldviews in wider world**	**Personal belief**	**Personal belief, Authority**	**God the world self; Personal Belief. R/WV in wider world**	**God the world self; Personal Belief. R/WV in wider world**
Key Questions	*How have beliefs about God changed over time?* How and why do most Hindus show respect for living things? How do ideas differ between groups? Does believing in God make sense? What is philosophy in religion/worldviews? Does faith make belief stronger?	*How religious/ non-religious people explain suffering?* Is believing in God in hard times giving people false hope? How does the bible describe Jesus as messiah? Is believing Jesus was the messiah reasonable? Why is there suffering in the world? How do differing views attempt to explain it?	*How do my personal beliefs affect the way life is lived?* What does it mean to be a Muslim in the UK today? How do Muslims show the idea of one community across the world? How do other people express community? Is prayer a unifying factor? Isn't everyone in the world connected anyway? Discuss	*How do my personal beliefs affect the way life is lived?* Why is the resurrection story different and similar in the gospel stories? Where are the signs of salvation in churches? Do you need to believe that the resurrection really happened to be a Christian? What happens when you die?	*What does it mean to be human? How do beliefs shape a person's identity?* How easy is it to be religious? What does it mean to be part of a diverse UK & global religious/non-religious community? How do religions bring both peace & conflict? How do religious/non-religious groups contribute to society? Does the media impact people's worldviews? How do people decide what to believe?	*What does it mean to be human? How do beliefs shape a person's identity?* Heroes of faith? Past & Present? Impact? Who are heroes? Are heroes saints? What makes a hero? What impact did heroes leave on the world?
Key Vocabulary	Reincarnation/ Karma, Life after death, Vegetarianism Mandir, Atman Samsara, Puja Moksha, Namaste Ghandi, ahisma	Messiah, Suffering Free will, Prophecy Salvation, Suffering evil	**5 pillars** Shahada Salat Zakat Haij Sawm Ka'bah Mecca/Makah Ummah Akhirah	Holy week, Gethsemane Last Supper Resurrection Gospels, Salvation Literal, Metaphorical, Heaven, Hell Last judgment Ascension Reincarnation Moksha, Karma	Worldview Adherent Society Diversity Global Belief Life after death	Saint, hero, Martyr, Holy one Set apart Anti-racist Prejudice, Legacy Service, Diversity Faith, belief

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				One life, Death Soul , Hindu Atman		
End of Key Stage Statements	63. Analyse & evaluate Hindu beliefs about reincarnation, vegetarianism & caring for the environment 65. Explain the Hindu idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied **Builds on from: Yr.3/4 -35,39,40**	41. Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God. 42. Identify why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. 43. Describe ways in which Christians believe the Old Testament prophecies speak about Jesus 69. Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints. 70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints. **Builds on: Y3/4:17,18**	**53**. Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. **54.** Identify, describe, and explain key Muslim beliefs related to Allah (God); marriage and life after death; **55**. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque. **57**.Analyse how the main features of a mosque explain Islamic key beliefs. **Builds on from:** ***Yr.3/4 -24,25,27,28***	45. Suggest answers to questions that the resurrection of Jesus might raise. 48. Describe how signs of salvation in a church reinforce the Christian idea of forgiveness. **Builds on Y3/4 29**	62. Compare & contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied. 64. Compare & contrast some Hindu ways of understanding family with other religious/non-religious views about family. (*Use examples from different traditions*). 68. Compare & contrast what motivates people of a religious faith (eg Christian, Hindu, and Muslim) & a non-religious belief to work together to impact UK & the wider world through environmental & global charities, eg Islamic Aid, Christian Aid.	68. Compare & contrast what motivates people of a religious faith and a non-religious belief to work together to impact UK society & the wider world 69. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints. 70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.