









Year Group	Declarative Knowledge	Procedural Knowledge	
		AT1 Learning about religion and worldviews	AT2 Learning from religion and worldviews
<p>Year 1 How are Christmas and Diwali similar and different?</p> 	<ol style="list-style-type: none"> 1. Belief 2. Teachings/Authority 3. Worship 4. Impact of Faith 	<ul style="list-style-type: none"> • Describe • Identify • Explain • Interpret • Analyse • Use Specialist Vocabulary 	<ul style="list-style-type: none"> • Reflect • Express • Empathise • Apply • Interpret • Evaluate
<p>Year 1 How are Christmas and Diwali similar and different?</p> 	<ol style="list-style-type: none"> 1. What Christians believe about Christmas. 2. The Nativity and its importance to Christians. 3. Christian beliefs and how they celebrate Christmas. Christian symbols and places of worship. 4. What is expected of a Christian child. Secular traditions at Christmas. <ol style="list-style-type: none"> 1. What Hindus believe about Diwali. 2. The Story of Rama and Sita and its importance to Hindus. 3. Hindu beliefs and how they celebrate Diwali. Hindu symbols and places of worship. 4. What is expected of a Hindu child. 	<ul style="list-style-type: none"> • Describe key features of a religion using specialist vocabulary. • Identify stories and key religious symbols Christmas – cross Diwali – aum • Start to show awareness of similarities in religions. 	<ul style="list-style-type: none"> • Reflect on personal experiences and express own viewpoint. • Talk about what they find interesting or puzzling about religion. • Talk about what is of value to them and what concerns them. • Empathise with the experiences of others. Ensure that secularism and traditions are covered as this will possibly be the predominant experience.
<p>Year 2 How are Christmas and Hanukkah similar and different?</p> 	<ol style="list-style-type: none"> 1. What the key beliefs of Christianity are. 2. The sacred events of The Nativity. Who the important Christian figures in our community are. 3. How and why Christmas is important to Christians. Christian symbols and how they express religious meaning. 4. What Christians do in school to celebrate. <ol style="list-style-type: none"> 1. What the key beliefs of Judaism are. 	<ul style="list-style-type: none"> • Use religious words and phrases to describe and identify some features of religion. • Explain the importance of religion for some people. • Show awareness of similarities in religions. Old testament/Torah, Moses, December, prayer and worship during festival. • Retell religious stories. Build on knowledge of The Nativity and introduce new story of The Maccabees and the Temple. • Suggest meanings for religious actions and symbols. Use all symbols on unit plan. • Identify how religion is expressed in different ways. 	<ul style="list-style-type: none"> • Ask, and respond sensitively to, questions about their own and others' experiences and feelings. • Recognise that some questions cause people to wonder and are difficult to answer. • Recognise their own values and those of others in matters of right and wrong. Ten Commandments and rules are a great link here - also The Maccabees issue of not praying to another God is an interesting discussion point.

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	<ol style="list-style-type: none"> 2. The story of Hanukkah. 3. Jewish symbols and how they express religious meaning. The celebrations involved in the festival of Hanukkah and where these take place. 		
<p>Year 3 Are all Christian churches the same and do all Christians believe the same thing?</p> 	<ol style="list-style-type: none"> 1. What different Christian denominations believe about their faith. 2. The Bible outlines Jesus' words to his disciples. The Bible gives two accounts of the Christmas Story. 3. How Christians worship and why they carry out particular rituals. How places of worship and religious symbols differ/are similar for different Christian denominations. 4. The expectations of Christian communities. 	<ul style="list-style-type: none"> • Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. Make links between beliefs and sources, including religious stories and sacred texts. <i>Look at the Bible as a source – Christians believe that The Lord's Prayer (Matthew 6: 5-13) consists of the words that Jesus gave directly to his followers. There are also two different accounts of the Christmas Story that they already know. What questions does this illicit in terms of source validity and sacred texts?</i> • Identify the impact religion has on believers' lives. • Describe some forms of religious expression. • Reflect on worldviews held by many people. 	<ul style="list-style-type: none"> • Identify what influences ourselves, making links between aspects of their own and others' experiences. • Ask important questions about religion and beliefs, making links between their own and others' responses. • Make links between values and commitments, and their own attitudes and behaviour.

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<p>Year 4 What are the key beliefs of Sikhism?</p> 	<ol style="list-style-type: none"> 1. Belief 2. Teachings/Authority 3. Worship 4. Impact of Faith 	<ul style="list-style-type: none"> • Describe • Identify • Explain • Interpret • Analyse • Use Specialist Vocabulary 	<ul style="list-style-type: none"> • Reflect • Express • Empathise • Apply • Interpret • Evaluate
<p>Year 4 What are the key beliefs of Sikhism?</p> 	<ol style="list-style-type: none"> 1. Key beliefs of Sikhism 2. What the Gurus of Sikhism say about God, the world and human life. Guru Nanak – his life and teachings. 3. How the 5Ks are symbolic to Sikhs. 4. How do Sikhs do what is expected of them in today's world. 	<ul style="list-style-type: none"> • Use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • Make links between them, and describe some similarities and differences both within and between religions and worldviews. <i>Discuss overlaps with previous learning – Hinduism, Christianity and Judaism.</i> • Describe the impact of religions and worldviews on people's lives. <i>Discuss equality and or the carrying of the Kirpan.</i> • Suggest meanings for a range of forms of religious expression. <i>Use the 5ks to aid discussion.</i> 	<ul style="list-style-type: none"> • Raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. • Apply their ideas to their own and other people's lives. • Describe what inspires and influences themselves and others. <i>Sikhism is a fantastic opportunity to think about inspirational people who have changed the status quo - look at the range of biographies in the library as a starting point if children cannot identify their own.</i>
<p>Year 5 Pilgrimage</p> 	<ol style="list-style-type: none"> 1. Key beliefs of Buddhism 2. What religious sources and texts say about pilgrimage/life and death The impact of influential and inspirational people on worship and pilgrimage. 3. Where do religious followers go on pilgrimage and why do they do this How do followers worship when they are there and how do they express their religious and spiritual ideas What do different religions believe about life after death 4. What is expected of a person in following a religion or a worldview. 	<ul style="list-style-type: none"> • Use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. <i>Revision of all previous religions taught 1- 4.</i> • Describe why people belong to religions or worldviews. • Understand that similarities and differences illustrate distinctive beliefs within and between religions, and worldviews, and suggest possible reasons for this. <i>Focus on reasons for pilgrimage.</i> • They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. <i>In terms of pilgrimage sites there are many of the sacred texts that can be referred to as sources – these are listed in the unit plan.</i> 	<ul style="list-style-type: none"> • Ask, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments, relating them to their own and others' lives. <i>Do we make pilgrimages in the secular world? Where do we travel to remember?</i> • They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion. <i>A possible question would be – where would be your pilgrimage site and what would people do to remember your actions and deeds when they got there?</i> <p><i>There is also lots of discussion to be had about how close in proximity some of the sites are. This will link to overlaps in belief – Christianity/Judaism and Hinduism/Sikhism.</i></p>

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<p>Year 6 What are the key beliefs of Islam?</p> 	<ol style="list-style-type: none"> 1. Key beliefs of Islam 2. Holy scripture and Key Leaders – Prophet Mohammed pbuh 3. Symbols, worship, important places and pilgrimage 4. What is expected of a Muslim How do they practice their faith and what contribution does this make to local life How do Muslims respond to global issues, human rights, fairness, social justice and environmental issues 	<ul style="list-style-type: none"> • Use religious and philosophical vocabulary to give informed accounts of religions and worldviews, explaining the reasons for diversity within and between them. • Explain why the impact of religions and beliefs on individuals, communities and societies varies. • Interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. • Interpret the significance of different forms of religious, spiritual and moral expression. 	<ul style="list-style-type: none"> • Use reasoning and examples to express insights into beliefs, teachings and world issues. • Express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. • Consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments. • Articulate personal and critical responses to questions of meaning, purpose and truth, and ethical issues. • Evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.