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|  | Autumn 1 | Autumn 2 | Spring 1  | Spring 2 | Summer 1 | Summer 2 |
| Reception | Unit 3 – (F4) Being special: where do we belong? | Unit 2 – (F2)Why do Christians perform the Nativity at Christmas? |  Unit 1 - (F1) Why is the word ‘God’ so important to Christians? | Unit 4 - F3 Why do some Christians put a cross on Easter gardens? | Unit 5 - (F5) What places are special and why? | Unit 6 - (F6) Which stories are special and why? |
| Year 1 | Unit 11 – (1.10) What does it mean to belong to a faith community? | Unit 9 – (1.7) Who is Jewish and how do they live? (part 1) | Unit 10 – (1.1) What do Christians believe God is like? | Unit 9 – (1.7) Who is Jewish and how do they live? (part 2) | Unit 7 – (1.2) Who do Christians say made the world? | Unit 12 – (1.9) How should we care for the world and for others, and why does it matter? (C, J, NR) |
|  | THEMATIC **Christianity Judaism** In this unit, the pupils will focus on what it means to belong to a faith community. They will build on their knowledge from Foundation Stage units and revisit knowledge from prior systematic units about ways of life for Christian and Jewish people, considering how members of these communities show that they belong.< Unit 3 exploring community and belonging > Units 30 which explores how people from different communities mark significant events in life | GOD TORAH GOD’S PEOPLE **Judaism** In this unit, pupils will learn about ways of life, the Torah and key celebrations for Jewish people. Pupils have been introduced to Jewish people in unit 6 and this is their first systematic study of Judaism. This unit lays foundations for work on festivals, family life and Torah in KS2. < Unit 6 exploring stories special for Jewish people Units 11  > and 12 that develops understanding of being part of a Jewish community and Jewish beliefs about creation and stewardship Units 22 and 33 exploring festivals, family and Torah | GOD **Christianity** In this unit, pupils will build on their knowledge of Christianity from unit 7 and explore some key parables and stories from the bible that help Christians to learn about the nature of God.  < Unit 1 exploring Christian ideas about God * Units 20 and 31 that develops understanding of Christian belief about God
 | GOD TORAH GOD’S PEOPLE **Judaism** In this unit, pupils will learn about ways of life, the Torah and key celebrations for Jewish people. Pupils have been introduced to Jewish people in unit 6 and this is their first systematic study of Judaism. This unit lays foundations for work on festivals, family life and Torah in KS2. < Part 1 Unit 9 , Unit 6 exploring stories special for Jewish people Units 11  > and 12 that develops understanding of being part of a Jewish community and Jewish beliefs about creation and stewardship Units 22 and 33 exploring festivals, family and Torah | CREATION **Christianity** In this unit, pupils will learn about the Christian creation story and begin to understand that some Christians believe different things about creation. They will link this with Christian concept of stewardship.  < Unit 1, exploring Christian ideas about Creation * Units 12, 23 and 34 that develop understanding of Christian beliefs about Creation
 | THEMATIC **Christianity Judaism** In this unit, pupils will build on what they know about key texts and practices important to Christian and Jewish people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christian and Jewish people about caring for the world, and think carefully about different ways in which they might care for people in the world.< Units 1, 7, exploring Christian ideas about Creation> 23 and 34, exploring Christian ideas about Creation. Unit 24 that develops understanding how Christians, Jews, Muslims and people with non-religious worldviews how people try to make the world a better place |
| Year 2 | Unit 15 - (1.6) Who is a Muslim and how do they live? (part 1) | Unit 8 - (1.3) Why does Christmas matter to Christians? | Unit 17 - (1.6) Who is a Muslim and how do they live? Part 2. | Unit 13 - (1.4) What is the ‘good news’ Christians believe Jesus brings? | Unit 16 - (1.5) Why does Easter matter to Christians? | Unit 18 - (1.8) What makes some places sacred to believers? (C,M) |
|  | GOD TAWHID IBADAH **Islam** In this unit, pupils will find out about Islam, key beliefs, and ways of living for many Muslims. Pupils will learn about some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. Whilst pupils have had the opportunity to explore Islam in previous thematic units, this is their first systematic encounter and will build upon and deepen previous learning. This is a unit in 2 parts Units 3, 5 and 6 where pupils are introduced to Islam Units 17, 21 and 32 that develops understanding of Muslim beliefs about God Tawhid and Ibadah | INCARNATION **Christianity** In this unit pupils will build on their own personal knowledge and will find out about how Christmas is celebrated today considering which traditions are secular and which are religious.  < Unit 2, exploring Christian ideas about Incarnation * Units 20 and 38 that develop understanding of Christian beliefs about Incarnation, Trinity and the Messiah
 | GOD TAWHID IBADAH **Islam** In this unit, pupils will find out about Islam, key beliefs, and ways of living for many Muslims. Pupils will learn about some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. Whilst pupils have had the opportunity to explore Islam in previous thematic units, this is their first systematic encounter and will build upon and deepen previous learning. This is a unit in 2 parts Units 3, 5 and 6 where pupils are introduced to Islam Units 17, 21 and 32 that develops understanding of Muslim beliefs about God Tawhid and Ibadah | GOSPEL **Christianity** In this double unit, pupils will learn about the concept of ‘Gospel’ and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about how many Christians try to follow the example and teachings of Jesus. < Units 2, 4, 6 and 8, exploring Christian beliefs about Jesus > Units 25 and 37 that develop understanding of Christian beliefs about Gospel | SALVATION **Christianity** In this unit, pupils will explore the concepts of God, Incarnation, Gospel and Salvation through learning about Holy week. Pupils will learn about how many Christians show their beliefs within celebrations and worship in church at Easter and will consider what the story of Easter means for Christians today.  < Units 4, exploring Easter 13 and 14 Christian beliefs about Jesus* Units 28 and 40 that develop understanding of Christian beliefs about Salvation
 | THEMATIC **Christianity Islam Judaism** In this unit, pupils will find out about various places of worship and why they are important to many believers. They will build on prior learning about Christians, Muslims and special places. Pupils will focus on the key features of churches, mosques and synagogues how they support their local communities in practical ways.  < Units 5 exploring special places * Units 8, 10, 13, 14, 15, 16, 17 which are systematic studies of Christians and Muslims.
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| Year 3 | Unit 23 – (L2.1) What do Christians learn from the Creation story? | Unit 22 – (L2.10) How do festivals and family life show what matters to Jewish people? | Unit 19 – (L2.2) What is it like for someone to follow God? | Unit 21 – (L2.9) How do festivals and worship show what matters to a Muslim? | Unit 25 – (L2.4) What kind of world did Jesus want? | Unit 24 – (L2.12) How and why do people try to make the world a better place? (C, M/J, NR) |
|  | CREATION/FALL **Christianity** This unit focuses on the stories of Creation and the Fall as two parts of the ‘Big Story’ of the Bible. Pupils build on work done in KS1 on creation and explore key messages within it for many Christians.  < Units 1, 7, and 12 where pupils explore Christian beliefs about creation  > Unit 34 develops understanding of Christian beliefs about creation linked to the fall in Genesis | GOD/TORAH/GODS PEOPLE **Judaism** In this unit, pupils will build on their knowledge about Jewish ways of life, Torah and festivals from KS1. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.  < Unit 9 where pupils explore Jewish beliefs about God and Jewish ways of life * Unit 33 develops understanding of why the Torah is important to Jewish people. Units 35 develops understanding of the People of God concept
 | PEOPLE OF GOD **Christianity** In this unit, pupils build on their knowledge the ‘Big Story’ of the Bible and learn about the concept of People of God within the ‘Big Story’. Pupils will spend time looking at several texts that share stories about People of God from the Old Testament in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children’s books * Units 31 develops understanding of the People of God concept
 | IBADAH **Islam** In this unit, pupils build on work in KS1 on how many Muslims live their lives by identifying some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. < Units 3, 15 and 17 where pupils are introduced to and explore Muslim beliefs about Ibadah * Unit 32 develops understanding of Islamic beliefs of Ibadah and Tawhid in action
 | GOSPEL **Christianity** In this unit, pupils will build on work done in KS1 about the concept of ‘Gospel’ which focuses on the ‘Good News’ which Christians believe Jesus brings and tells the story of the l life and teaching of Jesus. They will learn about the calling of the first disciples and how many Christians today try to follow Jesus.  < Units 13 exploring the Christian concept of Gospel * Units 37 that develops understanding of Christian concept of Gospel
 | THEMATIC **Christianity Judaism Islam** In this unit, pupils will build on what they know already about Jewish, Christian, Muslim, and non-religious worldviews. They will consider what motivates many Christians, Jews, Muslims and people with non-religious worldviews to care for the world, basing their knowledge on scripture and teachings.  < Unit 12 where pupils explore Christian and Jewish ideas about creation and ways of caring for people in the world. * Unit 36 develops understanding of actions, values and religious and non -religious worldviews.
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| Year 4 | Unit 27 - (L2.7) What do Hindus believe God is like? | Unit 20 - (L2.3) What is the ‘Trinity’ and why is it important for Christians? | Unit 29 - (L2.8) What does it mean to be Hindu in Britain today? | Unit 28 - (L2.5)) Why do Christians call the day Jesus died ‘Good Friday’? | New Unit - (L2.13) How do people from religious and non-religious communities celebrate key festivals? | Unit 30 - (L2.11 How and why do people mark the significant events of life? (C, H, NR) |
|  | HINDU DHARMA ATMAN BRAHMAN **Hinduism** This unit introduces Hindu Dharma to pupils, exploring how Hindus might see the world. They look at the concept of Brahman and use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.  < Units 3 where pupils were introduced to Hindu Dharma * Units 29 and 39 that develops understanding of what it might be like to be a Hindu in Britain today, Hindu Dharma, Atman, Karma and Moksha
 | INCARNATION/GOD **Christianity** In this unit, pupils build on their understanding if the significance of Jesus and God to Christians by exploring what the Trinity is.  < Units 1, 2,and 10 where pupils are introduced to Christian beliefs about Incarnation and God * Units 31 and 38 develops understanding of Christian beliefs about God, and Incarnation
 | HINDU DHARMA **Hindu Dharma** This unit develops and extends the learning from Unit 27 and builds on pupils’ understanding of Brahman and looks at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma which will sow seeds for examining this concept in more depth in Upper Key Stage 2. < Units 3 and 27 where pupils were introduced to Hindu Dharma and Atman 39 that develops understanding of Hindu Dharma, Atman, Karma and Moksha | SALVATION **Christianity** Within this unit, pupils build on prior knowledge from KS1 and learn about how the Christian Salvation story fits into the big story of the Bible. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.  < Units 4 and 16 where pupils explored Christian beliefs about Salvation | THEMATIC**Christianity Judaism Islam**In this unit, pupils will be able to identify core beliefs, values and stories remembered at festivals. Make links between these and the reasons people celebrate them. They will be able to make some links between the similarities and differences festivals e.g. Christmas < Units 2, 4, 6 16, 21, 22Pupils explored festival in various religions and the reasons for these celebrations* Units 32, 33, 38, where children will develop their knowledge in specific festivals
 | THEMATIC **Christianity Judaism Islam** **Non-religious world views** In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people.  < Unit 3 where pupils were introduced to key life events and ceremonies linked to them |
| Year 5  | Unit 32 – (U2.8) What does it mean to be a Muslim in Britain today? | Unit 38 – (U2.3) Why do Christians believe Jesus was the Messiah? | Unit 31 – (U2.1) What does it mean if Christians believe God is holy and loving? | Unit 33 –(U2.9) Why is the Torah so important to Jewish people? | Unit 36 – (U2.10) What matters most to Humanists and Christians? (C, M/J, NR) | New Unit – (U2.13c) What can be done to reduce racism? Can religion help? |
|  | IBADAH/TAWHID **Islam** In this unit, pupils extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur’an and find out about Muslim sources of authority and how they guide daily living for believers. Pupils will also spend time finding out about the lived experience of Muslims in Britain today. < Units 3, 5 and 6 where pupils are introduced to Islam Units 15,17 and 21 where pupils explore Muslim beliefs about Ibadah and Tawhid in action | INCARNATION **Christianity** In this unit, pupils will build on work done in Lower KS2 on the Trinity and learn about the concept of ‘incarnation’. They will study key texts that recount the story of Jesus’ birth and the links Christians make to Old Testament prophecies. Pupils will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition.  < Units 2, and 20 explored understanding of Christian beliefs about Incarnation * Units 41 develops understanding of Christian concepts in line with the ‘Big Story’ of the Bible
 | GOD **Christianity** In this unit, pupils will learn about what many Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. Pupils will link their learning in this topic to other concepts studied in KS1 and Lower KS2 to suggest why Christians believe that God is forgiving and loving. < Units 10 and 20 , 38 exploring Christian ideas about God and Incarnation * Units 34, 37, and 41 that develop understanding of Christian concepts in line with the ‘Big Story’ of the Bible
 | TORAH/GOD **Judaism** In this unit, pupils will build on their learning about Jewish ways of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. Units 9 and 22 where pupils explore Jewish beliefs about God, Jewish ways of life and why the Torah is important to Jewish people.  < Thematic units 24 and 30 from Lower KS2 where pupils focus on how Jewish people try to make the world a better place and mark significant life events | THEMATIC **Christianity Humanism** In this unit, pupils will think carefully about actions, sources of authority, values, religious and non religious worldviews. They will make links with sources of authority that tell people how to be good and explore the similarities and differences between Christian and Humanist ideas about being good and how people live.  < Units 30 where pupils were introduced to key life events and ceremonies linked to them  | Thematic **Racism Worldviews**In this unit it will look at ways in which people use texts/teachings to make sense of responses to racism and how to approach the challenges it presents. They will make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both within and beyond their own communities. It will interpret case studies of how people holding both religious and non-religious worldviews have approached racism, reflecting on and articulating lessons people might gain from these.And finally offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own. |
| Year 6 | Unit 39 – (U2.7) Why do Hindus want to be good? | Unit 37 – (U2.4) Christians and how to live: ‘What would Jesus do?’ | Unit 34 – (U2.2) Creation and science: conflicting or complementary? | Unit 41 – (U2.6) For Christians, what kind of king is Jesus? | New Unit 2.11 What does it mean to be a Humanist in Britain today? | New Unit - (U2.14) What do religious and non-religious worldviews teach about caring for the Earth? |
|  | HINDU DHARMA ATMAN KARMA MOKSHA **Hindu Dharma** Within this unit, pupils will build on their learning about the Hindu worldview and way of life. They will build on their understanding of dharma, investigate the key concepts of Karma, Dharma and samsara and how these might affect how a Hindu chooses to live their life using the example of two charities. < Unit 3, in which pupils are introduced to Hindu Dharma, alongside units 27 and 29 that explored understanding of Hindu Dharma, Atman, Karma and Moksha | GOSPEL **Christianity** In this unit pupils will build on work done in Lower KS2 and learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels spend time discussing how Christian communities today act and how this is based on Jesus’ teachings.< Units 13, and 25 where pupils explored Christian beliefs about Gospel Units 38, 40 and 41 develop understanding of Christian concepts in line with the ‘Big Story’ of the Bible | CREATION/FALL **Christianity** In this unit, pupils will build on what they have previously learn about the importance of creation within the ‘Big Story’ of the Bible for Christians. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways and explore whether it is conflicting or complementary with what science says < Units 1, 7, 12, 23 where pupils explored creation Units 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the ‘Big Story’ of the Bible | KINGDOM OF GOD C**hristianity** In this unit, pupils will build on work done on Christianity including stories from the bible. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community.  < Units 31, 37 | Thematic**Humanist**In this unit it will identify and explain beliefs about why people are good and bad (e.g. Chrisian and Humanist). It will make links with sources of authority that tell people  how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’) < Unit 30, 36 | Thematic**Environmental worldviews**In this unit it will identify and explain at least three examples of ways in which people from religious and non-religious worldviews respond to environmental issues. It will use examples of ways in which people use religious texts/sources of authority to respond to environmental issues making clear connections between what people from religious and non-religious worldviews believe about the world and environment and how this impacts their actions < Unit 24 |