



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units	<ul style="list-style-type: none"> <li>Being Special: where do we belong?</li> <li>Why is Christmas special for Christians?</li> <li>What times/stories are special and why?</li> <li>Why is Easter special to Christians?</li> <li>Why is the word 'God' so important to Christians?</li> <li>What places are special and why?</li> </ul>	<ul style="list-style-type: none"> <li>Creation-Who do Christians say made the world?</li> <li>Harvest-What does it mean to belong to a faith community?</li> <li>God-What do Christians believe God is like?</li> <li>Who is Jewish and how do they live?</li> <li>How should we care for the world and for others, and why does it matter?</li> </ul>	<ul style="list-style-type: none"> <li>Who is Muslim and how do they live?</li> <li>Incarnation-Why does Christmas matter to Christians?</li> <li>Who is Muslim and how do they live?</li> <li>Salvation-Why does Easter matter to Christians?</li> <li>Gospel-What is the 'good news' Christians believe Jesus brings?</li> <li>What makes some places sacred to believers?</li> </ul>	<ul style="list-style-type: none"> <li>Creation/ Fall-What do Christians learn from the creation story?</li> <li>How do festivals and family life show what matters to Jewish people?</li> <li>People of God-What is it like for someone to follow God.</li> <li>How do festivals and worship show what matters to a Muslim?</li> <li>Gospel-What kind of world did Jesus want?</li> <li>How and why do people try to make the world a better place?</li> </ul>	<ul style="list-style-type: none"> <li>What do Hindus believe God is like?</li> <li>God/Incarnation</li> <li>What is the Trinity and why is it important for Christians?</li> <li>What does it mean to be a Hindu in Britain today?</li> <li>Salvation-Why do Christians call the day Jesus died 'Good Friday'? Easter-Kingdom of God-For Christians, when Jesus left what was the impact of Pentecost?</li> <li>How and why do people mark the significant events of life?</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to be a Muslim in Britain today?</li> <li>Incarnation-Why do Christians believe Jesus was the Messiah?</li> <li>God-What does it mean if Christians believe God is holy and loving?</li> <li>Why is the Torah so important to Jewish people? Gospel-Christians and how to live: 'What would Jesus do?'</li> <li>Why do some people believe in God and some people not (including Humanism)?</li> </ul>	<ul style="list-style-type: none"> <li>Why do Hindus want to be good?</li> <li>Creation-Creation &amp; Science – Conflict or Complimentary?</li> <li>Salvation-What do Christians believe Jesus did to 'save' people?</li> <li>Easter- Kingdom of God-For Christians, what kind of king is Jesus?</li> <li>How does faith help people when life gets hard?</li> </ul>



Together, inspired by the challenge...

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Cross-curricular links</b>	<p>English - Bible and faith stories.                      PSHE - respect, turn-taking, behaviour                      Geography - visit to the church, local landmarks                      Science - seasons and their associated religious festivals</p>	<p>English - Bible and faith stories.                      PSHE - respect</p>	<p>English - Bible and faith stories.                      PSHE - respect</p>	<p>English - Bible and faith stories.                      PSHE - respect</p>	<p>English - Bible and faith stories.                      PSHE - respect</p>	<p>English - Bible and faith stories.                      PSHE - respect</p>	<p>English - Bible and faith stories.                      PSHE - respect                      Science - evolution</p>
<b>Focus</b>	<p>Ourselves                      Belonging                      Christian celebrations of Christmas and Easter</p>	<p>Christianity, Judaism and Islam.                      How faith makes a difference to how people live.</p>		<p>Christianity, Hinduism, Islam, Humanistic and non-religious view. Where appropriate, opportunity should be taken to refer back to the faiths and topics covered in KS1.</p>			



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<p><b>Making sense of beliefs</b></p> <p><b>Core knowledge and understanding of texts, stories and key beliefs</b></p>	<p>Recognition of Bible stories about Creation, Christmas (incarnation) and Easter (salvation) and how they inform Christian belief about God</p>	<p>Recognise the core beliefs of Christianity ie Forgiveness creation, belief in one God and an understanding that Christians believe that God is forgiving.</p> <p>Study Christianity and the Bible and Judaism and the Torah.</p> <p>Recall a variety of religious stories used for different purposes. Discuss how to care for our world.</p>	<p>Study Islam, Muhammad and the Shahadah Recognise core Christian beliefs of Incarnation and Salvation and the "Good News".</p> <p>Understand how/where believers worship.</p>	<p>Identify the role of some core beliefs and stories including the Christian belief in creation and fall</p> <p>Investigate the importance of festivals and family life for Christians, Jews and Muslims.</p>	<p>Re-visit Easter and Salvation (including Good Friday) and Pentecost. Discuss the concept of the "Trinity" in Christianity.</p> <p>Investigate Hinduism and the core beliefs associated with it. Consider how Hinduism is practised in modern Britain.</p>	<p>Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders.</p> <p>Use technical &amp; theological language to identify the different writings within sacred texts.</p>	<p>Recognise and explain the connections between sacred texts and beliefs using theological terms.</p> <p>Describe the "big idea" behind Christianity and the importance of the Messiah and Incarnation.</p> <p>Explain the key beliefs and texts in Hinduism, Judaism and Islam.</p> <p>Identify how religious and non-religious people may describe the conceptualisation of God.</p>



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<p><b>Understanding the impact</b></p> <p><b>Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally</b></p>	<p>Explanation of how/when Christians thank their creator</p>	<p>Give simple examples of how the stories and beliefs influence the behaviour of believers.</p> <p>Identify some elements of practice that arise from these beliefs.</p>	<p>Give examples of the festivals/rituals that link to key beliefs</p> <p>Give examples of how beliefs are linked to worship and prayer.</p>	<p>Identify the key practices of a faith and some of the differences between denominations or sects.</p> <p>Describe how beliefs influence worship and lifestyle.</p>	<p>Make links between the texts studied and the practice of faith in the community.</p> <p>Describe the beliefs that have the greatest impact on practice.</p>	<p>Make clear links between the texts and concepts studied and common practice across denominations.</p> <p>Describe the actions of believers in their communities, locally and globally that arise from their beliefs.</p>	<p>Show how believers put their beliefs into practice in different ways and how these are sometimes opposed. (e.g. different denominations and sects).</p> <p>Explain how a moral code is important whether it has a religious basis or not.</p> <p>Describe how views about God-even within the same religion-may differ.</p>
<p><b>Making connections</b></p>	<p>Discuss the natural world around them</p> <p>Express feelings about world around them</p> <p>Discuss how they could look after the local area.</p>	<p>Talk about their own experiences in the light of the religious knowledge gained</p> <p>Talk about reflection, showing thanks, praising and remembering.</p> <p>Make simple comparisons to their own lives and beliefs</p>	<p>Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society</p> <p>Make links between the teachings of religious figures</p> <p>Make comments about how stages of life is marked in religious and secular communities.</p> <p>Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave</p>	<p>Identify the key ideas from the faiths studied so far that believers may find helpful or inspiring</p> <p>Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be</p> <p>Compare the religious ideas to the opportunities and problems of the wider world</p> <p>Consider the importance of being "good". Consider and evaluate views on atheism, agnosticism and theism.</p>			