

Christianity	Christianity/Judaism	Judaism	Hinduism	Islam	Christianity/Hinduism or Christianity/Islam	Multi-faith	Humanist
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	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1		Who Am I - Belonging	What are the 'signs of belonging' for Christians and Jewish people? Beginning to learn about Islam	What makes Jesus inspirational for some people?	What is God like? What matters most in life? What happens when we die? Christian and Hindu answers to questions on life's journey	How do Christians use the Bible?	Christian Aid and Islamic Relief: Can they change the world
Autumn 2		How do Christians Celebrate Christmas?	How do we say 'thank you' for a beautiful world? Christians, creation and thanksgiving				
Spring 1		What festivals do Jewish People Celebrate?	Questions about God	What is it like to be a Hindu?	Values: What matters most to Christians and Humanists?	How do Muslims practice the 5 pillars of Islam?	Who is inspiring to Muslims and to Christians?
Spring 2		Find out about a Church and a Synagogue	Being fair, showing care: what can we learn				

			from religious stories?				
Summer 1		Bible Stories about Moses	What do the symbols of the Easter festival mean?	Christian worship. How and why do some people find peace and strength by belonging to a church?	Worship, pilgrimage, belonging and community: What matters to Hindus and Christians?	Why are there now over 2000 Mosques in Yorkshire?	What will make Rotherham a more respectful place?
Summer 2		What can we learn from stories about prayer and Jesus?	Leaders: who needs them? Learning from Jews and Christians				

Vocabulary progression

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Need to know	Celebration Jesus God Christmas Kindness Community Respect	Festival Rules Belonging Holy building Christian Church Baptism Nativity Pray Bible Synagogue Torah Moses Shabbat	Worship Place of worship Ceremony Islam Muslim Mosque Qur'an Prophet Allah Creation Care Belief Easter Follower Leadership Fairness	Commitment Hindu Gods Goddess Mandir Ritual Murti Diwali Rama and Sita Shrine Lakshmi Karma Dhrama Symbol Prayer Identity Faith	Atheist Agnostic Humanist Values Ethics Morals Pilgrimage Spiritual Rights Reincarnation Dilemma	Gospel New Testament Redemption Salvation Devotion Soul Charity Fasting Ethics	Global poverty Justice Compassion Aid Global change Generosity Submission Peace Inspiration Interfaith co-operation Tolerance Tension

	FS2	KS1	KS2
A - Know about and understand religions and world views	Recognise that people have different beliefs and celebrate special times in different ways.	<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>A1. Explain and interpret ways that the history and culture of religions and world views influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences.</p> <p>A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and world views as coherent systems or ways of seeing the world.</p> <p>A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and world views as coherent systems or ways of seeing the world.</p>
Express ideas and insights into religions and world views	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>B1. Explain the religions and world views which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology.</p> <p>B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis</p>

		<p>B3. Notice and respond sensitively to some similarities between different religions and world views.</p>	<p>of controversies about commitment to religions and world views, accounting for the impact of diversity within and between communities.</p> <p>B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.</p>
<p>Gain and deploy the skills for learning from religions and world views</p>	<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>C1. Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy</p> <p>C2. Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views.</p> <p>C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.</p>

Progression of knowledge and skills

Knowledge/ Concept/ Theme	FS2	Y1	Y2	Knowledge/ Concept/ Theme	Y3	Y4	Y5	Y6
<p>Believing: what people believe about God, humanity and the natural world and why belonging is important.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Pupils will know about places of worship from visiting and/or studying churches and synagogues, including associated symbols, holy books, artefacts, music and events, particularly weddings.</p> <p>They will gain knowledge about the Jewish Bible and the importance of the Torah.</p> <p>They will learn that stories matter to Christians because they believe Jesus was God come to earth, with the power to help people in many ways</p>	<p>Pupils will learn About worship at a Mosque from visiting and/or studying a mosque, including the symbols, artefacts, holy books and other objects that are found there.</p> <p>They will consider what happens at the mosque on the festival of Eid Al Fitr.</p> <p>They will gain knowledge about what the Jewish and Christian scriptures teach about care for the planet.</p> <p>Pupils will learn about the idea that different religions try to answer life's biggest questions.</p>	<p>Beliefs and questions: How people's beliefs about God, the world and others impact on their lives;</p>	<p>Pupils will gain knowledge about Hindu worship and celebration, including details and information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK.</p> <p>They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.</p>	<p>Pupils will learn about examples of Hindu and Christian belief to do with God, the purposes of our lives and what happens when we die, using some original scripture sayings and texts</p> <p>They will learn at least two examples of the ways these beliefs make an impact in practice for Hindus and Christians</p>	<p>Pupils will learn about different ways the Bible has an impact on Christian living, considering stories, wisdom, advice and rules from the Bible in detail.</p> <p>They will be taught at least two examples of how the Bible has had an impact on people's lives individually and in community or society</p> <p>Pupils will gain knowledge about Muslim worship and celebration, including detailed information about each of the 5 Pillars</p> <p>They will learn about Muslim worship, ritual and devotion at home and at the mosque,</p>	

They will think about what questions count as 'life's biggest'.

Pupils will learn about Christians stories of Holy Week and Easter, and related beliefs about Jesus as a model of loving kindness and as God on earth (incarnation). They will learn that Jesus' death on Good Friday was a part of the plan, according to the Bible, and Christians believe Jesus won a victory for love when he died and rose again.

They will hear and consider religious stories and teachings, e.g. about Jesus' last days and his empty grave and infer ideas about care from these texts.

examining beliefs and values expressed in stories, festivities and worship and learning from community life.

<p>Story: How and why some stories are sacred and important in religion.</p>		<p>Pupils will learn detailed factual information about the stories of Christmas and the celebrations today,</p> <p>They will find out how the Bible tells the stories of Jesus and connect these stories to celebrations and songs, music and carols.</p> <p>Pupils will learn Jewish stories about Moses. Pupils will learn about some stories of Jesus,</p> <p>They hear and learn about some stories Jesus told.</p> <p>They will learn that these stories matter to Christians because of who they believe Jesus was God</p>	<p>Pupils will learn from stories of the Prophet Muhammad</p> <p>Pupils will learn about Jewish and Christians stories that teach care for the earth, and about celebrations of fruitfulness and harvest.</p> <p>They will hear and consider religious stories and teachings, and infer ideas about care from these texts</p> <p>Pupils will learn about Christians stories of Holy Week and Easter, and related beliefs about Jesus as a model of loving kindness and as God on earth (incarnation).</p> <p>They will learn that Jesus' death on Good Friday was a part of the plan, according</p>	<p>Teachings and authority: What sacred texts and other sources say about God, the world and human life;</p>	<p>Pupils will learn that Jesus, the key figure of Christianity, is known from 4 Gospels, and they will be able to recall and describe details of numerous stories from his life, including miracles, parables, the stories of Holy Week and Easter.</p> <p>Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK,</p> <p>They will know that Christians offer many different reasons for taking part in worship and the life of a Christian community, including theoretical reasons.</p>	<p>Pupils will learn about different ways in which the Bible has an impact on Christian living, considering stories, wisdom, advice and rules from the Bible in detail</p> <p>They will be taught about at least two examples of how the Bible has had an impact on people's lives individually and in community or society</p>		
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		<p>come to earth, with the power to help people in many ways</p>	<p>to the Bible, and Christians believe Jesus won a victory for love when he died and rose again.</p> <p>They will hear and consider religious stories and teachings, e.g. about Jesus' last days and his empty grave and infer ideas about care from these texts.</p> <p>They will hear and consider religious stories and teachings gathering information and rich knowledge of figures whose influence on the world has been so huge.</p>					
<p>Celebrations: how and why celebrations are important in religion;</p>	<p>Children recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Pupils will learn about several different religious festivals and acquire new religious vocabulary.</p>	<p>Pupils will consider what happens at the mosque on the festival of Eid Al Fitr.</p>	<p>Worship, pilgrimage and sacred places: where, how and why people worship,</p>	<p>Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of</p>		<p>Pupils will gain knowledge about Muslim worship and celebration, including detailed information</p>	

		<p>They will learn about weddings in Jewish and Christian holy buildings.</p> <p>Pupils will learn detailed factual information about the stories of Christmas and the celebrations today, gaining new vocabulary.</p>	<p>Pupils will learn about Christians' stories of Holy Week and Easter, and related beliefs about Jesus as a model of loving kindness and as God on earth (incarnation).</p> <p>They will learn that Jesus death on Good Friday was a part of the plan, according to the Bible, and Christians believe Jesus won a victory for love when he died and rose again.</p>	<p>including at particular sites;</p>	<p>Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK,</p> <p>Pupils will learn facts about Hindu and Christian examples of pilgrimages</p> <p>They will be taught about at least two examples of the ways Hindus and Christians worship in Mandir and Church.</p>		<p>about each of the 5 Pillars</p> <p>They will learn about Muslim worship, ritual and devotion at home and at the mosque, examining beliefs and values expressed in stories, festivities and worship and learning from community life.</p>	
<p>Symbols: How and why symbols express religious meaning;</p>	<p>Children show understanding that some places are special to members of their community.</p>	<p>Pupils will develop understanding of Jewish and Christian religions as identities held dear by some people, and learn about related symbols.</p> <p>They will discover and</p>	<p>They will know about worship at a mosque, including the symbols, artefacts, holy books and other things that are used there.</p>	<p>Symbols and religious expression: How religious and spiritual ideas are expressed;</p>	<p>They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.</p>			

		<p>remember what symbols of Christmas point towards.</p> <p>They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there.</p>						
<p>Leaders and teachers: Figures who have an influence on others locally, nationally and globally in religion;</p>			<p>From visiting and/or studying a mosque, learn about the use of a Muslim place of worship.</p> <p>They will know about worship at a mosque, including the symbols, artefacts, holy books and other things that are used there.</p> <p>Pupils will learn about examples of the inspiration believers find in the lives of the</p>	<p>Inspirational people: Figures from whom believers find inspiration</p>	<p>Pupils will learn that Jesus, the key figure of Christianity, is known from 4 Gospels.</p> <p>They will know that Christians offer many different reasons for finding Jesus inspirational, including theological reasons.</p>			<p>Pupils will learn about examples of Muslims and Christians who might be inspirational followers of their faith and consider how and why they are inspiring.</p> <p>They will be taught about at least two examples from each religion and consider connections to the origins and scriptures of the faith.</p>

			<p>heroes of their faith.</p> <p>They will learn to think about what makes a good leader, and infer qualities of leadership from stories about Muhammad, Moses or Jesus.</p> <p>They will hear and consider religious stories and teachings gathering information and rich knowledge of these figures whose influence on the world has been so huge.</p>					
<p>Belonging: where and how people belong and why belonging is important;</p>	<p>Children begin to understand that some places are special to members of their community.</p> <p>Children begin to build constructive and respectful relationships.</p>	<p>Pupils will develop an understanding of Jewish and Christian religions as identities held dear by some people</p>	<p>Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. Following The</p>	<p>Religion, family and community: How religious families and communities practise their faith, and the contribution this makes to local life;</p>	<p>They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.</p>	<p>They will learn at least two examples of the ways beliefs make an impact in practice for Hindus and Christians</p>	<p>They will be taught at least two examples of how the Bible has had an impact on people's lives individually and in community or society</p> <p>They will learn about Muslim worship, ritual and devotion at home and at the mosque,</p>	

	Children talk about members of their immediate family and community.		Golden Rule ('do to others what you would like them to do to you') (which is much older than Christianity) and belonging to humanity				examining beliefs and values expressed in stories, festivities and worship and learning from community life	
Myself: who I am and my uniqueness as a person in a family and community.	Children begin to see themselves as a valuable individual.	They will develop understanding of Jewish and Christian religions as identities held dear by some people.	<p>Pupils will learn about their uniqueness as a person in a family and community.</p> <p>They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing.</p> <p>They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.</p>	Religion and the individual: what is expected of a person in following a religion or belief	<p>Pupils will learn 5 simple facts about Humanists and about Christians</p> <p>They will be taught about at least two examples of the values that these two groups share, and two distinctive values from each group.</p>	They will learn at least two examples of the ways beliefs make an impact in practice for Hindus and Christians	Pupils will gain knowledge about Muslim worship and celebration, including detailed information about each of the 5 Pillars	

				<p>The journey of life and death: why some occasions are sacred to believers, and what people think about life after death;</p>	<p>Learn about examples of Hindu and Christian belief to do with God, the purposes of our lives and what happens when we die, using some original scripture, sayings and texts</p>			
				<p>Beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.</p>				<p>Pupils will gain a rich knowledge of the work of two faith based charities</p> <p>They will be taught about the ways in which the charities express the religious beliefs in justice, compassion and community.</p> <p>Pupils will learn statistics of world religions in the local area, the county, region, nation and world.</p> <p>They will be taught about at least two examples of inter faith co operation.</p>

Skills	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Observation Thinking Skills Discussion Information Gathering		<p>Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – mosque or mandir – can be considered too.</p> <p>They will use their factual knowledge to suggest what makes ancient stories valuable to some people today.</p>	<p>They will use their factual knowledge to suggest what the impact of beliefs about God, life the universe and everything is.</p> <p>They will use their factual knowledge to suggest what it means to belong in varies ways.</p> <p>They will use their factual knowledge to suggest what the impact of beliefs about the world as created by God.</p>	<p>They will learn to infer and suggest meanings to religious practices.</p> <p>They will think reasonably about questions of beliefs, ethics, values in action and community.</p>	<p>They will think reasonably about questions of belief, community and sources of wisdom</p> <p>They will think reasonably about questions of beliefs, ethics, values in actions and community.</p> <p>They will think reasonably about questions of beliefs, worship, pilgrimage and community.</p>	<p>They will think reasonably about questions of sources of wisdom and authority and weigh up big ideas from the bible for themselves</p> <p>They will continue to infer and suggest meanings to religious practices.</p>	<p>They will think reasonably about questions of global poverty, justice and community. They will be asked to analyse how beliefs have an impact in action. They will be asked to apply values of fairness, justice and 'changing the world' for themselves.</p> <p>They will think reasonably about questions of community harmony and inter faith work.</p> <p>They will think reasonably about</p>

							questions of inspiration, living the human life for others and virtues in different religions.
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