

KS1 to cover the 5 main world religions throughout the year (Christianity, Hinduism, Islam, Judaism, Sikhism). Foundation to cover Christianity & Judaism. Cover any other religions you enjoy / have experience of or if a member of your class is a follower. Every unit must include Christianity. Because units repeat, you'll have to look at previous years groups' plans to make sure you are building on what has already been covered.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Being Special Knowledge, skills and understanding in relation to: <ul style="list-style-type: none">religious beliefs that each person is unique and valuable. So children can... <ul style="list-style-type: none">*re-tell religious stories making connections with personal experiences;*share and record occasions when things have happened in their lives that made them feel special.	Special Times Knowledge, skills and understanding relating to: <ul style="list-style-type: none">the importance and value of celebration in children's own lives.some major religious festivals and celebrations and the stories associated with them. So that they can... <ul style="list-style-type: none">*give examples of special occasions and suggest features of a good celebration;*re-tell stories connected with Christmas / Easter and a festival from another faith;*say why Christmas / Easter and a festival from another faith is a special time.	Special People Knowledge, skills and understanding in relation to: <ul style="list-style-type: none">people who are special to us, whom we admire;the benefits and responsibilities of friendship and the ways that people care for others;stories from the Bible about friendship and caring for others, with a focus on what Jesus did and said;stories of a key religious leader from another religion and how these are important to people today. So that they can... <ul style="list-style-type: none">*talk about people who are special to them and say that makes their family and friends special to them;*identify some of the qualities of a good friend;*reflect on the question, 'Am I a good friend?';*recall and talk about stories of Jesus as a friend to others;*recall stories about special people from other religions and talk about what we can learn from them.	Special Places Knowledge, skills and understanding in relation to: <ul style="list-style-type: none">why some places are special and what makes them special;the church building as a special place for Christians;religious beliefs about the world as a special place. So that they can... <ul style="list-style-type: none">*talk about somewhere that is special to themselves, saying why;*be aware that some religious people have places which have special meaning for them;*get to know and use appropriate words to talk about their thoughts and feelings when visiting a church;*express a personal response to the natural world.	Special stories (I've made this unit up! I thought it might be fun to tell some stories from the Bible and perhaps some other religions but you can return to one of the other units if you'd like and build on what you've already done).	
	3a Myself Knowledge, skills and understanding in relation to: <ul style="list-style-type: none">the benefits and responsibilities of friendship and the ways that people care for others;stories from the Bible and the Torah about friendship and care for others.codes of behaviour– e.g. at school, home, in daily liferules and codes for living from Christianity and Judaism <p>Focus question: Why should we care for others?</p>	2a Celebrations Knowledge, skills and understanding in relation to: <ul style="list-style-type: none">the importance and value of celebration in pupils' own lives;some major religious festivals and celebrations e.g. seasonal festivals, and the stories associated with them.artefacts and symbols used in some festivals and celebrations. <p>Focus question: Why is Christmas/Easter/Pesach special for believers?</p>	1a Believing Knowledge, skills and understanding in relation to: <ul style="list-style-type: none">stories which help people understand ideas of God as loving and caringstories and beliefs about God as the creator of the natural world and all living thingsreligious teachings about the uniqueness of each one of us <p>Focus question: What do creation stories teach about God?</p>	1b Leaders & teachers Knowledge, skills and understanding in relation to: <ul style="list-style-type: none">people who are special to us, who we admire and try to be like;stories from the life and teachings of Jesus and Moses and how these are important to Christians and Jews today. <p>Focus question: Why are Jesus and Moses important for Christians and Jews?</p>	1c Story Knowledge, skills and understanding in relation to: <ul style="list-style-type: none">books as sources of guidance and authority in people's lives;stories, poems, teachings, etc that appear in key religious texts and the ability to talk about the ideas and beliefs these express;how believers use holy books. <p>Focus question: Why are holy books special?</p>	
2	3b Belonging Knowledge, skills and understanding in relation to: <ul style="list-style-type: none">how they themselves belong to groups including families and school; what they enjoy about them, why they are important; signs and symbols of belonging.signs and symbols used in the welcome of children and adults into the faith community.the practices and events, feelings and experiences associated with belonging to a faith community. <p>Focus question: What does it mean to belong to a faith community</p>	2a Celebrations Knowledge, skills and understanding in relation to: <ul style="list-style-type: none">the importance and value of celebration in pupils' own lives;some major religious festivals and celebrations e.g. seasonal festivals, and the stories associated with them.artefacts and symbols used in some festivals and celebrations. <p>Focus question: Why is Christmas/Easter/Pesach special for believers?</p>	2b Symbol Knowledge, skills and understanding in relation to: <ul style="list-style-type: none">why some places are special and what makes them special;symbols, objects and actions used in religious buildings and consider the ideas, feelings and beliefs that these express.preparing questions and meeting people from the Christian and Jewish communities to talk about their places where they worship. <p>Focus question: Why and how do special places and symbols help people show what they believe?</p>	1c Story Knowledge, skills and understanding in relation to: <ul style="list-style-type: none">books as sources of guidance and authority in people's lives;stories, poems, teachings, etc that appear in key religious texts and the ability to talk about the ideas and beliefs these express;how believers use holy books. <p>Focus question: Why are holy books special?</p>	3a Myself Knowledge, skills and understanding in relation to: <ul style="list-style-type: none">the benefits and responsibilities of friendship and the ways that people care for others;stories from the Bible and the Torah about friendship and care for others.codes of behaviour– e.g. at school, home, in daily liferules and codes for living from Christianity and Judaism <p>Focus question: Why should we care for others?</p>	