



		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 / 6 Cycle B	Year 5 / 6 Cycle A
Substantive knowledge Overview	Christianity	- Concepts: Incarnation, Salvation, Special People - Easter - Stories - Places	- Concepts: God/Creation, Incarnation, Salvation - The Creation Story - The Christmas Story - Jesus as a friend - Easter - Palm Sunday	- Concepts: Gospels, Incarnation, Salvation - What did Jesus teach? - Christmas; Jesus as a gift from God - Easter - Resurrection	- Concepts: Incarnation, Salvation - New Covenant - Christmas - Jesus' miracles - Easter - forgiveness	- Concepts: Incarnation, Salvation, Gospel - Christmas - Easter - Prayer and Worship	- Concepts: Incarnation, Salvation, Gospel - Christmas - Easter - Beliefs and practices	- Concepts: Incarnation, Salvation, Gospel - Christmas - Belief and meaning - Easter
	Judaism	- Special People - Places	- Shabbat - Rosh Hashanah and Yom Kippur			- Beliefs and Practices - Passover		
	Hinduism	- Celebrations - Stories			- Divali - Hindu Beliefs - Pilgrimage to the River Ganges			
	Islam	- Stories - Places		- Prayer at home - Community and belonging - Hajj				- Beliefs and practices - Beliefs and moral values
	Sikhism	Stories					- Belief into Action - Beliefs and moral values - Prayer and worship	

Personal resonance & reflection

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| <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 apply my knowledge to the enquiry question and give an answer supported by one or more facts.		I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.	
	- 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 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 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.