

Religious Education EYFS		
Nursery	Personal, Social and Emotional Development	*Develop their sense of responsibility and membership of a community.
	Understanding the World	*Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development	*See themselves as a valuable individual. *Think about the perspectives of others.
	Understanding the World	*Talk about members of their immediate family and community. *Name and describe people who are familiar to them. *Understand that some places are special to members of their community. *Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	*Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present: * Talk about the lives of the people around them and their roles in society. *Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People 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.

Religious Education Year 1				
	Term	Theme	Skills	Knowledge
Year 1	Autumn 1	Who is a Muslim and what do they believe?	To respond to examples of co-operation between people who are different	To know simple ideas about Muslim beliefs about God (making links with some of the 99 Names of Allah) To know the story of the life of the Prophet Muhammad To know some objects used by Muslims and suggest why they are important
	Autumn 2	Who is a Christian and what do they believe?	To re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means To talk about issues of good and bad, right and wrong arising from the stories To ask some questions about believing in God and offer some ideas of their own	To know some simple ideas about Christian beliefs about God and Jesus To know how and why we celebrate special and sacred times. To know simple ideas about Christian beliefs (God and Jesus) To know the story of the nativity To know ways Christians celebrate (Christmas/Harvest)
	Spring 1	What makes some places sacred?	To identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used To talk about ways in which stories, objects, symbols and actions used in churches, mosques and/ or synagogues show what people believe To describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel	To know what the word sacred means To know why places of worship are important to the local community To know some objects within a church and say how they are used and what they mean to believers To know some objects within a mosque and say how they are used and what they mean to believers To know some objects within a synagogue and say how they are used and what they mean to believers

	Spring 2	How and why do we celebrate sacred times?	<p>To identify a special time they celebrate To explain simply what celebration means</p> <p>To re- tell stories connected with Christmas/ Easter/Harvest and a festival in another religion (Diwali/Eid) and say why these are important to believers</p> <p>To ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion</p> <p>To identify some similarities and differences between the celebrations studied</p>	<p>To know some ways Christians celebrate Christmas/Easter/Harvest and some ways a festival is celebrated in another religion</p> <p>To know some examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to</p>
	Summer 1	What does it mean to belong to a faith family?	<p>To respond to examples of co-operation between people who are different</p> <p>To identify similarities and differences between different religious ceremonies</p> <p>To explain why symbols of belonging matter to believers</p>	<p>To know different ways believers express their identity and belonging to a community</p> <p>To recognise symbols of belonging from their own experience</p> <p>To recognise symbols of belonging for Christians</p> <p>To recognise symbols of belonging for Jews or Muslims</p> <p>To know what happens at a traditional Christian infant baptism /dedication</p> <p>To identify two ways people show they belong to each other when they get married</p>
	Summer 2	How should we care for others and why does it matter?	<p>To describe issues of good and bad, right and wrong arising from the stories.</p> <p>To make links between morals in religious stories and issues in daily life and how we can learn from these stories</p> <p>To use different creative ways to express their ideas about the Creation story.</p>	<p>To understand the Jewish practice of Tzedakah</p> <p>To identify the links between the teaching in the Torah and caring</p> <p>To know the creation story</p> <p>To retell stories connected with Easter and say why these are important to Christians</p> <p>To describe how a festival is celebrated</p> <p>To identify some ways Christians celebrate Easter</p> <p>To describe what happens and what is being celebrated at Eid- ul Fitr</p> <p>To describe what happens during Ramadan.</p>

Religious Education Yr2

	Term	Theme	Skills	Knowledge
Year 2	Autumn 1	What can we learn from sacred books?	<p>To recognise some religious symbols and images used to express different ideas about God</p> <p>To talk about issues of good and bad, right and wrong arising from the stories</p> <p>To ask some questions about believing in God and offer some ideas of their own</p> <p>To ask and suggest answers to questions arising from stories Jesus told and from another religion</p>	<p>To know that sacred texts contain stories which are special to many people and should be treated with respect</p> <p>To know stories from the Christian Bible and stories from another faith; suggest the meaning of these stories</p> <p>To know about issues of good and bad, right and wrong arising from the stories</p> <p>Share an example of a story that occurs in more than one sacred text e.g., the story of Noah, which is sacred to Muslims, Jews and Christians.</p>

	Autumn 2	Who is Jewish and what do they believe?	<p>To talk about how the Mezuzah in the home reminds Jewish people about God.</p> <p>To talk about how Shabbat is special for Jewish people and to suggest ideas about how they might celebrate it.</p> <p>To retell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.</p> <p>To ask some questions about believing in God and offer some ideas of their own.</p>	<p>To know how the mezuzah in the home reminds Jewish people about God</p> <p>To know why Shabbat is a special day of the week for Jewish people</p> <p>Share an example of what Jewish people might do to celebrate Shabbat</p> <p>To know about Chanukah and why it is celebrated</p>
	Spring 1 Spring 2	How and why do we celebrate sacred times?	<p>To identify a special time they celebrate To explain simply what celebration means</p> <p>To re- tell stories connected with Christmas/ Easter/Harvest and a festival in another religion (Diwali/Eid) and say why these are important to believers</p> <p>To ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion</p> <p>To identify some similarities and differences between the celebrations studied</p>	<p>To know what celebration means and describe how a festival is celebrated</p> <p>To know some ways Christians celebrate Christmas/Easter/Harvest and some ways a festival is celebrated in another religion</p> <p>To know some examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter too</p>
	Summer 1 Summer 2	How should we care for others in the world and why does it matter?	<p>To describe issues of good and bad, right and wrong arising from the stories.</p> <p>To make links between morals in religious stories and issues in daily life and how we can learn from these stories</p> <p>To use different creative ways to express their ideas about the Creation story.</p>	<p>To understand the Jewish practice of Tzedakah</p> <p>To identify the links between the teaching in the Torah and caring</p> <p>To know the creation story</p> <p>To retell stories connected with Easter and say why these are important to Christians</p> <p>To describe how a festival is celebrated</p> <p>To identify some ways Christians celebrate Easter</p> <p>To describe what happens and what is being celebrated at Eid- ul Fitr</p> <p>To describe what happens during Ramadan</p>

Religious Education Yr3				
	Term	Theme	Skills	Knowledge
Year 3	Autumn 1	What do different people believe about God?	<p>To ask questions and offer their own suggestions about God</p> <p>To suggest the meaning of different stories about God and their significance for believers</p> <p>To compare different versions about what groups of people think God is like (Christians, Hindus, Muslims)</p> <p>To discuss their own ideas about why there are many different ideas about God</p>	<p>To know about some Christian beliefs about God</p> <p>To know about what Muslims believe about Allah</p> <p>To know what Hindus believe about God To know what Humanists believe</p> <p>To know the similarities and differences between people's ideas about God</p>
	Autumn 2	Why is the bible important for Christians?	<p>To make connections between creation, the fall and salvation, and reflect on how these stories might be important to a Christian today.</p> <p>To describe some ways Christians say what God is like using examples from the bible, using different forms of expression.</p>	<p>To know what Christians/ and or people from other religions believe makes their book sacred or holy.</p> <p>To know the Bible is divided into books, chapters and verses, and arranged in two 'Testaments'</p>

			To discuss our own ideas about why humans do bad things and how people try to put them right.	To know what Christians find helpful about reading their Bible.
Spring 1 Spring 2	Why do people pray?		To explain why praying helps some religious believers To describe ways in which prayer can comfort and challenge believers To identify the similarities and differences in the words of three prayers To evaluate the significance of prayer in the lives of people today	To understand the idea of prayer To know about Islamic prayer and what it shows us about Muslim beliefs and ways of life To know how Christians pray To know about Hindu prayer at home and in the Mandir
Summer 1	What does it mean to be a Christian in Britain today?		To describe why people stand up against injustice because of their religion To compare how people followed their Christian beliefs in the past and today in Britain To suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes To compare what it means to be a British Christian living today to your own experiences	To know how Christians show their beliefs in the home and at church To know how Christians use music in worship To know how and why different Christians celebrate holy communion To know how Christians make a difference in their local community
Summer 2	How do people from religious and non-religious communities celebrate key festivals?		To describe how the way some people celebrate festivals might show something about their beliefs To identify some differences in the way festivals (eg. Christmas) are celebrated within and between different religions and non-religious worldviews To ask questions and suggest answers about how celebrations might make a difference to how people think and live	To know that the way people celebrate festivals might show something about their beliefs To know some differences in the way festivals are celebrated by people from religious and non-religious communities

Religious Education Yr4				
	Term	Theme	Skills	Knowledge
Year 4	Autumn 1	Why do some people think that life is a journey?	To compare the journeys of Christians, Hindus and Jewish people To suggest why some people see life as a journey and identify some of the key milestones on this journey To describe how believers show commitment and what keeps them going	To know some promises believers make at different ceremonies To understand why some people consider life to be a journey To know about Baptism in Christianity To understand how Jewish people celebrate becoming an adult To know Hindu celebrations marking the journey of life To understand why some people get married
	Autumn 2	Why is Jesus inspiring to some people?	To make connections between some of Jesus' teachings and the way Christians live today. To describe how Christians celebrate Holy Week and Easter Sunday To identify the most important parts of Easter for Christians and say why they are important using some key terms – gospel; incarnation; salvation	To know key Christian terms by referring to events from Holy Week and Easter To know how and why Christians celebrate/ mark Palm Sunday, Maundy Thursday, Good Friday and Easter day. To know the stories of the unforgiving servant and the feeding of the five thousand, and be

			To make links between the Easter story and creation, the fall and salvation.	able to connect them with an example of Christian life or action
Spring 1 Spring 2	Why are festivals important to religious communities?	<p>To make comparisons between stories, symbols and beliefs with what happens in different festivals (e.g. Easter, Eid)</p> <p>To ask questions and give ideas about what matters most to believers during religious festivals</p> <p>To suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives</p>	<p>To know what festivals different groups of people celebrate</p> <p>To know why people celebrate festivals</p> <p>To know some stories behind the festivals studied</p> <p>To know about the Christian celebration of Easter</p> <p>To know about the Muslim celebration of Eid ul Fitr</p> <p>To know about the Jewish celebration of Pesach</p>	
Summer 1	What does it mean to be a Hindu in Britain today?	<p>To describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings</p> <p>To describe some ways in which Hindus express their faith through puja, aarti and bhajans</p> <p>To reflect on why being a Hindu in Britain today might be a good thing and why it might be hard sometimes</p> <p>To discuss links between the actions of Hindus in helping others and ways in which people of other faiths and religions, including children, help others.</p>	<p>To know how to describe puja and how it shows Hindu faith</p> <p>To know about some Hindu beliefs and teachings about aims and duties in life, and make connections.</p> <p>To know some ways in which Hindus express their faith, such as through puja, aarti and bhajans</p> <p>Know about the life of Mahatma Ghandi</p>	
Summer 2	What can we learn from religions about deciding what is right and wrong?	<p>To explain how rules for living by different religions might help believers with difficult decisions</p> <p>To explain why people can sometimes find it difficult to be good</p> <p>To discuss own ideas about deciding what is right and wrong and the things that influence both behaviours</p>	<p>To know the Golden Rule in different religions and world views</p> <p>To know the Ten Commandments</p> <p>To know what Christianity says about how to live a good life</p> <p>To know how people can decide what is right and wrong without God's help</p> <p>To know what religious stories tell believers about temptation</p> <p>To know how religious teachings have affected someone's actions</p>	

Religious Education Yr5				
	Term	Theme	Skills	Knowledge
Year 5	Autumn 1	Why do some people think that God exists?	<p>To give their own opinion on if we need to prove God's existence</p> <p>To make connections between different people's feelings and beliefs. (places of worship)</p> <p>To explain why believing in God is valuable in the lives of religious people (Christians, Muslims) and the ways in which it can be challenging</p> <p>To explain how groups of people sometimes disagree about what God is like, giving examples of how they can interpret symbols/ texts differently</p>	<p>To know what Christians believe God is like (use examples and evidence)</p> <p>To know what Muslims believe God is like (use examples and evidence)</p> <p>To know what Hindus believe about what God is like</p> <p>To know why some people don't believe in God</p>

			To present conclusions on what different people believe about God, not giving your own personal opinion	
Autumn 2	What would Jesus do? Can we live by the values of Jesus in the 21st Century?	<p>To outline Jesus' teaching on how his followers should live</p> <p>To offer interpretations of a Jesus' parable and say what they might teach Christians about how to live</p> <p>To express our own understanding of what Jesus might do in relation to a modern dilemma today</p> <p>To explore why it was important for Jesus to die on the cross and the Christian notions of love and forgiveness</p>	<p>To know the 'mission' of Jesus and some examples of how this might mean Christians should live</p> <p>To know why Jesus saw forgiveness as so important</p> <p>To know some examples of how following the example of Jesus might have on Christians and other communities</p>	
Spring 1	Green religion? What do religious and non-religious worldviews teach about caring for the Earth?	<p>To make connections between beliefs about the earth and activist behaviour in different religions</p> <p>To understand the challenges facing the planet and responses from different religions</p> <p>To discuss and describe their own and others ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'</p>	<p>To know connections between beliefs about the earth and activist behaviour in two or more religions</p> <p>To know the teaching of two or more religions about the natural world using new appropriate vocabulary accurately</p> <p>To understand the challenges facing the planet and responses from different religions</p> <p>To know there are different points of view about how we respond to climate change issues</p>	
Spring 2				
Summer 1	What does it mean to be a Muslim in Britain today?	<p>To reflect upon the experience & challenges of being Muslim in modern Britain</p> <p>To make connections between the function of a Mosque and the beliefs of Muslims</p> <p>To describe the value and purpose of religious practices and rituals in a Muslim's daily life</p> <p>To compare experiences and challenges Muslims face in Britain today to those of other religions</p> <p>To reflect on and express your own views on what beliefs, practices and values are significant to you</p>	<p>To know the key functions of a Mosque To know the beliefs of a Muslim</p> <p>To know the 5 pillars of Islam and how these determine Muslim practice</p> <p>To understand the significance of the Holy Qur'an to Muslims</p> <p>To understand different perspectives on what it means to be a Muslim in Britain today</p>	
Summer 2	If God is everywhere, why go to a place of worship?	<p>To explain why some places are viewed as sacred</p> <p>To explain how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>To describe the most important functions of different places of worship for the community</p>	<p>To know how different people feel about places of worship</p> <p>To know why some people go to a place of worship</p> <p>To know the importance of pilgrimage to some believers</p> <p>To know that some people have religious beliefs but choose not to go to a place of worship</p> <p>To understand the importance of people being in a place of worship, rather than the place itself</p>	

Skills				
	Term	Theme	Skills	Knowledge
Year 6	Autumn 1	What do religions tell us when life gets hard?	<p>To express ideas about how and why religion can help believers when times are hard, giving examples</p> <p>To explain some similarities and differences between different beliefs about life after death</p>	<p>To know Christian, Jewish, Muslim and Hindu beliefs about life after death</p> <p>To know ways religion helps people to live well, including how they help when things are tough</p>

		<p>To explain why some people have different views about life after death</p> <p>To ask questions and suggest some answers about life, death, suffering, and what matters most in life</p> <p>To find similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs</p> <p>To reflect on and express own ideas, concerns and possible worries about death and the idea of life beyond</p>	<p>To know some ceremonies/symbols different religions use when someone has died and why they are important to people</p>
Autumn 2	What difference does it make to believe in Ahimsa, Grace and or/ Ummah?	<p>To make connections between beliefs and behaviour in different religions</p> <p>To make connections between belief in ahimsa(harmlessness), Grace (the generosity of God), and Ummah (community) teachings and sources of wisdom in the three religions</p> <p>To outline the challenges of being a Hindu, Christian or Muslim in Britain today</p> <p>To consider similarities and differences between beliefs and behaviour in different faiths</p>	<p>To know connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions</p> <p>To know similarities and differences between beliefs and behaviour in different faiths</p> <p>To know some of the impacts of religious commitments on life</p>
Spring 1 Spring 2	Is it better to express your beliefs in art and architecture or in charity and generosity?	<p>To explain the value of sacred places and art to different groups of believers</p> <p>To compare how different groups of believers demonstrate generosity</p> <p>To present own and different perspectives on the title question</p>	<p>To know different types of religious creativity (buildings and art)</p> <p>To know different types of generosity and charity</p> <p>To know people's religious values can be expressed in the way they live their life and their creativity</p> <p>To understand why some people criticise spending on religious creativity rather than charity</p>
Summer 1	What matters most to Christians and Humanists?	<p>To identify some similarities and differences between Christian and Humanist values</p> <p>To explain times when values can clash and offer own suggestions on what to do when you feel conflicted</p> <p>To describe why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>To express your own ideas about some big moral concepts (fairness, honesty or kindness) and compare them with the ideas of others you have studied</p>	<p>To know some Christian and Humanist values(fairness, honesty, kindness)</p> <p>To know the Christian and Humanist 'codes for living'</p> <p>To understand what Christians mean about humans being made in the image of God and being 'fallen'</p> <p>To know how Christians and Humanists put their values into practice in everyday life</p>
Summer 2	What can be done to reduce racism? Can religion help?	<p>To describe examples of connections between anti-racism and religion</p> <p>To understand the challenges racism presents to human communities and consider different religious responses</p> <p>To discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies</p>	<p>To know examples of racism and be able to describe what is unfair or unjust in each case</p> <p>To know some examples of the teaching of sacred texts about justice and discuss what they may mean</p> <p>To know some teachings of different religions about human unity</p>