





 EYFS	 Year 1	 Year 2	 Year 3 / 4 Cycle B	 Year 3 / 4 Cycle A	 Year 5	 Year 6	
Substantive knowledge Overview	Christianity	<ul style="list-style-type: none"> Concepts: Incarnation, Salvation, Special People Easter Stories Places 	<ul style="list-style-type: none"> Concepts: God/Creation, Incarnation, Salvation The Creation Story The Christmas Story Jesus as a friend Easter Palm Sunday 	<ul style="list-style-type: none"> Concepts: Gospels, Incarnation, Salvation What did Jesus teach? Christmas; Jesus as a gift from God Easter Resurrection 	<ul style="list-style-type: none"> Concepts: Incarnation, Salvation New Covenant Christmas Jesus' miracles Easter - forgiveness 	<ul style="list-style-type: none"> Concepts: Incarnation, Salvation, Gospel Christmas Easter Prayer and Worship 	<ul style="list-style-type: none"> Concepts: Incarnation, Salvation, Gospel Christmas Easter Beliefs and practices 	<ul style="list-style-type: none"> Concepts: Incarnation, Salvation, Gospel Christmas Belief and meaning Easter 	
	Judaism	<ul style="list-style-type: none"> Special People Places 	<ul style="list-style-type: none"> Shabbat Rosh Hashanah and Yom Kippur 				<ul style="list-style-type: none"> Beliefs and Practices Passover 		
	Hinduism	<ul style="list-style-type: none"> Celebrations Stories 			<ul style="list-style-type: none"> Divali Hindu Beliefs Pilgrimage to the River Ganges 				
	Islam	<ul style="list-style-type: none"> Stories Places 		<ul style="list-style-type: none"> Prayer at home Community and belonging Hajj 					<ul style="list-style-type: none"> Beliefs and practices Beliefs and moral values
	Sikhism	<ul style="list-style-type: none"> Stories 						<ul style="list-style-type: none"> Belief into Action Beliefs and moral values Prayer and worship 	

Personal resonance & reflection

<ul style="list-style-type: none"> ▪ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> ▪ I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts 		<ul style="list-style-type: none"> ▪ I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale. 	<ul style="list-style-type: none"> ▪ I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people's. 		
<ul style="list-style-type: none"> ▪ Develop their sense of responsibility and membership of a community. ▪ Begin to make sense of their own life-story and family's history. ▪ Engage in story times. ▪ Listen to and talk about stories to build familiarity and understanding. ▪ Express their feelings and consider the feelings of others. ▪ Identify and moderate their own feelings socially and emotionally. ▪ Think about the perspectives of others. 	<ul style="list-style-type: none"> ▪ I can say how it felt to make something. ▪ I can talk about a gift that is special to me. ▪ I can talk about my friends and why I like them. I can talk about a person I admire. ▪ I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. ▪ I can say how it feels to say sorry and what I have said sorry for. 	<ul style="list-style-type: none"> ▪ I can tell you when I have been kind to others even when it was difficult. ▪ I can say how I could help solve a problem by showing love. ▪ I can explain how it felt to have to stop doing something to reach the target we had set. ▪ I can say what I believe happens to you when you die and tell you how I remember people close to me. ▪ I can understand how meeting in a certain place could make me feel like I belong. ▪ I can tell you about a special journey and why it was special to me. 	<ul style="list-style-type: none"> ▪ I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. ▪ I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. ▪ I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. ▪ I can suggest how a person may rescue/help others who are in difficult situations. ▪ I can explain some of the different roles I play whilst still being me. ▪ I can explain why water is important. 	<ul style="list-style-type: none"> ▪ I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. ▪ I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. ▪ I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. ▪ I can talk about what sort of help I might need to show forgiveness. 	<ul style="list-style-type: none"> ▪ I can identify the different levels of commitment I show to different things and explain these priorities. ▪ I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. ▪ I can explain how some stories can teach people about what is important and how to behave. ▪ I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. ▪ I can show an understanding of why people show commitment in different ways. ▪ I can show an understanding of why people show commitment in different ways. 	<ul style="list-style-type: none"> ▪ I can show an understanding of why people show commitment in different ways. ▪ I can explain the qualities needed in different people because of the important jobs they are chosen to do. ▪ I can express the feelings I have when I think about situations or things I would like to last forever. ▪ I can explain how the influence people have had on me has affected what I see as important. ▪ I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. ▪ I can give examples of times when I misinterpreted something.

Evaluation & critical thinking

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Continue to develop positive attitudes about the differences between people.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.

▪ I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.

- I can express an opinion about the Christian belief about creation.
- I can suggest a gift I would give to Jesus.
- I can say how Jesus tried to be a good friend.
- I can start to show understanding that Jesus is special to Christians and say why.
- I can start to make a connection between being Jewish and decisions about behaviour.
- I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.

- I can say if I think Christians should be kind and give a reason.
- I can tell you why Christians think God gave Jesus to the world.
- I can start to think through how praying 5 times a day might help in some ways more than others
- I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.
- I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.
- I can start to think about the significance of Hajj to a Muslim.

▪ I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.

- I can start to say why Divali might bring a sense of belonging to Hindus.
- I can start to tell you what Christmas means to Christians and what it means to me.
- I can start to say whether I believe Jesus actually healed people or not.
- I can start to reflect on whether I agree with Christian beliefs about Jesus' death.
- I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.
- I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges

- I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.
- I can ask questions about what Christmas means to Christians and compare this with what it means to me.
- I can start to identify how it would feel to keep Kashrut.
- I can show an understanding of how Christians believe God can help them show forgiveness.

▪ I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

- I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.
- I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.
- I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.
- I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.
- I can start to express what I think about the best way a Sikh could show commitment to God.
- I can explain why I think some ways of showing commitment to God would be better than others for Christians.
- I can think of some ways of showing commitment to God that would be better than others for Muslims.
- I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.
- I can reflect on my own beliefs about whether anything is eternal.
- I can give my opinion as to whether Christianity is a strong religion now and say why I think this.
- I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.
- I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.