



Foundation 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religion: Christianity/Judaism</p>	<p>Theme: Christmas</p> <p>Key Question: What is Christmas?</p> <p>Religion: Christianity</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religion: Hinduism</p>	<p>Theme: Easter</p> <p>Key Question: What is Easter?</p> <p>Religion: Christianity</p>	<p>Theme: Stories</p> <p>Key Question: What can we learn from stories?</p> <p>Religion: Christianity, Islam, Hinduism, Sikism</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religion: Christianity, Islam, Judaism</p>
Understanding the world learning objectives	<p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
Enrichment		<p>Church Visit All Hallows, Bispham 01253 274172</p>				

Foundation 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--------------	----------	----------	----------	----------	----------	----------

Overview	<p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religion: Christianity/Judaism</p>	<p>Theme: Christmas</p> <p>Key Question: What is Christmas?</p> <p>Religion: Christianity</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religion: Hinduism</p>	<p>Theme: Easter</p> <p>Key Question: What is Easter?</p> <p>Religion: Christianity</p>	<p>Theme: Stories</p> <p>Key Question: What can we learn from stories?</p> <p>Religion: Christianity, Islam, Hinduism, Sikism</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religion: Christianity, Islam, Judaism</p>
Understanding the world learning objectives	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>
Enrichment		<p>Church Visit All Hallows, Bispham</p>				

		01253 274172				
--	--	--------------	--	--	--	--

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Theme: Creation story Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
Knowledge - what will our children learn?	Remember the Christian Creation story and talk about it.	Remember some of the Christmas story.	Remember a story about Jesus showing friendship and talk about it.	Recall some parts of the Easter Story and recognise some symbols in the story.	Use the right names for things that are special to Jewish people during Shabbat and explain why.	Tell you something that either Rosh Hashanah or Yom Kippur is about.
Skills - what do we want our children to do?)	Express an opinion about the Christian beliefs.	Suggest a gift to give to Jesus.	Say how Jesus tried to be a good friend.	Start to show understanding that Jesus is special to Christians and say why.	Start to make a connection between being Jewish and decisions about behaviour.	Choose a picture and discuss why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.
Reflection	Say how it felt to make something.	Talk about a gift that is special to them.	Talk about their friends and why they like them.	Talk about a person they admire.	Discuss which is their favourite day of the week and talk about food they would like to share in a special meal.	Say how it feels to say sorry and what they have said sorry for.
Enrichment					Synagogue Visit Jewish Reform Synagogue: https://www.brjc.co.uk/	

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<p>Theme: What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p>	<p>Theme: Christmas - Jesus as gift from God</p> <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>Religion: Christianity</p>	<p>Theme: Prayer at home</p> <p>Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life?</p> <p>Religion: Islam</p>	<p>Theme: Easter - Resurrection</p> <p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Religion: Christianity</p>	<p>Theme: Community and Belonging</p> <p>Key Question: Does going to a Mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p>	<p>Theme: Hajj</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>Religion: Islam</p>
Knowledge - what will our children learn?	Retell a story Jesus told about being kind or give an example of when Jesus showed kindness.	Remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.	Use the right words to describe how Muslims pray and begin to explain why they do this.	Recall what Christians believe happened on Easter Sunday.	Explain what happens when Muslims pray alone or at the mosque.	Remember some of the events that happen during Hajj and start to explain why these are important to Muslims.
Skills - what do we want our children to do?)	Discuss why they think Christians should be kind and give a reason.	Tell you why Christians think God gave Jesus to the world.	Start to think through how praying 5 times a day might help in some ways more than others.	Start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer their opinion.	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.	Start to think about the significance of Hajj to a Muslim.
Reflection	Discuss when they have been kind to others even when it was difficult.	Say how they could help solve a problem by showing love.	Explain how it felt to have to stop doing something to reach the target we had set.	Discuss what they believe happens to you when you die and tell you how they remember people close to them.	Understand how meeting in a certain place could make them feel like they belong.	Tell you about a special journey and why it was special to them.
Enrichment					<p>Mosque Visit (1) Blackpool Mosque: http://www.blackpool-mosque.co.uk/Contact.htm</p>	

End of Key Stage 1

Knowledge	Skills	Reflection
Children can recall facts about the religions / beliefs that they have studied. Children begin to use the religious vocabulary and start to explain the significance and meaning of the facts and practices.	Children have started to think through the enquiry question using some facts and can begin to see there could be more than one answer.	Children can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to them in their world.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism	Theme: Christmas Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Key Question: What is 'good' about Good Friday? Religion: Christianity	Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism
Knowledge - what will our children learn?	Describe what might motivate a Sikh to go through the Amrit Ceremony and what they do during this.	Start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.	Explain one Christian viewpoint about one of Jesus' healing miracles.	Start to tell you why Christians believe Jesus' death is important.	Describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.	Describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.
Skills - what do we want our children to do?)	Start to see similarities between their experiences of joining and belonging and a Sikh's experiences of	Start to tell you what Christmas means to Christians and what it means to them..	Start to say whether they believe Jesus actually healed people or not.	Start to reflect on whether they agree with Christian beliefs about Jesus' death.	Begin to tell you if they think sharing is important or not to Sikhs.	Start to evaluate which ways may show more or less commitment to God for Sikhs.

	joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.					
Reflection	Discuss how, for some groups they belong to, there is an initiation ceremony, and for others there isn't. Talk about the difference that makes to their sense of belonging.	Explain what Christmas means to them and talk about whether this involves giving and receiving gifts.	Talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle they would like to see happen today.	Suggest how a person may rescue/help others who are in difficult situations.	Discuss why it is important to share even though it is not always easy.	Start to evaluate the ways they show more or less commitment and can talk about when showing commitment may be difficult for them.
Enrichment					Gurdwara Visit https://sites.google.com/site/ikhemplebowlanepreston/	

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy? Religion: Buddhism	Theme: Christmas Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place? Religion: Buddhism	Theme: Easter Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
Knowledge - what will our children learn?	Tell you some of the things Siddhattha did to try to be happy and explain why they think they didn't work for him.	Describe one thing a Christian might learn about Jesus from a Christmas symbol.	Recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.	Describe what a Christian might learn about forgiveness from a Biblical text.	Describe how aspects of the 8-fold path would help Buddhists know how to live good lives.	Describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.
Skills - what do we want our children to do?)	Begin to show an understanding of what being happy means to Buddhists.	Ask questions about what Christmas means to Christians and compare this with what it means to me.	Give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.	Show an understanding of how Christians believe God can help them show forgiveness.	Start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.	Start to understand the impact a Christian's special place has on him/her.

Reflection	Start to show an understanding of why people think it is difficult.	Design a symbolic object to show the significance of Christmas or the Christmas holiday to them.	Suggest why there may be problems in the world and how people could help solve them.	Talk about what sort of help they might need to show forgiveness.	Describe one of their 'good' choices and the consequences of it. Explain the consequences of making a different choice.	Explain some of the feelings their special place gives them and suggest why this is.
Enrichment			Buddhist visitor Keajra Kadampa Buddhist Centre https://www.meditationinblackpool.org.uk/contact/			

End of Lower Key Stage 2

Knowledge	Skills	Reflection
Children can recall facts about religions they have studied, select facts that are the most significant to the enquiry and start to explain their relevance and importance.	Children can apply their knowledge to the enquiry question and give an answer supported by one or more facts.	Children can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people they are studying. Children can express their own opinions and have begun to support their opinions with rationale.

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism	Theme: Christmas Key Question: Is the Christmas story true? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	Theme: Easter Key Question: What was Peter's role in the Easter Story? (Not Discovery based) Religion: Christianity Church Visit	Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity

				All Hallows, Bispham 01253 274172	Religion: Hinduism	
Knowledge - what will our children learn?	Describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.	Start to explain the Christian belief that Jesus was the Incarnation of God.	Make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.	Start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy week.	Compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.	Describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.
Skills - what do we want our children to do?)	Express why they think Hindus might choose different ways to show commitment to God.	Start to express an opinion on whether the Christmas story is true and what this might mean to Christians.	Express their understanding of how Brahman can/cannot be in everything.	Start to express my opinion about Jesus' crucifixion being his destiny/purpose.	Express own views about Hindu beliefs and whether they make sense to them or not.	Explain why they think some ways of showing commitment to God would be better than others for Christians.
Reflection	Show an understanding of why people show commitment in different ways.	Start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.	Describe some of the characteristics that make me me even when I am playing different roles.	Give an example of someone with a strong sense of purpose for their life and give their opinions on this.	Start to express their own views about life after death.	Show an understanding of why people show commitment in different ways.
Enrichment	Hindu visitor http://www.ghspreston.co.uk/contact-us/					

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Theme: Beliefs and Meaning Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion:	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam	

		Religion: Christianity		Christianity		
Knowledge - what will our children learn?	Describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.	Describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.	Make links between different Christian beliefs and their views on whether anything is ever eternal.	Explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.	Explain how believing in Akhirah influences Muslims to do their best to lead to good lives.	Explain two different Muslim interpretations of Jihad.
Skills - what do we want our children to do?)	Think of some ways of showing commitment to God that would be better than others for Muslims.	Explain that people may celebrate Christmas in different ways and say whether or not they feel this relates to Jesus.	Reflect on own beliefs about whether anything is eternal and give reasons.	Give opinions as to whether Christianity is a strong religion now and say why they think this.	Recognise what motivates or influences them to lead a good life and compare it with what motivates and influences Muslims.	Recognise what motivates them or influences them to lead a good life and compare it with what motivates and influences Muslims.
Reflection	Show an understanding of why people show commitment in different ways.	Start to explain how some of the ways they choose to celebrate are directly linked to the event they are celebrating, and how other ways are not.	Express the feelings they have when they think about situations or things they would like to last forever.	Explain how the influence people have had on them has affected what they see as important.	Give examples of times their choices have been influenced and may have changed when they considered the consequences that might follow.	Give examples of times when they misinterpreted something.
Enrichment	Mosque Visit Blackpool Mosque: http://www.blackpool-mosque.co.uk/Contact.htm					

End of Key Stage 2

Knowledge	Skills	Reflection
Children can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	Children can weigh up evidence and different arguments / aspects relevant to the enquiry question and express their answer, supported with evidence / rationale.	Children can explain how the concept / belief resonates in their own life and can also see this might be different for other people because of their religions / beliefs.

		Childr4en can express their own thoughts having reflected on them in relation to other people.
--	--	--