

	<div>EYFS - Nursery</div> <div>Who am I and what makes me special?</div>				
	<div>All about me</div> <div>Say who they are and who they live with</div> <div>Talk about themselves and people who are familiar to them using photographs as a prompt</div> <div>Talk about how they have changed using baby photos as a prompt</div>	<div>Celebrations</div> <div>(birthdays, Diwali, Christmas &amp; Chinese New Year)</div> <div>Comment on pictures of focused celebrations in their own life</div> <div>Begin to name different religious or cultural celebrations</div> <div>Begin to know that people celebrate different things and have different beliefs</div> <div>Make comments on stories linked to a range of different religious or cultural celebrations and festivals</div>	<div>Being kind, Being brave</div> <div>(Easter)</div> <div>Comment on pictures of focused celebrations in their own life</div> <div>Begin to name different religious or cultural celebrations</div> <div>Begin to know that people celebrate different things and have different beliefs</div> <div>Make comments on stories linked to a range of different religious or cultural celebrations and festivals</div>	<div>Our World</div> <div>Explore creation and nature</div> <div>Begin to think how some people think the world is a gift from God</div> <div>Look at things that grow, animals, the sky, weather</div> <div>Begin to think about how to look after the world</div> <div>Begin to think about why it is important to care for animals, plants and people</div>	<div>What makes us special?</div> <div>Begin to know everyone is different and that's a good thing</div> <div>Introduce the word 'unique' and identify what makes us unique (Rainbow Fish)</div> <div>Begin to understand we are loved just as we are</div>
	<div><ul style="list-style-type: none"><li>• Children will begin to study beliefs and practices of religions and cultures (Christianity, Hinduism, Islam, Chinese New Year and appropriate others) represented in their class, school or local community.</li><li>• Encounters with other religions should be primarily promoted via stories, rhymes, songs and artefacts with specialist vocabulary taught alongside.</li><li>• A multi-sensory, play based approach should be promoted.</li><li>• Teachers should enable children to develop characteristics of effective learning by providing opportunities to: Investigate and experience new things; Play and explore; 'Have a go': concentrating, persevering, developing strategies and Develop own ideas, problem solve and Follow lines of enquiry</li></ul></div>				

	<div>EYFS – Reception</div> <div>Why are some things special?</div>		
<div>Early Learning Goal</div> <div>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</div>	<div>Special Times</div> <div>Give examples of special occasions (Christianity - Christmas &amp; harvest, Hinduism - Diwali, Islam - Eid and Ramadan) and suggest Features of a good celebration</div> <div>Recall simple stories connected with Christmas/Harvest/ Diwali and Eid</div> <div>Say why Festivals are special times For believers of different Faiths</div>	<div>Special Stories</div> <div>Talk about/ recall some religious stories e.g. through role play, art, model making (Christianity - Nativity, Islam - The Prophet and the Ants / The Crying Camel)</div> <div>Share features of a story that they like and explain why</div> <div>Identify a sacred text e.g. Bible, Qur'an</div> <div>Identify that the Bible and Qur'an are special/sacred and tell us about God/Jesus/Messenger/Allah/Muhammed/Prophet</div>	<div>Special Places</div> <div>Talk about their special place and explain why it is special</div> <div>Be aware that some Christians, Muslims and Hindus have places that are special to them (Christian - Church, Hinduism - Mandir (Temple), Islam - Mosque)</div> <div>Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu</div> <div>Identify some significant Features/ objects Found inside and outside a Church or Mosque (Church - altar/Font/pulpit/Bible/pew/candle/bells/spires/steeple, Mosque - minaret, dome, star, moon, prayer mat. Hinduism - murti (Hindu icon), aum (symbolic sound heard in a mandir)</div> <div>Talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque (worship God or Allah/pray)</div>
	<ul style="list-style-type: none"><li>• Children will study Christianity and compare this with the beliefs and practices of other religions represented in their class, school or local community.</li><li>• Encounters with other religions should be primarily promoted via stories, rhymes, songs and artefacts with specialist vocabulary taught alongside.</li><li>• A multi-sensory, play based approach should be promoted.</li><li>• Teachers should enable children to develop characteristics of effective learning by providing opportunities to: Investigate and experience new things; Play and explore; 'Have a go': concentrating, persevering, developing strategies and Develop own ideas, problem solve and Follow lines of enquiry</li></ul>		

		<p><b>Year 1</b></p> <p>What do people say about God?</p>	<p><b>Year 2</b></p> <p>How do we respond to the things that really matter?</p>	<p><b>Year 3</b></p> <p>Who should we follow?</p>	<p><b>Year 4</b></p> <p>How should we live our lives?</p>	<p><b>Year 5</b></p> <p>Where can we find guidance about how to live our lives?</p>	<p><b>Year 6</b></p> <p>What do people say about God?</p>
<p><b>Christianity</b></p>	<p><b>Knowing about and understanding religions and worldviews – Beliefs and Values</b></p>	<p><b>Ongoing Skills</b></p> <p>Give an example of a key belief and/or a religious story</p> <p>Give an example of a core value or commitment</p> <p><b>Content Church</b></p> <p>Know that some Christians welcome babies into God's family (the Church) with baptism ceremonies</p> <p>Talk about what it might mean to belong to the Church family</p> <p><b>Jesus</b></p> <p>Know a simple version of the nativity story</p> <p>Talk about why Christians would say that Jesus is a special baby</p> <p>Talk about how different characters in the nativity welcome the baby Jesus</p> <p><b>God</b></p> <p>Know that Christians refer to God as 'Father'</p> <p>Talk about why Christians might compare God to a loving parent</p>	<p><b>Ongoing Skills</b></p> <p>Retell and suggest meanings for religious stories and/or beliefs</p> <p>Use some religious words and phrases when talking about beliefs and values</p> <p><b>Content Church</b></p> <p>Suggest beliefs and values that might unite the Christian community</p> <p>Talk about why some Christians might think it is important to come together to worship God</p> <p><b>Jesus</b></p> <p>Suggest what Christians might mean when they refer to Jesus as 'the Light of the world'</p> <p>Talk about the different titles that might be given to Jesus - Christ/Messiah/Saviour/Son of God</p> <p><b>God</b></p> <p>Retell (simply) the story of creation from Genesis 1</p> <p>Suggest why Christians might think it is important to look after the world</p>	<p><b>Ongoing Skills</b></p> <p>Show awareness of similarities in religions</p> <p>Identify beliefs and values contained within a story/teaching</p> <p>Identify the impact religion has on a believer</p> <p><b>Content Church</b></p> <p>Know what Christians mean by the Holy Spirit</p> <p>Suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities</p> <p>Identify Christian values exemplified in the gifts of the Spirit</p> <p><b>Jesus</b></p> <p>Know what is meant by discipleship</p> <p>Know about the people who became disciples of Jesus - and suggest why these people decided to follow Jesus</p> <p>Identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' - Matthew 4:19)</p> <p><b>God</b></p> <p>Know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)</p> <p>Identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)</p> <p>Suggest why these prophets chose to listen to and follow God</p>	<p><b>Ongoing Skills</b></p> <p>Describe what a believer might learn from a religious teaching/story</p> <p>Make links between ideas about morality and sources of authority</p> <p><b>Content Church</b></p> <p>Retell some of the main parables of Jesus</p> <p>Explain how and why these might be an important source of guidance for Christians</p> <p>Suggest ways that Christians might put these teachings into action in the 21st century</p> <p><b>Jesus</b></p> <p>Retell the story of Jesus in the wilderness</p> <p>Identify Christian beliefs about Jesus reflected in this story</p> <p>Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus)</p> <p><b>God</b></p> <p>Explore different Christian beliefs about the Bible as the word of God</p> <p>Explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible</p> <p>Describe why some Christians might view the Bible as an important source of authority and moral guidance</p>	<p><b>Ongoing Skills</b></p> <p>Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</p> <p>Explain the impact of beliefs and values - including reasons for diversity</p> <p><b>Content Church</b></p> <p>Describe what Christians mean when they talk about one God in Trinity</p> <p>Identify the beliefs contained within the Apostle's Creed</p> <p>Explain why the Christian community (The Church) might want/need an agreed statement of belief</p> <p><b>Jesus</b></p> <p>Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus</p> <p>Retell a selection of miracle stories - and explain what these might reveal to Christians about the nature of Jesus</p> <p><b>God</b></p> <p>Describe Christian beliefs about sin and forgiveness</p> <p>Describe and explain the teaching from Genesis 3 - of how Adam and Eve disobeyed God</p> <p>Suggest different ways that this story might be understood by Christians</p>	<p><b>Ongoing Skills</b></p> <p>Analyse beliefs, teachings and values and how they are linked</p> <p>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</p> <p>Explain the impact of beliefs, values and practices - including differences between and within religious traditions</p> <p><b>Content Church</b></p> <p>Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian</p> <p>Explain (simply) Christian beliefs about salvation</p> <p>Explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life</p> <p><b>Jesus</b></p> <p>Retell the events leading up to and including the death of Jesus</p> <p>Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</p> <p><b>God</b></p> <p>Explain how rituals (sacraments/ rites of passage) might reflect Christian beliefs about their relationship with God</p> <p>Explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism)</p>

	<div>Knowing about and understanding religions and worldviews – Living Religious Traditions</div>	<div><div>Ongoing Skills</div><div>Use some religious words and phrases to recognise and name some features of religious traditions</div><div>Talk about the way that religious beliefs might influence the way a person behaves</div></div> <div><div>Content Church</div><div>Identify features of baptism - e.g. the font, candles, godparents</div><div>Talk about why parents might want to have their child baptised</div></div> <div><div>Jesus</div><div>Identify religious aspects of Christmas celebrations</div><div>Talk about why Christmas is a special time for Christians</div></div> <div><div>God</div><div>Talk about how and why Christians might want to talk to God (prayer)</div><div>Suggest symbolic meanings of rituals and items used in Christian prayer</div></div>	<div><div>Ongoing Skills</div><div>Identify and describe how religion is expressed in different ways</div><div>Suggest the symbolic meaning of imagery and actions</div></div> <div><div>Content Church</div><div>Identify symbols (images and actions) used in Christian worship</div><div>Talk about how and why symbols might be used in Christianity</div></div> <div><div>Jesus</div><div>Identify and describe features of a church</div><div>Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) - and the symbolic meaning</div></div> <div><div>God</div><div>Talk about the different ways that Christians might celebrate Christmas</div><div>Suggest ways that Christians might express their concern for the natural world</div><div>Describe how and why Christians might thank God for creation at Harvest Festivals</div></div>	<div><div>Ongoing Skills</div><div>Identify how religion is expressed in different ways</div><div>Use religious terms to describe how people might express their beliefs</div></div> <div><div>Content Church</div><div>Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations</div><div>Describe how and why Pentecost is celebrated</div></div> <div><div>Jesus</div><div>Describe why some Christians might take part in a procession of witness</div><div>Describe how and why Christians might try to follow the example of Jesus through mission and charity work</div></div> <div><div>God</div><div>Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs</div><div>Identify Christians who might be described as people who listened to and followed God</div><div>Describe how and why some Christians might devote their lives to serving God</div><div>Talk about what is meant by a sense of vocation</div></div>	<div><div>Ongoing Skills</div><div>Describe the impact religion has on believers' lives</div><div>Explain the deeper meaning and symbolism for specific religious practices</div></div> <div><div>Content Church</div><div>Describe and explain (with examples) Christian attitudes about how to treat others</div><div>Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed</div></div> <div><div>Jesus</div><div>Describe what a Christian might do during Lent and why</div><div>Explain what is meant by sacrificial love - agapé - and give examples of how Christians might do this</div></div> <div><div>God</div><div>Discuss Christians who have been examples of sacrificial love (eg. Martin Luther King, Oscar Romero) and how they were motivated by their faith</div><div>Explain why Christians might have different views about how to interpret and apply the Bible</div><div>Explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)</div></div>	<div><div>Ongoing Skills</div><div>Explain differing forms of expression and why these might be used</div><div>Describe diversity of religious practices and lifestyle within the religious tradition</div><div>Interpret the deeper meaning of symbolism - contained in stories, images and actions</div></div> <div><div>Content Church</div><div>Describe and explain the meaning of a range of symbols that might be used for the Trinity</div><div>Explain how symbols might unite the worldwide Christian Church</div></div> <div><div>Jesus</div><div>Describe the role of places like Taizé where Christians from different backgrounds might come together to worship</div><div>Describe why some Christians might go on pilgrimage to places associated with miraculous events</div></div> <div><div>God</div><div>Explain the impact that belief in miracles and the power of prayer might have on a Christian</div><div>Describe and explain how and why Christians might use the Lord's Prayer</div><div>Analyse and interpret the Lord's Prayer - and what guidance it provides for Christians</div><div>Suggest things that might lead Christians into temptation in the modern world - and how and why they might try to resist these temptations</div></div>	<div><div>Ongoing Skills</div><div>Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</div><div>Explain differing ideas about religious expression</div></div> <div><div>Content Church</div><div>Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)</div><div>Analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice</div></div> <div><div>Jesus</div><div>Explain how and why Christian individuals and communities might celebrate the events of Holy Week</div><div>Use religious vocabulary to describe and explain the Eucharist</div></div> <div><div>God</div><div>Explain different Christian beliefs about the Eucharist and its importance</div><div>Analyse the importance of Christian rites of passage as an expression of faith and commitment</div><div>Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</div></div>
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	<p><b>Expressing and communicating ideas related to religions and worldviews - Shared Human Experience</b></p>	<p><b>Ongoing Skills</b></p> <p>Notice and show curiosity about people and how they live their lives</p> <p><b>Content Church</b></p> <p>Talk about what it means to belong to a family</p> <p>Talk about the role of families in raising children</p> <p><b>Jesus</b></p> <p>Consider how and why babies might be special - and why they need love and care</p> <p>Talk about the importance of looking after those who cannot help themselves</p> <p><b>God</b></p> <p>Talk about the importance of love in families</p> <p>Talk about the ways in which they are cared for and supported by family members</p>	<p><b>Ongoing Skills</b></p> <p>Identify things that influence a person's sense of identity and belonging</p> <p><b>Content Church</b></p> <p>Identify signs and symbols in the world around them</p> <p>Talk about the school logo - what values it might represent and how it might unite the school community</p> <p><b>Jesus</b></p> <p>Identify different ways that humans use light</p> <p>Discuss the importance of light - as a source of comfort, security and hope</p> <p>Talk about how and why light might be an important symbol</p> <p><b>God</b></p> <p>Identify ways in which humans use (and abuse) the natural world</p> <p>Talk about why our planet should matter to all humans - and how this should influence our behaviour</p>	<p><b>Ongoing Skills</b></p> <p>Describe how some people, events and sources of wisdom have influenced and inspired others</p> <p><b>Content Church</b></p> <p>Describe aspects of being human that we should be proud of</p> <p>Discuss what it means to be a successful human - and the different measures of success that might be applied</p> <p><b>Jesus</b></p> <p>Talk about what it means to have charisma</p> <p>Describe what makes a good leader and why people might want to follow him/her</p> <p>Discuss what motivates people to want to make a difference</p> <p><b>God</b></p> <p>Identify inspirational people/role models for the world today</p> <p>Describe the qualities that inspirational people might have</p>	<p><b>Ongoing Skills</b></p> <p>Consider the range of beliefs, values and lifestyles that exist in society</p> <p>Discuss how people make decisions about how to live their lives</p> <p><b>Content Church</b></p> <p>Explain (with examples) how and why people might use stories to pass on wisdom and guidance</p> <p>Discuss how and why fables might be an important aspect of human history and culture</p> <p><b>Jesus</b></p> <p>Consider differing attitudes and responses to the concept of sacrifice (both positive and negative)</p> <p>Discuss why many people are willing to make sacrifices for the people they love</p> <p>Discuss why some people may be willing to make a sacrifice for someone they don't even know</p> <p><b>God</b></p> <p>Discuss why people might have different views about what is right and wrong - and where these views might come from</p> <p>Describe the different sources of authority that humans might look to when making decisions about how to live their lives</p>	<p><b>Ongoing Skills</b></p> <p>Explain (with appropriate examples) where people might seek wisdom and guidance</p> <p>Consider the role of rules and guidance in uniting communities</p> <p><b>Content Church</b></p> <p>Consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities - and the value of these as guidance for life</p> <p>Discuss different responses to sources of authority</p> <p><b>Jesus</b></p> <p>Explain the difference between fact, opinion and belief</p> <p>Consider differing interpretations of the word miracle - i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God</p> <p><b>God</b></p> <p>Consider the different ways that myth and stories are and used</p> <p>Explain how a 'truth' might be contained within a story</p>	<p><b>Ongoing Skills</b></p> <p>Consider what makes us human - in terms of our beliefs and values, relationships with others and sense of identity and belonging</p> <p>Discuss how people change during the journey of life</p> <p><b>Content Church</b></p> <p>Discuss differing ideas and opinions about the purpose of human life - and how these beliefs might influence relationships with others</p> <p>Discuss the importance of saying sorry and forgiveness in maintaining relationships with others</p> <p><b>Jesus</b></p> <p>Consider how people might mature and become stronger through overcoming difficulties</p> <p>Consider the value of being part of a community on the 'journey of life'</p> <p><b>God</b></p> <p>Discuss how people change during the course of their lifetime - and the key events that humans might mark on the journey of life</p> <p>Consider the value of celebrating landmarks in life - for individuals and communities</p>
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	<p><b>Expressing and communicating ideas related to religions and worldviews – Search for Personal Meaning</b></p>	<p><b>Ongoing Skills</b> Ask questions</p> <p>Talk about their own experiences</p> <p><b>Content Church</b> Talk about their own identity as part of a family and part of the school community</p> <p><b>Jesus</b> Talk about their own beginnings and how they were welcomed into the family</p> <p>Reflect on who has helped them in life so far</p> <p><b>God</b> Reflect on their own role within the family</p> <p>Discuss who they can talk to when they are happy/sad/worried</p>	<p><b>Ongoing Skills</b> Ask relevant questions</p> <p>Talk about their own identity and values</p> <p><b>Content Church</b> Ask thoughtful questions about signs and symbols</p> <p>Talk about communities that they belong to - and how they show their commitment to these communities</p> <p><b>Jesus</b> Ask questions about the value of sources of light in their own lives</p> <p>Talk about the people who provide comfort, security and hope for them</p> <p>Suggest ways in which they might be a light for others</p> <p><b>God</b> Reflect on their own use of the world's resources</p> <p>Ask questions about what they can do to show that they care about the world</p>	<p><b>Ongoing Skills</b> In relation to matters of right and wrong, recognise their own and others' values</p> <p>Discuss own questions and responses related to the question 'who should we follow - and why?'</p> <p><b>Content Church</b> Discuss their own sense of value and what is good/unique about being them</p> <p>Reflect on the people that they value in their lives - and how they show their appreciation</p> <p><b>Jesus</b> Reflect on their own leadership abilities</p> <p>Discuss their own desires to make a difference in the world/in their communities</p> <p><b>God</b> Discuss who makes a good role model and why</p> <p>Raise and discuss questions about following others - including both positive and negative responses</p>	<p><b>Ongoing Skills</b> Reflect on their own personal sources of wisdom and authority</p> <p>Discuss examples of wisdom and guidance that they have learnt from stories</p> <p>Consider what messages/words of wisdom they would want to pass on to future generations - and how they would do this</p> <p><b>Jesus</b> Give examples of acts of sacrifice that have been done by or for them</p> <p>Discuss who or what they would be prepared to make sacrifices for</p> <p>Consider the value of sacrifice - as an expression of love and commitment</p> <p><b>God</b> Reflect on their own understanding of morality and where it comes from</p> <p>Raise questions and discuss responses to different ideas about how to live well</p>	<p><b>Ongoing Skills</b> Discuss and debate the sources of guidance available to them</p> <p>Consider the value of differing sources of guidance</p> <p><b>Content Church</b> Raise meaningful questions about things that puzzle them</p> <p>Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</p> <p><b>Jesus</b> Discuss their own beliefs - is there anything that they accept as truth which others may not agree with?</p> <p>Reflect on how they make decisions about what is/is not true</p> <p><b>God</b> Consider how they decide what is 'true' - and how there might be different types of truth (e.g. empirical truth, historical truth, spiritual truth)</p> <p>Discuss and debate things that they consider to be true that others might disagree with</p>	<p><b>Ongoing Skills</b> Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</p> <p>Develop own views and ideas in response to learning</p> <p>Demonstrate increasing self-awareness in their own personal development</p> <p><b>Content Church</b> Raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) Reflect on the benefits and difficulties of forgiveness</p> <p><b>Jesus</b> Raise questions and discuss the extent to which they agree that 'suffering makes you stronger'</p> <p>Discuss own experiences and attitudes towards the importance of having companionship on the journey of life</p> <p><b>God</b> Ask and respond thoughtfully to questions about how they have changed during their life so far - and how they might continue to change</p> <p>Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life</p>
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		<b>Year 1</b> What do people say about God?	<b>Year 2</b> How do we respond to the things that really matter?	<b>Year 3</b> Who should we follow?	<b>Year 4</b> How should we live our lives?	<b>Year 5</b> Where can we find guidance about how to live our lives?	<b>Year 6</b> What do people say about God?
<b>Hindu Dharma</b>	<b>Knowing about and understanding religions and worldviews – Beliefs and Values</b>	<b>Ongoing Skills</b> Give an example of a key belief and/or a religious story  Give an example of a core value or commitment   <b>Content</b> Know that Hindus believe in one God in many Forms  Know that Hindus believe that God is present in all living things  Suggest what Hindus might learn about God from the story of the blind men and the elephant	<b>Ongoing Skills</b> Retell and suggest meanings for religious stories and/or beliefs  Use some religious words and phrases when talking about beliefs and values   <b>Content</b> Know that Hindus believe in one God (Brahman) who can be worshipped in many forms  Know that these forms (the deities) have different qualities and are portrayed in different ways  Suggest why Hindus might believe that it is important to show devotion to the deities  -	<b>Ongoing Skills</b> Show awareness of similarities in religions  Identify beliefs and values contained within a story/teaching  Identify the impact religion has on a believer   <b>Content</b> Develop an understanding of the importance of duty and commitment to many religions  Know that following Dharma (religious duty) is an important part of Hindu life  Suggest the impact of belief in Dharma, particularly the belief that there are three 'debts' - duty owed to God/the deities, duty owed to teachers, and duty owed to family	<b>Ongoing Skills</b> Describe what a believer might learn from a religious teaching/ story  Make links between ideas about morality and sources of authority   <b>Content</b> Explore teachings about good and evil in the story of Rama and Sita  Describe what moral guidance Hindus might gain from the story of Rama and Sita  Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold Dharma	<b>Ongoing Skills</b> Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers  Explain the impact of beliefs and values - including reasons for diversity   <b>Content</b> Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty  Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus  Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer	<b>Ongoing Skills</b> Analyse beliefs, teachings and values and how they are linked  Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life  Explain the impact of beliefs, values and practices - including differences between and within religious traditions   <b>Content</b> Analyse Hindu beliefs about samsara, karma and moksha and how these are linked  Explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'  Explain how belief in reincarnation and the law of karma might affect the way a Hindu lives   of the life of Prince Siddhartha  and Buddhist beliefs and  teachings about The Four Noble  Truths
	<b>Knowing about and understanding religions and worldviews – Living Religious Traditions</b>	<b>Ongoing Skills</b> Use some religious words and phrases to recognise and name features of religious traditions  Talk about the way that religious beliefs might influence the way a person behaves   <b>Content</b> Talk about how and why Hindus might use statues and images (murtis) in their worship  Suggest symbolic meanings expressed in the images	<b>Ongoing Skills</b> Identify and describe how religion is expressed in different ways  Suggest the symbolic meaning of imagery and actions   <b>Content</b> Know that Hindus might worship at a Mandir and/or the home shrine  Suggest why worship in the home might be important  Describe the meaning and symbolism of items used in worship (e.g. arti lamp, items on the puja tray)	<b>Ongoing Skills</b> Identify how religion is expressed in different ways  Use religious terms to describe how people might express their beliefs   <b>Content</b> Describe how and why Hindus might celebrate Raksha Bandhan  Identify aspects of the celebration which remind Hindus of their Dharma  Identify religious teachings contained within a Hindu story - and suggest how these stories might be used to teach Hindu children about Dharma (e.g. What teachings about duty to family are expressed in the story of Rama and Sita?)	<b>Ongoing Skills</b> Describe the impact religion has on believers' lives  Explain the deeper meaning and symbolism for specific religious practices   <b>Content</b> Use subject specific language to describe how and why Hindus celebrate Diwali  Explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil	<b>Ongoing Skills</b> Explain differing forms of expression and why these might be used  Describe diversity of religious practices and lifestyle within the religious tradition  Interpret the deeper meaning of symbolism - contained in stories, images and actions   <b>Content</b> Describe and explain a variety of ways that Hindus might celebrate the festival of Holi  Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate  Explain how Holi celebrations might express Hindu beliefs about equality	<b>Ongoing Skills</b> Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences  Explain differing ideas about religious expression   <b>Content</b> Describe and explain the four ashramas (stages of life) in the life of a Hindu  Explain how a person might change as they move from one ashrama to the next  Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama

	<b>Expressing and communicating ideas related to religions and worldviews</b> – <b>Shared Human Experience</b>	<b>Ongoing Skills</b> Notice and show curiosity about people and how they live their lives  <b>Content</b> Talk about the different ways that people can be seen and described  Consider how people might have multiple roles	<b>Ongoing Skills</b> Identify things that influence a person's sense of identity and belonging  <b>Content</b> Talk about qualities that make some people special  Identify ways in which humans show their gratitude to the people who matter in their lives	<b>Ongoing Skills</b> Describe how some people, events and sources of wisdom have influenced and inspired others  <b>Content</b> Identify sources of authority and inspiration • Consider what our 'duties' as human beings are	<b>Ongoing Skills</b> Consider the range of beliefs, values and lifestyles that exist in society  Discuss how people make decisions about how to live their lives  <b>Content</b> Discuss (with relevant examples) the importance of the belief that good overcomes evil  Suggest people, words or stories that might be inspiring when trying to overcome difficulties in life	<b>Ongoing Skills</b> Explain (with appropriate examples) where people might seek wisdom and guidance  Consider the role of rules and guidance in uniting communities  <b>Content</b> Explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions  Consider the different ways that myth and stories are and used  Explain how a 'truth' might be contained within a story	<b>Ongoing Skills</b> Consider what makes us human - in terms of our beliefs and values, relationships with others and sense of identity and belonging  Discuss how people change during the journey of life  <b>Content</b> Discuss the special milestones that we might celebrate during a person's lifetime  Discuss how our rights, responsibilities and relationships with others might change as we go through life
	<b>Expressing and communicating ideas related to religions and worldviews</b> – <b>Search for Personal Meaning</b>	<b>Ongoing Skills</b> Ask questions  <b>Content</b> Reflect on how others might see them  Talk about the different roles that they might have (Friend, child, brother/sister etc.)	<b>Ongoing Skills</b> Ask relevant questions  Talk about their own identity and values  <b>Content</b> Talk about who is special to them and why  Reflect on who they should be grateful to and how they might show this in words and actions	<b>Ongoing Skills</b> In relation to matters of right and wrong, recognise their own and others' values  Discuss own questions and responses related to the question 'who should we follow - and why?'  <b>Content</b> Reflect on their own duties - to themselves, to their families, to their communities  Discuss who or what they follow - and why	<b>Ongoing Skills</b> Reflect on their own personal sources of wisdom and authority  <b>Content</b> Reflect on their own concept of 'goodness'  Discuss what gives them hope during difficult times	<b>Ongoing Skills</b> Discuss and debate the sources of guidance available to them  Consider the value of differing sources of guidance  <b>Content</b> Consider how they decide what is 'true' - and how there might be different types of truth (e.g. empirical truth, historical truth, spiritual truth)  Discuss and debate things that they consider to be true that others might disagree with	<b>Ongoing Skills</b> Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments  Develop own views and ideas in response to learning  Demonstrate increasing self-awareness in their own personal development  <b>Content</b> Ask and respond thoughtfully to questions about their own journey of life - consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future



		<b>Year 1</b> What do people say about God?	<b>Year 2</b> How do we respond to the things that really matter?	<b>Year 3</b> Who should we follow?	<b>Year 4</b> How should we live our lives?	<b>Year 5</b> Where can we find guidance about how to live our lives?	<b>Year 6</b> What do people say about God?
Islam	<b>Knowing about and understanding religions and worldviews – Beliefs and Values</b>	<b>Ongoing Skills</b> Give an example of a key belief and/or a religious story  Give an example of a core value or commitment  <b>Content</b> Know that Muslims believe in one God (Allah)  Know that Muslims believe the world was created by God  Talk about why Muslims might value the natural world	<b>Ongoing Skills</b> Retell and suggest meanings for religious stories and/or beliefs  Use some religious words and phrases when talking about beliefs and values  <b>Content</b> Suggest why Muslims believe that it is important to respect God  Talk about why Muslims would want to show their gratitude to God  Know that submission to God is an important aspect of Islamic life	<b>Ongoing Skills</b> Show awareness of similarities in religions  Identify beliefs and values contained within a story/teaching  Identify the impact religion has on a believer  <b>Content</b> Develop and understanding of the importance of Founders and leaders for religious communities  Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)  Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)	<b>Ongoing Skills</b> Describe what a believer might learn from a religious teaching/ story  Make links between ideas about morality and sources of authority  <b>Content</b> Explore Islamic teachings about Ramadan from the Qur'an  Make links between Islamic values and the beliefs explored so far in their study of Islam	<b>Ongoing Skills</b> Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers  Explain the impact of beliefs and values - including reasons for diversity  <b>Content</b> Explore Islamic beliefs about the Qur'an as the word of God  Explain how and why the Qur'an is a source of guidance for life for a Muslim  Explain the impact of believing that the Qur'an is divine revelation  Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets	<b>Ongoing Skills</b> Analyse beliefs, teachings and values and how they are linked  Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life  Explain the impact of beliefs, values and practices - including differences between and within religious traditions  <b>Content</b> Analyse the Five Pillars of Islam and how they are linked  Explain how the beliefs and values of Islam might guide a person through life  Explain the importance of the Ummah for Muslims and that this is a community of diverse members
	<b>Knowing about and understanding religions and worldviews – Living Religious Traditions</b>	<b>Ongoing Skills</b> Use some religious words and phrases to recognise and name features of religious traditions  Talk about the way that religious beliefs might influence the way a person behaves  <b>Content</b> Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet  Suggest how Muslims might show respect for God by caring for the natural world	<b>Ongoing Skills</b> Identify and describe how religion is expressed in different way  Suggest the symbolic meaning of imagery and actions  <b>Content</b> Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis  Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat  Suggest how making time for the five daily prayers is an act of submission	<b>Ongoing Skills</b> Identify how religion is expressed in different ways  Use religious terms to describe how people might express their beliefs  <b>Content</b> Describe and give reasons for the Islamic practice of Zakah  Suggest why charity might be important to a Muslim - and the different ways that a Muslim might try to be charitable	<b>Ongoing Skills</b> Describe the impact religion has on believers' lives  Explain the deeper meaning and symbolism for specific religious practices  <b>Content</b> Use subject specific language to describe how and why Muslims fast at Ramadan  Explain the importance of Ramadan in the context of the Five Pillars of Islam  Consider the impact that fasting might have on individuals, families and communities	<b>Ongoing Skills</b> Explain differing forms of expression and why these might be used  Describe diversity of religious practices and lifestyle within the religious tradition  Interpret the deeper meaning of symbolism - contained in stories, images and actions  <b>Content</b> Explain how and why Muslims might commemorate the Night of Power  Describe and explain a variety of ways that Muslims might show respect for the Qur'an - and how this symbolises their respect for God  Explain how the teachings of the Qur'an might influence the actions and choices of a Muslim	<b>Ongoing Skills</b> Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • Explain differing ideas about religious expression  <b>Content</b> Describe and explain the importance of Hajj, including the practices, rituals and impact  Explain how a person might change once becoming a hajji  Consider how important it is for a Muslim to go on hajj - and what this means for those who are unable to make the pilgrimage

	<b>Expressing and communicating ideas related to religions and worldviews – Shared Human Experience</b>	<b>Ongoing Skills</b> Notice and show curiosity about people and how they live their lives  <b>Content</b> Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it	<b>Ongoing Skills</b> Identify things that influence a person's sense of identity and belonging  <b>Content</b> Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community - the Ummah - is united by prayer)  Identify ways in which humans show their gratitude	<b>Ongoing Skills</b> Describe how some people, events and sources of wisdom have influenced and inspired others  <b>Content</b> Identify characteristics of a good role model  Discuss how good role models can have a positive impact on individuals, communities and societies	<b>Ongoing Skills</b> Consider the range of beliefs, values and lifestyles that exist in society  Discuss how people make decisions about how to live their lives  <b>Content</b> Discuss (with relevant examples) the importance of showing commitment to a belief, value or community  Consider the role of sacrifice within religion and communities	<b>Ongoing Skills</b> Explain (with appropriate examples) where people might seek wisdom and guidance  Consider the role of rules and guidance in uniting communities  <b>Content</b> Discuss where people might look to for guidance about how to live - consider a range of sources of wisdom and authority  Suggest when and why people might want guidance about how to live	<b>Ongoing Skills</b> Consider what makes us human - in terms of our beliefs and values, relationships with others and sense of identity and belonging  Discuss how people change during the journey of life  <b>Content</b> Discuss the various events that might happen on the journey of life and how people might change over the course of their life  Consider what support people might need on life's journey
	<b>Expressing and communicating ideas related to religions and worldviews – Search for Personal Meaning</b>	<b>Ongoing Skills</b> Ask questions  <b>Content</b> Reflect on how they treat the natural world - and if they have a duty to look after it	<b>Ongoing Skills</b> Ask relevant questions  Talk about their own identity and values  <b>Content</b> Talk about the things they do on a regular basis as a sign of their commitment and belonging  Reflect on who they should be grateful to and how they show this	<b>Ongoing Skills</b> In relation to matters of right and wrong, recognise their own and others' values  Discuss own questions and responses related to the question 'who should we follow - and why?'  <b>Content</b> Reflect on their own aspirations for themselves and others  Ask questions and suggest answers about how they can try to make the world a better place	<b>Ongoing Skills</b> Reflect on their own personal sources of wisdom and authority  <b>Content</b> Reflect on their own beliefs, values and commitments  Consider and discuss how they demonstrate their personal commitments	<b>Ongoing Skills</b> Discuss and debate the sources of guidance available to them  Consider the value of differing sources of guidance  <b>Content</b> Discuss who or what has guided them in their own beliefs, values and commitments  Reflect on what 'ultimate authority' might mean for them	<b>Ongoing Skills</b> Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments  Develop own views and ideas in response to learning  Demonstrate increasing self-awareness in their own personal development  <b>Content</b> Ask and respond thoughtfully to questions about their own journey of life - consider how they have changed so far, how they will continue to change and the support and guidance that might be needed

		Year 1 What do people say about God?	Year 2 How do we respond to the things that really matter?	Year 3 Who should we follow?	Year 4 How should we live our lives?	Year 5 Where can we find guidance about how to live our lives?	Year 6 What do people say about God?
Judaism / Sikhism / Buddhism	Knowing about and understanding religions and worldviews – Beliefs and Values	<b>Judaism</b> <b>Ongoing Skills / Content</b> Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham)  Give an example of a core value or commitment (trusting that God will keep his promise)	<b>Judaism</b> <b>Ongoing Skills / Content</b> Retell the story of Moses being given the Ten Commandments  Know some of the Commandments - eg. keep the Sabbath Day holy, respect your mother and father  Suggest ways in which the Ten Commandments might influence the life of a believer	<b>Sikhism</b> <b>Ongoing Skills / Content</b> Develop an understanding of the importance of Founders and leaders for religious communities  Identify Sikh beliefs and values contained within the stories of the lives of the Gurus	<b>Sikhism</b> <b>Ongoing Skills / Content</b> Explore teachings and stories from Sikhism  Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus  Make links between the beliefs, values and practices of Sikhism	<b>Judaism</b> <b>Ongoing Skills / Content</b> Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers  Explain the impact of Jewish beliefs and values - including reasons for diversity	<b>Buddhism</b> <b>Ongoing Skills / Content</b> Analyse Buddhist beliefs and teachings about how to be content  Explain Buddhist beliefs and values contained within the story of Prince Siddhartha  Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths
	Knowing about and understanding religions and worldviews – Living Religious Traditions	<b>Judaism</b> <b>Ongoing Skills / Content</b> Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, Festival)  Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises)	<b>Judaism</b> <b>Ongoing Skills / Content</b> Talk about how keeping the Sabbath day holy might influence a Jewish person  Talk about how the Sabbath is a way of making time for God and family  Know about the Jewish tradition of Friday night dinner	<b>Sikhism</b> <b>Ongoing Skills / Content</b> Describe how and why the Guru Granth Sahib is treated with great respect  Suggest how and why Sikhs might show commitment to their faith	<b>Sikhism</b> <b>Ongoing Skills / Content</b> Use subject specific language to describe how and why Sikhs show their religious commitments and values  Explain how clothing and behaviour might be symbolic of beliefs, values and commitments	<b>Judaism</b> <b>Ongoing Skills / Content</b> Explain differing forms of expression within the context of Jewish worship  Describe diversity of religious practices and lifestyle  Interpret the deeper meaning of symbolism - contained in stories, images and actions	<b>Buddhism</b> <b>Ongoing Skills / Content</b> 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  Consider the importance of daily meditation in Buddhism

	<b>Expressing and communicating ideas related to religions and worldviews - Shared Human Experience</b>	<b>Judaism Ongoing Skills / Content</b>  Notice and show curiosity about people and how they live their lives (finding out about Jewish Festivals - thinking about the fact that people celebrate different celebrations in very different ways - eg. Sukkot)  Notice that for many people, trust is an important part of human life	<b>Judaism Ongoing Skills / Content</b>  Talk about why some people are particularly special to us  Suggest how and why it is important to make time for the people who really matter in our lives	<b>Sikhism Ongoing Skills / Content</b>  Identify people and ideas that inspire commitment  Discuss the different ways that people might show that they are committed	<b>Sikhism Ongoing Skills / Content</b>  Discuss (with relevant examples) the importance of how we view and behave towards others  Talk about how our outward behaviour reflects our inner beliefs, values and commitments	<b>Judaism Ongoing Skills / Content</b>  Explain (with appropriate examples) where people might seek wisdom and guidance  Consider the role of rules and guidance in uniting communities	<b>Buddhism Ongoing Skills / Content</b>  Discuss the meaning of contentment - is it the same as happiness, or something different?  Raise questions about the human experience of being unsatisfied - why do humans so often want more than they have? To what extent does this prevent people from ever being happy?
	<b>Expressing and communicating ideas related to religions and worldviews - Search for Personal Meaning</b>	<b>Judaism Ongoing Skills / Content</b>  Ask questions (about the importance of trust and who they can trust/rely on in their own lives)	<b>Judaism Ongoing Skills / Content</b>  Talk about the people who are special to them and identify the importance of these relationships in their lives  Give examples of why it is important to spend quality time with the people who matter	<b>Sikhism Ongoing Skills / Content</b>  Reflect on their own commitments and the impact that these have on their lives  Ask questions about the value of having commitments	<b>Sikhism Ongoing Skills / Content</b>  Reflect on their own concept of living a good life and how this influences the way that they treat others  Discuss own thoughts and feelings about equality and justice	<b>Judaism Ongoing Skills / Content</b>  Discuss and debate the sources of guidance available to them  Consider the value of differing sources of guidance	<b>Buddhism Ongoing Skills / Content</b>  Ask and respond thoughtfully to questions about their own happiness - consider this as something that they are in control of  Discuss the potential barriers to their happiness and what they can do to overcome these