



Progression in Religious Education
at Riddlesden St. Mary's

The Diocesan Syllabus requires that pupils must study in depth the beliefs, practice and ways of living of the following groups:

4–5s Reception	Children will encounter Christian and other worldviews represented in the local area.
5–7s Key Stage 1	Christians for at least 50% of study time and Muslims (Year 2) and Jewish (Year 1) people. Pupils may also learn from other religions and non-religious worldviews in thematic units.
7–11s Key Stage 2	Christians for at least 50% of study time and Jewish (Year 3) people, Muslims (Year 3 and Year 5), and Hindus (Year 4 and 6) and/or Sikhs. Pupils may also learn from other religions and non-religious worldviews in thematic units.

Allocated RE time:

4–5s Reception	36 hours of RE 50 minutes a week or as part of continuous provision
5–7s Key Stage 1	36 hours of tuition per year An hour a week, or less than an hour a week plus a series of RE days
7–11s Key Stage 2	45 hours of tuition per year An hour and a quarter per week, or a series of RE days or weeks amounting to 45+ hours of RE

Overview of visits, visitors and RE days

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christianity	-Godly play Year 1 and Year 3	-Inter Faith Week 8 th -15 th November -Whole school visit to church (Christingle) - Nativity - Cathedral visit (Year 5)	-Godly play- Jan (Reception, 4,5 and 6)	-Easter Service -CLiKS Year 5 Rewind to Easter -Easter performance - Godly play- Jan (Year 2,5,6) -Good Samaritan Day		-CLiKS Fast Forward- Year 6 (Date TBC)
Islam				-Year 3 Mosque visit -Ramadan Day		
Judaism		-Inter Faith Week 8 th -15 th November	-Visit from religious leader (Year 1 and 3)			
Hinduism		-Inter Faith Week 8 th -15 th November - Diwali day to be held on Friday 6 th November				

Yearly Overview



RE Overview at Riddlesden St Mary's C of E Primary School



Year Group	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1		Summer 2
2 Year Olds (Provision)		Diwali		Ramadan	Eid			
		Christmas			Easter			
Nursery (RE stories)	Special places	Diwali	The Christmas Story	Islamic stories	The Good Samaritan	Noah's Ark	Noah's Ark	Stories on friendship/kindness
Reception	Where do we belong? (Thematic)	Why do Christians perform Nativity plays at Christmas? (Incarnation)		Which places are special and why? (Thematic) Godly Play- Creation	Why do some Christians put a cross in an Easter garden? (Salvation)	Why is the word God so important to Christians? (God/Creation)		Which stories are special and why? (Thematic)
Year 1	What does it mean to belong to a faith community? (Thematic) Godly Play- Baptism	Why does Christmas matter to Christians? (Incarnation) Godly Play- Holy family		Who is Jewish and how do they live? (Judaism)	What is the 'good news' Christians believe Jesus brings? (Gospel)	Who do Christians say made the world? (Creation)		How should we care for the world and for others, and why does it matter? (Thematic) Godly Play - The Good Samaritan
Year 2	Who is a Muslim and how do they live? (part 1) (Islam)	What do Christians believe God is like? (God)		What is the 'good news' Christians believe Jesus brings? (Digging deeper) (Gospel)	Why does Easter matter to Christians? (Salvation) Godly Play- Faces of Easter	Who is a Muslim and how do they live? (part 2) (Islam)		What makes a place sacred to believers? (Thematic)
Year 3	What is it like for someone to follow God? (People of God) Godly Play- Noah	What is the Trinity? (Incarnation/God) Godly Play- Baptism		How do festivals and family life show what matters to Jewish people? (Judaism)	How do festivals and worship show what matters to a Muslim? (Islam)	What do Christians learn from the Creation story? (Creation/Fall) Godly Play- Creation		What are the deeper meanings of festivals? (Thematic)
Year 4	What do Hindus believe God is like? (Hinduism)	What does it mean to be a Hindu in Britain today? (Hinduism)		What kind of world did Jesus want? (Gospel) Godly play-The Good Samaritan	Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	When Jesus left, what was the impact of Pentecost? (Kingdom of God) Godly Play- The mystery of Pentecost		How and why do people mark the significant events in life? (Thematic)



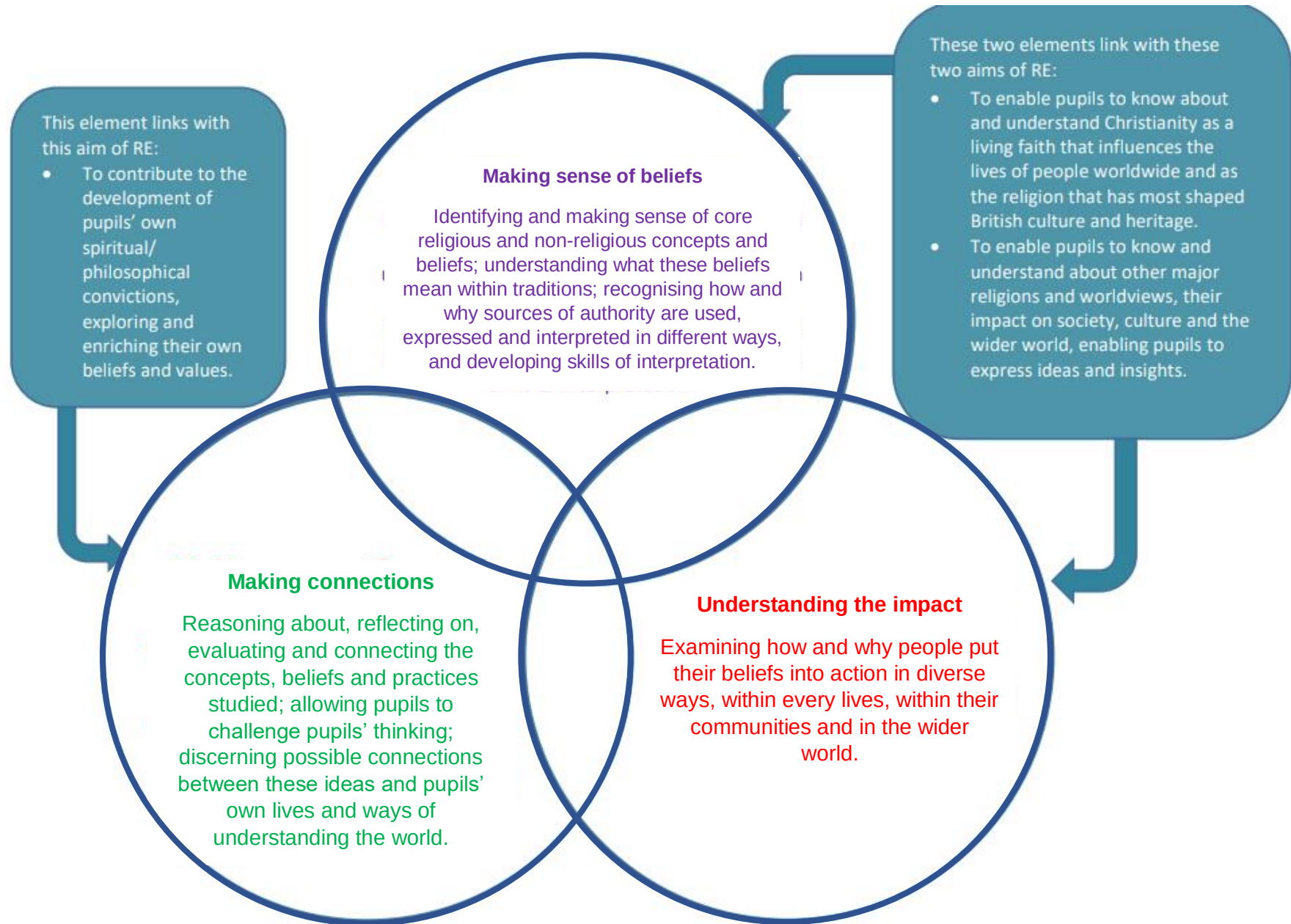
RE Overview at Riddlesden St Mary's C of E Primary School



Year 5	Why do some people believe in God and some people not? (Non-religious)	What does it mean if God is holy and loving? (God)	How can following God bring freedom and justice? (People of God) Godly Play- The Ten Best Ways	What does it mean to be a Muslim in Britain today? (Islam)	Creation and Science; conflicting or complimentary? (Creation)	Why is pilgrimage important to some religious believers? (Thematic)
Year 6	What will make our city/town/village a more respectful place? (Thematic)	Why do Hindus want to be good? (Hinduism)	What kind of king is Jesus? (Kingdom of God) Godly Play- Mustard seed	What difference does the Resurrection make to Christians? (Salvation) Godly Play- Good Shepherd	What would Jesus do? Digging deeper (Salvation)	How does religion help people live through good times and bad times? (Thematic)

Key: Christianity Islam Judaism Hinduism Thematic Non-religious

The Teaching and learning model in Religious Education



Key: Making sense of beliefs Understanding the impact Making connections

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Where do we belong? (Thematic)	Why do Christians perform Nativity plays at Christmas? (Incarnation)	Which places are special and why? (Thematic) Godly Play- Creation	Why do some Christians put a cross in an Easter garden? (Salvation)	Why is the word God so important to Christians? (God/Creation)	Which stories are special and why? (Thematic)
About the unit	This unit of learning is thematic, focusing on Christianity, Hindu Dharma and Islam. Within this unit, the children will reflect upon the things that are special to them and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. They will find out about why many Christians believe that children are special to God and learn about the story of Jesus and the children. The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby. The children will learn out about how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.	In this unit, the children will learn the key events from the Christian Christmas story. They will find out about the term incarnation (God come to earth as a human and as God) and learn about the Christian belief that this happened in Jesus. The children will learn about who Christians believe first visited Jesus in the stable and why. They will find out about the timeline of the story and that most Christians believe that the wise men/Magi arrived when Jesus was one or two years old. By the end of the unit, children will understand that some stories change over time and that it is important for believers to return to and study the original text. They will find out that some Christians perform nativity plays to retell the story so that others can find out more about the Christian belief of incarnate.	This unit focuses on special places for Muslims and Christians. Within the unit, pupils reflect upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims. Pupils find out about Churches, Mosques and their key features. To support this unit, teachers may wish to consider organising a visit to a place of worship or inviting a member of a Mosque or Church community to visit the school to speak with pupils about lived experience.	In this unit, pupils find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. They will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. During the unit, pupils will encounter signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.	In this unit, pupils find out about the Christian belief that God created the heavens and the earth. They will learn the key events from the creation story found in Genesis 1. They will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Pupils will find out the story of Adam being tasked with naming animals. Pupils will learn that many Christians try to treat God's name with respect. They will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today.	In this unit, pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell stories from different worldviews remembering key events.
Learning outcomes	- Retell religious stories, making connections with personal experiences. - Share and record occasions when things have happened in their lives that made them feel special. - Recall simply what happens at a traditional Christian infant baptism and dedication.	- Singing carols and performing nativity plays is about telling the good news of God coming to earth - Church events at Christmas are an annual reminder of God's love for people a bit like birthdays reminding us of how friends and family love us	- Talk about somewhere that is special to themselves, saying why - Recognise that some religious people have places which have special meaning for them - Talk about the things that are special and valued in a place of worship	- Christians remember Jesus' last week at Easter - Jesus' name means 'He Saves' - Christians believe Jesus came to show God's love - Christians try to show love to one another	- God is a name - Christians believe God is the creator of the universe - Christians believe God made our wonderful world and so we should look after it	- Talk about some religious stories - Recognise some religious vocabulary, e.g. about God - Identify some of their own feelings in the stories they hear - Identify a sacred text e.g. Bible, Qur'an

	Recall simply what happens when a baby is welcomed into a religion other than Christianity.	Christmas is about sharing God's love with others	- Identify some significant features of sacred places - Recognise a place of worship - 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.			- Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do - Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked
I know statements	- I know I am unique and special - I know that God loves me - I can retell the story that shows us that Jesus thinks children are very special - I can talk about something that has happened to me that makes me feel special - I can talk about/demonstrate what happens when Christians are baptised - I know that God's love for children is shown in baptism ceremonies - I can talk about how children are welcomed into other faiths	- I know how to help make figures for our own nativity set - I know how to act out different parts of the Christmas story - I know how to talk about what we might do if a very important baby was born - I know how to sing songs that tell the Christmas story - I know how to find pictures that show scenes from the nativity and talk about who's who - I know that we celebrate Christmas every year as it reminds us how much God love us - I know how to talk about Christmas as a special time to share God's love with our families and friends	- I know how to talk about what place makes me, happy, feel safe, and have fun.... - I can question visitors about a special time in their life (Holiday etc) - I know how to describe using pictures why some places are special - I know why the church is a special place - I know why temples, mosques or synagogues are special places - I know some of the special features that can be found in places of worship - I can use photos to match certain features to the correct place of worship - I know some questions to ask before I visit the local church/ other place of worship - I can talk about how the visit to a special place makes me feel - I know how to reflect on about how special our world is and how we need to care for it	- I know how to re-tell the story of Palm Sunday using role play - I know how to re-tell the story of Palm Sunday through song (shout Hosanna) - I know how to talk about how the cross is a symbol to help us remember 'Good' Friday - I know how to help make my own Easter garden - I know that Easter Eggs are a symbol of new life - I know that Jesus' name means 'He Saves' - I know that Christians believe Jesus came to show God's love - I know ways that show we love and care for one another	- I know how to talk about the meaning of VIP. I know that God is a VIP for Christians - I know that God's name must be respected and kept holy - I know how to re-tell the story 'Why God makes Jellyfish' - I know how to create my own jelly fish using different material and talk about if it was easy to create a jelly fish - I know how to help re-tell the story of creation - I know that God created our wonderful world	- I know about my favourite book and why it's a special story to me - I know how re-tell my favourite stories through role play etc - I know how to re-tell a bible story using role-play etc - I know about the different bibles in class and how they are different and similar - I know that the bible is divided into different books - I know about how some bible stories make me feel - I know how the bible is a very special book for Christians. I know that is a holy book which helps Christians understand about God - I know why Jesus told us why keeping promises is a good thing to do - I know how to re-tell the story of the ten lepers and talk about why it's good to say thank you

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 1	What does it mean to belong to a faith community? (Thematic) Godly Play- Baptism	Why does Christmas matter to Christians? (Incarnation) Godly Play- Holy family	Who is Jewish and how do they live? (Judaism)	What is the 'good news' Christians believe Jesus brings? (Part 1) (Gospel)	Who do Christians say made the world? (Creation)	How should we care for the world and for others, and why does it matter? (Thematic) Godly Play - The Good Samaritan
About the unit	In this unit, the pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong. Throughout the unit, pupils will encounter artefacts, places of worship and symbols. Pupils will also consider where they belong and the communities to which they are a part of.	In this unit pupils will start to think about the term's secular and religious. Drawing from their knowledge from Foundation Stage, they will talk about the key events from the Christmas story in more detail. Pupils will find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. They will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story.	Within this unit, pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Later in the unit, pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.	In this 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 Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider. This unit is made up of two parts and learning covering the above content will continue in part two.	Within this unit, pupils will learn about the Christian creation story. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it.	Within this unit, pupils will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. Later in the unit, pupils will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. Pupils will also take time to consider why people who are religious and non-religious should care for others and look after the natural world
Learning outcomes	• Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people. Understanding the impact: • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony,	• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.	• Recognise the words of the Shema as a Jewish celebration • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot) • Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like.	• Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave.	• Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that 'Creation' is the beginning of the 'big story of the Bible.' • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say	• Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and

	and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). Making connections: • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas • Talk about what they have learned and how their ideas have changed.	• Decide what they personally have to be thankful for at Christmas time.	• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). • Ask some questions about what Jewish people celebrate and why • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people • Give a good reason for their ideas about whether any of these things are good for them too.	• Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the • Church community and their own lives (for example: charity, confession). • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.	thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world.	Jews about the natural world. • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world. • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. • Talk about what they have learned and how their ideas have changed.
I know statements	• I know the symbols of belonging used in Christianity and one other religion • I know that the story of the Lost Sheep shows us that we are all important to God • I know that Jewish people are asked to love neighbours • I know that Muslim teaching says: None of you is a good Muslim until you love for your brother and sister what you love for yourself • I know what happens in a Christian infant baptism, the Jewish naming ceremony for girls and Islam's Aqiqah • I know that the vows and rings people exchange when they get married show their love for one another	• I can act out the Christmas story describing what happened at the various events (e.g. Nazareth – Gabriel visiting Mary, journey from Nazareth to Bethlehem) • I know that the stories about Jesus' life come from the Gospels • I know that 'Advent' is the arrival of something or someone • I know that Christians wait and prepare for celebrating the birth of Jesus during Advent • I know that Christmas is a time when Christians thank God that Jesus came to Earth to show and tell people how to live	• I can recognise what special objects Jewish people have in their home • I know that Jewish beliefs about God are expressed as "God is one, that it is important to love God" • I can re-tell some simple stories used in Chanukah or Sukkot • I know that these stories remind Jews what God is like • I know what Jewish people do in their home on Shabbat and preparing for Shabbat • I know that some stories from the Jewish Bible (Tenakh) teach about God looking after his people	• I know that the Bible shows that Jesus offered friendship, forgiveness and peace. These three offers are 'good' news • I know how to create an image, symbol or logo that shows the 'good news' of Jesus • I know that Jesus is a friend to those left out by others • I know how to act out the story of the tax collector • I know that God forgives those who say sorry • I know how to explain that the support for the homeless at St George's Crypt is a 'good news' story	• I know how to talk about everyday objects and discuss who might have created them • I know how to talk about the natural world and who might have created this • I know how to re-tell the story of creation using music, dance and role play • I know that 'Creation' is the beginning of the 'big story of the Bible' • I know how to find the creation story on the Big Story Frieze • I know how to use wow words to describe our amazing world	• I know that the Christians and Jews believe that God values everyone • I know that in Psalm 8 David praises God's creation and how each person is special in it • I can give a simple account of Genesis 1. • I know that some religions believe that serving others and supporting the poor are important parts of being a religious believer (Zakat – Islam: Tzedekah - Judaism) • I know about how the 'Golden Rule' (Matthew 7.12) can make life better for everyone

	• I know questions to ask a Christian or someone from another religion about what is good about being in a community and what kinds of things they do for worship • I know why it is important to belong to a community of one sort or other • I know how to reflect about all I've learnt in this unit of work		• I know that some Jews call it the 'day of delight' and celebrate God's creation (God resting on the 7th day) • I know that Sukkot is a joyous festival and is linked to Jew's time in the wilderness and the gathering of harvest • I know that the menorah and the Chanukiah link to the story of Chanukah • I know that these festivals are a time when Jews think about the importance of celebration and remembrance • Recognise that is important for Jews and themselves to celebrate and remember	• I know there are 3 kinds of Peace: Peace inside, Peace between people and Peace with God • I know how to write my own prayer or reflection on the theme of 'good news'	• I know that Christians believe God made our wonderful world • I know how to write a prayer to say thank you for our amazing world • I know that harvest time is a time Christians give thanks for our amazing world • I know how to talk and ask questions about how we should look after our amazing world	• I know about ways Christians and Jews might treat the world • I know about ways Christians and Jews might treat the world, making connections with the Genesis account • I know how important it is for everyone to care for the world • I know how to express what I have learned and how my ideas have changed
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 2	Who is a Muslim and how do they live? (Part 1) (Islam)	What do Christians believe God is like? (God)	What is the 'good news' Christians believe Jesus brings? (Part 2) (Gospel)	Why does Easter matter to Christians? (Salvation) Godly Play- Faces of Easter	Who is a Muslim and how do they live? (Part 2) (Islam)	What makes a place sacred to believers? (Thematic)
About the unit	In this unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.	Within this unit, pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the Big Fish and find out about how many Christians put their beliefs into practice through worship.	In this 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 Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider.	Within this unit, pupils will recognize that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. They will find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. Pupils will learn About how Christians show their beliefs about Jesus being their saviour within celebrations and worship in church at Easter. Pupils will learn about the instructions that Christians believe that Jesus gave his followers about how to behave. They will consider what the story of Easter means for Christians today and why they put their hope in heaven.	In this unit, pupils will find out about Islam, key beliefs and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.	Within this unit, pupils will find out about various places of worship and why they are important to many believers. They will focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. Pupils will also spend time considering the similarities that all places of worship have and how they support their local communities in practical ways.
Learning outcomes	• Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. • Give examples of how Muslims use the Shahadah to show what matters to them	• Identify what a parable is. • Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. • Give clear, simple accounts of what the story means to Christians. • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.	• Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. • Give clear, simple account of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. • Describe how Christians show their beliefs: for example, thanking God in prayer.	• Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave. • Give at least three examples of how Christians show their beliefs about Jesus' death	• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect,	• Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.

	• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas	• Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	• Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. • Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.	and resurrection in church worship at Easter. • Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	• Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community. • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places • Talk about what they have learned and what has helped them to learn.
I know statements	• I know that Muslims believe in Allah as the one true God • I know that Shahadah is the most important belief for Muslims. • I know that it is part of daily prayers • I know that Muslims have 99 names for God to help them understand Allah better • I know what some of these names mean and why this is important to Muslims • I know that the Shahadah says Muhammad is God's messenger • I know the Shadadah says Muhammad is God's messenger.	• I know that a parable is a story told by Jesus with a special message to help people learn or understand ideas • I know the story of the Lost Son. • I know how the story tell us that God is loving and forgiving like a parent • I know how to write my own I wonder.. questions about the Lost Son • I can help make a class 'hidden meaning box' to explain the story of the Lost Son • I know the different kind of prayers: these are praise,	• I know the story of the Ten Lepers linking this to the 'good news' of being thankful • I know that Christians say thank you to God for good gifts but also says thanks to other people too • I know that Christians pray because Jesus taught them to do so • I know some of the ways Christians pray to God • I know that The Pearl of Great Justice Bible story helps us think about what is really important in life • I know that Jesus's 'good news' matters to everyone	• I know about why Easter is important to Christians • I know that Easter is a festival that occurs in Spring to remember a very important part of the Bible. • I know that Christians believe that Jesus is God come to Earth • I can act out the important parts of the Easter story and reflect on each part of the story - The entry into Jerusalem - Jesus' betrayal - Jesus' crucifixion - The empty tomb - Jesus' appearance to his friends	• I know that the story of the tiny ants show how the Prophet cares for all Allah's creation • I know some stories about the prophet Muhammad and can describe how these stories guide a Muslim. • I know that the Five Pillars are examples of ibadah or worship • I know that Muslims prayer five times a day and how and where they pray. • I know the difference prayer makes to how Muslims live every day	• I know about the words 'holy' and 'sacred' and what makes some places sacred, special or holy • I can match photos of holy buildings to objects and features found inside them • I know that some people visit places of worship to be thoughtful, friendly, to find peace, to feel close to God • I know how to ask questions when visiting a place of worship to find out how objects, symbols and actions show what people believe

	• I know that messages were given to Muhammad • I know that Muslims prayer five times a day and how and where they pray. • I know the difference prayer makes to how Muslims live every day • Reflect on how Muslims set a good example for others in how they live	saying sorry, saying thank you, and asking for something. • I know how to explain which parts of the story the characters might say one of these type of prayers • I know how to draw a picture about a time when I needed to say sorry		• I know that Jesus rising from the tomb shows Christians that after they die, they can also have a new life, a life with God in Heaven • I know why eggs are connected to Easter • I know why Christians visit the stations of the Cross at Easter • I know why Christians attend the 3 pm service on Good Friday • I know the happy and sad parts of the Easter story	• Reflect on how Muslims set a good example for others in how they live	• I know how the altar, cross, crucifix, font, lectern, candles, vestments, pulpit etc. help Christians worship in church • I know how symbols in Mosques and Synagogues help in worship • I know that a community is a group of people, who look after each other and do things together • I know some questions to ask about how songs, prayers or recitations are used in a holy building • I know about community buildings and know the difference between religious and non-religious special places. • I know about what I have learned and what has helped me to learn.
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 3	What is it like for someone to follow God? (People of God) Godly Play- Noah	What is the Trinity? (Incarnation/God) Godly Play- Baptism	How do festivals and family life show what matters to Jewish people? (Judaism)	How do festivals and worship show what matters to a Muslim? (Islam)	What do Christians learn from the Creation story? (Creation/Fall) Godly Play- Creation	What are the deeper meanings of festivals? (Thematic)
About the unit	In this unit, pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God 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. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers.	In this unit, pupils will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out about what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today.	Within this unit, pupils will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.	Within this unit. Pupils will identify 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. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people. Ramadan Day	This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.	Within this unit, pupils will think about times in their own lives when they remember and celebrate significant events/people, and why and how they do this. Select two or three festivals, building on prior learning. For each one, use active, creative and engaging ways to find out the meanings of stories behind them; how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals; similarities and differences between the way festivals are celebrated.
Learning outcomes	• Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world.	• Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. • Give examples of what these texts mean to some Christians today.	• Give examples of how Jews celebrate Shabbat • Describe why the festival of Shabbat is important to Jews • Give examples of the life of a Jewish child in the UK today • Give examples of how Jewish People celebrate Rosh Hashanah	• Give examples of how Muslims submit to Allah • Understand that Muslims put their trust in Allah • Explain each of the five pillars of Islam • Understand that the opening chapter of the Quran teaches Muslims about God	• Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is Creator. (For example,	• Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions) • Make clear links between these beliefs and the stories recalled at the festivals. • Make connections between stories, teachings, symbols and

		• Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	-Describe what happens at Yom Kippur • Ask some questions about what Jewish people celebrate and why	• I know that Tawhid means 'the oneness of God' • Explain why prayer matters to Muslims • Know about the Muslim place of worship • I know the purpose of fasting and what is celebrated at the end of Ramadan • Ask some questions about how festivals and worship matter to a Muslim	follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) • Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.	beliefs and how believers celebrate these festivals • Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition). • Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives • Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas • Talk about what they have learned, how and why their thinking has changed.
I know statements	• I know how to act out the story of Noah with my friends • I know questions to ask 'Noah' at different points in the story • I know that God put a great deal of trust in Noah I know that when God gives rules in the Noah story he makes a covenant – a pact • I know that God is not just giving humans rules to obey but he also has a promise to keep • I know that wedding vows show how couples make a commitment make promises to each other – they make a pact	• I know that a 'Gospel' is a life story or biography of the life and teaching of Jesus • I know that Mathew Chapter 3 tells the story of Jesus's baptism and the symbols used: the voice of God, the water, the dove explains to Christians what the Trinity might mean • I know how to identify the Holy Trinity from paintings of the Baptism • Grace: 2 Corinthians I understand that there is a different kind of prayer; it is not addressed to God but offers a 'blessing' to people – 'the Grace'	• I know that Jewish beliefs about God are expressed as "God is one, that it is important to love God" • I know what Jewish people do in their home on Shabbat and preparing for Shabbat • I know how Jewish people celebrate Rosh Hashanah • I know what happens at Yom Kippur • I know that these festivals are a time when Jews think about the importance of celebration and remembrance	• I know what the word submission means • I know that Muslims put their trust in Allah • I know about the five pillars of Islam • I know what the opening chapter of the Quran teaches Muslims about God • I know that Tawhid means 'the oneness of God' • I know why prayer matters to Muslims • I know why Mosque is a special place for Muslims • I know the purpose of fasting and what is	• I know how to place the concepts of God and Creation on a timeline of the Bible's 'Big Story' • I know how to draw pictures or take photos to show what is wonderful about our world • I know about what God the creator must be like • I know how to take photos of God's wonderful world for the classroom display • I can share with friends something I have created myself and explain how I cared for this thing and how I wanted others to take care of it	• I know about the meaning and stories behind the festival of Christmas/Easter/Diwali/Pesach/Hashanah/Eid/Ramadan • I know how to compare Key elements of these festivals • I know how to compare the shared values, stories, beliefs, hopes and commitments of these festivals • I know how to describe how believers celebrate festivals in different ways at home and in the community

	• I know that Godparents also make a promise or pact at a Baptism • I know that couples exchange rings as a symbol of their unending love – God sent a Rainbow as a symbol as a reminder of his promise that he will never again destroy all life • I know that the Noah story is about getting rid of evil and also about how God will always stick with people even when they do bad things	• I know how to identify 18 things Christians believe God does from the Trinity Chant • I know that Christians are baptised with water in the name of God the Father, Son and Holy Spirit when they join the Christian Church • I know the similarities and differences between Jesus' baptism and modern-day baptisms • I know the significance of water in baptism stories • I know how to design a piece of art work to show the Trinity and explain my ideas		celebrated at the end of Ramadan • Ask some questions about how festivals and worship matter to a Muslim	• I know how to write instructions God might give to help humans make sure the world is looked after • I know how to discuss with friends one of the following: Humans, God, Animals, Nature, God designed the world, the world is very 'very good', God created the world from nothing, Humans are responsible for the Earth. I know how to explain what I have learnt about the story of Creation	• I know how to talk about the ideas that are at the heart of these festivals e.g. celebrations, community, identity and belonging; tradition; brining peace; good over coming bad; celebrating freedom; saying sorry; forgiveness; self-control • I know how to ask big questions about the deep meaning of the festivals: Does light conquer darkness? (Diwali) Is love stronger than death? (Easter) Can God free people from slavery? (Pesach) Is it good to say sorry? (Yom Kippur) Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr: Lent) • I know how to talk about what I have learned, as well as how and why my thinking has changed.
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 4	What do Hindus believe God is like? (Hinduism)	What does it mean to be a Hindu in Britain today? (Hinduism)	What kind of world did Jesus want? (Gospel) Godly play-The Good Samaritan	Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	When Jesus left; what was the impact of Pentecost? (Kingdom of God) Godly Play- The mystery of Pentecost	How and why do people mark the significant events in life? (Thematic)
About the unit	This unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.	This unit develops and extends the learning from Unit L2.7 (Unit 27) entitled How do Hindus describe the divine? In this unit, pupils build on their understanding of Brahman and look 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 through two stories which will sow seeds for examining this concept in more depth in Upper Key Stage 2 Diwali 4th November	In this unit, pupils will learn about the concept of 'Gospel'* which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. Later in the unit. They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people *note the concept of Gospel in this unit is referring to the life and teaching of Jesus and the meaning for Christians of the 'good news' they believe he brought. This includes but is not limited to the first 4 books of the New Testament.	Within this unit, pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. 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.	In this unit, pupils will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. They will begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. They will make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God. Pupils will learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.	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. They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. Pupils will learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones. Wedding themed day
Learning outcomes	- Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti) - Offer informed suggestions about what Hindu murtis express about God - Make links between Hindu beliefs and the aims of life (e.g. karma). - Describe how Hindus show their faith within their families in Britain today (e.g. home puja) - Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and		- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.	- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' within a timeline of the Bible's 'big story'. - Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.	- Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. - Offer suggestions about what the description of Pentecost in Acts 2 might mean.	- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean - Offer informed suggestions about the meaning and importance of ceremonies of commitment

	bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith. • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas • Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.	• Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. • Make simple links between Bible texts and the concept of 'Gospel' (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.	• Give examples of what the texts studied mean to some Christians. • Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	• Give examples of what Pentecost means to some Christians now. • Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. • Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.	for religious and non-religious people today. • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). • Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today.
I know statements	• I know how to recognise images of Hindu deities: Brahma, Vishnu, and Shiva and their consorts, Saraswati, Lakshmi and Parvati • I know how to talk about how these deities help Hindus relate to the ultimate Reality: Brahman • I know how to identify common features for different deities • I know that the story of Svetaketu illustrates the Hindu idea of Brahman being invisible but in everything • I know that for Hindus death is a necessary part of life • I know that trimurti is the trinity of Brahma, Vishnu and Shiva	• I know how to retell the story of the calling of the first disciples • I know how to talk about what Jesus asks Peter and Andrew to do • I know how to describe what James and John would have left behind when they followed Jesus • I know how to explain why the disciples were called 'fishers of people' • I know that Christians today still choose to follow Jesus	• I know how to place the concepts of God and Creation on a timeline of the Bible's 'Big Story' • I know how to explain the key events of Holy week • I know how to create freeze frames to show how Christians might be feeling on key days during Holy Week • I know that for Christians these three parts of the story are about joy, sadness or despair of hope	• I know that the role of the Holy Spirit was a helper, comforter and guide in the lives of the early Christians and still is for Christians today • I know how use a Pentecost Story bucket to describe the key event so the story and its meaning • I know what the description of Pentecost from Acts 2 tells followers of Jesus to do • I know how to use the symbols in the story bucket	• I know how to talk about (one of the following): Christians: Baptism/communion/confession/confirmation Hindus: sacred thread ceremony Jews: bar/bat mitzvah Humanists: naming ceremony • I know what these ceremonies mean • I know why these moments are important to people

	• I know that Hindus believe all living things possess a 'spark' of Brahman, which means that all living things are special and sacred • I know how to describe and explain what some murtis express about God • I know about the Hindu idea of Karma – how actions bring good or bad karma • I know how to describe the objects found in the home of Hindus and what these objects mean, how they are used, when and why • I know how to describe some of the things Hindu families would do during the week (home puja) • I know how to describe what the festival of Diwali means to Hindus • I know how to describe how Hindus show their faith at the Mandir • I know how to describe how people might treat each other and the natural world differently if everyone believed that all living beings contained the 'spark' of God • I know about what good things come from sharing in worship and rituals in family and community. I can recognise similarities and differences with Hindus and people in other faiths communities	• I know how to talk about why Jesus touched and healed the lepers • I know that the Gospels show us the 'good news' of being followers of Jesus • I know how to describe the sort of world Jesus would have wanted; a world where all members of society are valued • I know how to explain that bible stories such as Jesus heals a leper and The Good Samaritan show us how important it is to love everyone	• I know how to describe what may happen in churches on key days during Holy Week • I know how to record my thoughts about Good Friday and Easter Sunday • I know how to share stories with a friend when I felt joy/sadness/hope.	to explain what Pentecost means to Christians today • I know the ways in which the Holy Spirit helps Christians • I know about how Christians have been trying to make the world more like the Kingdom of God. I can describe why Christians would say God's rule on Earth is a good thing today	• I know how to describe what happens in ceremonies of commitment and what these rituals mean • I know about symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people • I know how to compare wedding ceremonies in two religions traditions. I can describe what happens, what promises are made and why they are important. • I know how to explain how people's religious beliefs show in these ceremonies • I know how to compare these ceremonies to non-religious ceremonies • Using the metaphor of life as a journey I can describe what might be the signposts, guidebooks, stopping points or traffic jams of these religious beliefs • I know how to create a 'map of life' for a Hindu, Christian or Jewish person • I know how to reflect on my own ideas about the importance of love, commitment, community, belonging and belief • I know how to give good reasons why I think ceremonies of commitment are or are not valuable today.
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Why do some people believe in God and some people not? (Non-religious)	What does it mean if God is holy and loving? (God)	How can following God bring freedom and justice? (People of God) Godly Play- The Ten Best Ways	What does it mean to be a Muslim in Britain today? (Islam)	Creation and Science; conflicting or complimentary? (Creation)	Why is pilgrimage important to some religious believers? (Thematic)
About the unit	During this unit, take the opportunity to find out what pupils already know from previous study, and build on that prior learning. Their understanding of what God is like as far as Christians, Jews and Muslims are concerned should be reasonably developed by now. Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the Universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Many atheists argue that religions are all created by humans. Some argue that there is no need to use a Creator to explain the existence of the Universe and life; they argue that science provides reliable evidence and explanations, and that religion does not.	Within this unit, pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. They will study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. Pupils will learn how to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God. Pupils will link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. Pupils will be able to explain that for most Christians, getting to know God is like getting to know a person	Within this unit, pupils will find out about the story of the Exodus, sequencing key events and considering different interpretations. Pupils will make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. They will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Later in the unit, pupils will investigate the ten commandments, considering why the People of God were given these and what they mean for believers today	Within this unit, pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. They will find out about Muslim sources of authority and how they guide daily living for believers. Pupils will learn about ibadah and links to the Five Pillars, festivals, and places of worship. They will learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. Pupils will also spend time finding out about the lived experience of Muslims in Britain today. *Please note that some objectives in this unit will be covered during a visit to a mosque or on the Ramadan Day.	Within this unit, pupils will find out about the importance of creation within the 'Big Story' of the Bible. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways. Pupils will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says. Pupils will also encounter scientists who are religious and those who are not, and discuss how they may or may not find science and faith compatible. They will encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers. By the end of the unit, pupils should understand that whilst some people see science and religion as opposites, others do not.	Find out about special places that hold significance for pupils, and why they are important; talk about what happened there that is memorable, and ways in which they might remember it. Consider the difference between a place that is 'special' and one that is seen by some as being 'holy' or 'sacred'. Building on prior learning, connecting beliefs and practices already studied, consider the spiritual significance of places of pilgrimage e.g. York Minster, Whitby Abbey, Iona, Lindisfarne, Lourdes or Walsingham for some Christians. Describe what happens at these places of pilgrimage – sights, sounds, practices and the beliefs that lie behind them. Explain aspects of the actions completed on pilgrimage and their significance for believers e.g. praying at the shrine of St Bernadette of Lourdes. Talk about what difference the journey makes to people's lives. Explore the events that originally started the pilgrimage to these sites and the

						stories that are told about going on pilgrimage.
Learning outcomes	• Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God. • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis). • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning.	• Identify some different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and Christian ideas of God, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	• Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	• Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message) • Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet). • Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways. • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and talk about what and how they have learned, and how and why their thinking has changed.	• Outline the importance of Creation on the timeline of the 'big story' of the Bible. • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.	• Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. Ummah in Islam; Mary in Roman Catholicism) • Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as G-d's Chosen or Favoured people in Judaism). • Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions • Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live. • Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views • Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses • Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives • Talk about how and why their thinking has developed through this unit.

I know statements	• I know how to define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that show these beliefs • I know how to explain what Christians believe God is like and where they get their ideas from. • I know how to describe and explain some of the Biblical names for God and some of the Christian metaphors used for God • I know how to express reasons why people believe or do not believe in God. • I know how to explain what an atheist might say about whether there is a God and why they think this. • I know how to explain a range of views on the question of, 'If God exists, what difference would 'he' make to the way people live?' • I know how to explain what impact believing in God might make on the way someone lives his or her everyday life. • I know how to explain how people might respond to God through prayer, study, worship, and working for justice. • I know how to give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) • I know how to research the lives of people who are scientists and explain how their belief in God is valuable.	• I know how Biblical texts (Exodus 10:1-19) describe God • I know how to express my views about God through drawings and poetry • I know how to describe how Christians respond to the idea of God as omnipotent through church architecture • I know how to give an example of how Christians respond to the idea of God being omnipotent through prayer and song • I know how to raise questions on why Christians argue it would be better for God to be holy or loving or a balance of both	• I know how to give a clear, simple account of the story of Moses • I know how to identify the main themes in the story of Moses (Freedom, God, suffering, leadership, vulnerability, obedience and evil) • I know how to suggest reasons why the People of God were given the Ten Commandments • I know how to explain how some Christians put their beliefs into practice by trying to bring peace to others e.g. Desmond Tutu • I know how to contribute to Ten Lessons for Living – showing how we can all bring more freedom and justice to the world	• I know that there are different Muslim groups • I know which tradition our nearest mosque belongs to • I can explore the idea of tawhid (oneness of God) • I can explain how the 99 Names are used to talk about the character of God. • I know that Muslims use geometry and calligraphy to express belief • I know that the five pillars are expressions of ibadah • I am able to answer the questions 'Where?' 'When?' 'Why' and 'What happens?' in relation to each of the five pillars. • I know how to tell the story of how the Qur'an was revealed to the Prophet Muhammad. • I know some key stories from the prophets in Islam, noting how some of these are shared with Christian and Jewish people. • I know how to explain how the Qur'an is used, treated and learnt. • I know what a hafiz or hafiza is. • I know the difference between how important the Qur'an is compared to other forms of guidance for a Muslim. • I can reflect on and explain how the five pillars affect the lives of Muslims, moment by moment, daily, annually and in a lifetime. • I know how to explain how and why elements inside a mosque, including its art, reflect Muslim beliefs. • I know how to explain how some activities in the	• I know how to place the Creation Story on the Big Frieze • I know how to identify the type of text some Christians say Genesis 1 is and its purpose • I know how to suggest the different meanings of the Genesis 1 text • I know how to make clear connections between Christian belief and God as creator • I know how to recognise that Christians find science and faith do complement each other • I know how to express my own views about the universe, Creation, a Creator, science etc. and justify my response • I know how to ask questions about faith and science and if they are compatible or in conflict	• I know, understand and can give examples of the difference between places that are 'special' compared with places that are 'sacred' or 'holy'. • I know why a range of Christian places of pilgrimage are important to Christians. • I know what happens at these places of pilgrimage in terms of sights, sounds and practices. • I know the beliefs that lie behind these practices. • I know how to describe and explain the events which originally started the pilgrimage to a range of sites • I know the importance to believers of actions performed on a pilgrimage. • I can understand and explain the difference pilgrimage makes to a believer's life. • I know the equivalent places of pilgrimage for non-religious people. • I can sort and rank a variety of reasons believers give for making or not making a pilgrimage. • I can compare and contrast pilgrimages studied from Christianity and another religion and identify similarities and differences between them. • I can suggest some reasons for these similarities and differences.
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	• I know how to understand how, for these people, belief in God could be challenging. • I know what a source of authority is • I know how to compare different sources of authority for Christians like the Bible, Christian teachings, the views of some religious leaders and individual conscience with some non-religious sources (E.G. individual conscience, some philosophers and other thinkers) to see what people say God is like. • I know how to give my own opinion on this. • I know how to talk about and explain the possible benefits and challenges of believing or not believing in God in Britain today. • I know how to express my own views about this • I know how to talk about what I have learned and how and why my thinking may or may not have changed in the light of my learning.			mosque reflect Muslim belief. • I can give evidence and examples to show how Muslims put their beliefs into practice in different ways. • I am able to say what difference putting the words of the Qur'an and the words and actions of the Prophet Muhammad into practice makes to a Muslim. • I know what submission, obedience, generosity, self-control and worship are. • I know how to explain the value of these to a Muslim. • I can say how far they are valuable to people who are not Muslims. • I can reflect on what forms of guidance I turn to when I need advice and how this compares to a Muslim's life.		• I know how to value and explain the importance of pilgrimage in the world today, giving good reasons for my views. • I know what makes a pilgrim feel that they have made a good choice in going to this place. • I can talk about lessons that people might gain from pilgrimage, including my own responses. • I know about ways in which times of reflection, repentance, journey and remembrance are (or are not) present in my life and in the lives of other people who don't hold religious beliefs. • I am able to comment on whether these things are valuable for all people and whether going on a pilgrimage really should be in everyone's 'bucket list' for a full and rich life. • I know how to describe and explain how my thinking has developed through this unit.
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	What will make our city/town/village a more respectful place? (Thematic)	Why do Hindus want to be good? (Hinduism)	What kind of king is Jesus? (Kingdom of God) Godly Play- Mustard seed	What difference does the Resurrection make to Christians? (Salvation) Godly Play- Good Shepherd	What would Jesus do? (Salvation)	How does religion help people live through good times and bad times? (Thematic)
About the unit	In this unit, pupils will develop understanding of examples of community harmony, reflecting that this does not mean 'being all the same' but does mean 'accepting our differences'; create a 'charter for peace' among religions and beliefs. Speculate on the impact on your communities if religion were banned. What would be missed and by whom? Pupils will find out about examples of interfaith work in your area or another nearby. Compare those that worked on shared social justice projects and shared celebrations e.g. interfaith week; Concord Leeds Interfaith Fellowship; York City of Festivals, a local City of Sanctuary. Talk about what good can come from these kinds of events. Interfaith week Links to value of respect	Within this unit, pupils will build on their learning about the Hindu worldview and way of life with particular progression from the units on 'what do Hindus believe God is like?' and 'what does it mean to be a Hindu in Britain today?' They will build on their understanding of dharma. Pupils will hear and interpret the story of the man in the well from the Mahabharata. They will investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.	In this unit, pupils will find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's kingdom by letting God rule in their hearts. 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. Pupils will spend time discussing what the parables that Jesus told might mean for Christians today and how they may have an impact on how Christians live. Pupils will focus on the parable of the great banquet and the parable of the unforgiving servant. They will explore how some Christians interpret these parables as saying that people need to accept the invitation to God's Kingdom and should not get distracted by the temptations of the world, and that forgiveness and mercy is at the heart of what it is to live under God's rule. Pupils will also	Within this unit, pupils will study the 'big story' of the Bible, explaining the place of incarnation and salvation. They will study accounts of Jesus' death and resurrection comparing their thoughts with the different ways that Christians may interpret these texts. Pupils will spend time researching the connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope. They will carefully consider how worship on Good Friday and Easter Sunday may vary, thinking about how Christians put their beliefs into practice in different ways. Pupils will also make links between the resurrection and forgiveness. Pupils will also learn about Christian funerals and how these link to the promise of eternal life because of Jesus' sacrifice on the cross.	In this unit pupils will learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching. They will learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told. Pupils will talk about the meanings of different biblical texts and what they mean for Christians today. They will focus on what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow. Pupils will also spend time discussing how Christian communities today act and how this is based on Jesus' teachings.	In this unit, pupils will explore how different religions and worldviews use the symbolism of light and dark to mark the good times and hard times in life. Pupils will think about emotional or spiritual 'opposites' such as fear and comfort, danger and safety, life and death. Teachers may want to introduce the topic of death and afterlife. Explore how some people might thank God in good times, and how, more broadly, living a life of gratitude can lead to happier and healthier lives, whether religious or non-religious. Explore ways in which religions help people to live, even when times are tough. Teach pupils that some people believe that death is the end of life, and that there is no afterlife.

			find out about ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social structures in their local area and around the world.			
Learning outcomes	• Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs • Describe examples of how different communities deal with diversity and interfaith issues. • Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.) • Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc). • Make connections between religious and non-religious beliefs and practices related to living with difference in community • Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses • Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views • Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today.	• Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti) • Describe what atman is • Make links between Hindu beliefs and the aims of life (e.g. karma). • Describe how dharma may affect the way someone lives their life • Describe the meaning of ahimsa for Hindus • Talk about how and why Hindus want to be good • Consider ways in which Hindus live their life	• Explain connections between biblical texts and the concept of the Kingdom of God. • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. • Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. • Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.	• Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. • Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. • Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the Resurrection makes sense and inspires them. • Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.	• Identify features of Gospel texts (for example, teachings, parable, and narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical different interpretations. • Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives. • Relate Gospel ideas, teachings or beliefs (for example, about trust, forgiveness or justice) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.	• Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious' traditions, comparing and explaining for similarities and differences. • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. • Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these • Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights • Talk about what they have learned, how their thinking may have changed and why.

I know statements	• I know how to identify the religions and beliefs represented locally and regionally using a variety of data, and explain some of their key beliefs • I can describe how the local picture has changed over time. • I know what 'pluralism', 'exclusivism' and 'inclusivism' and 'diversity' are. • I know how to identify examples of how different faiths deal with diversity within the local community • I know what 'interfaith' means. • I know how to describe examples of interfaith work/issues in the community. • I know how to identify clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.) • I know how to explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc.). • I know how to explain some of the similarities and differences between religious communities across the UK • I know how to explain some of the similarities and differences between rural and urban religious communities • I know how to identify similarities and differences between places of worship and practices. • I what I think about lessons people might gain from the	• I know how to recognise images of Hindu deities: Brahma, Vishnu, and Shiva and their consorts, Saraswati, Lakshmi and Parvati • I know what atman is using a Hindu story • I know about the Hindu idea of Karma – how actions bring good or bad karma • I know that for Hindus death is a necessary part of life • I know how dharma my affect the way someone lives their life • I know the meaning of ahimsa and why it helps Hindus to be good • I know how and why Hindus want to be good • I know ways in which Hindus live their life	• I know how to identify the line in the Lord's Prayer that that asks that earth will become more like Heaven • I know how to raise questions about the story of the Feast: Luke 14:12-24 and the tenants in the Vineyard: Matthew 21: 33-46. • I know how to suggest why Jesus told these stories and what Jesus meant • I know how to suggest how different people in Jesus's audience would interpret these stories • I know how to describe what I think Jesus' kingdom should look like compare these • I know how to compare these with the Kingdom Jesus was seeking using evidence from The Feast and The Tenants in the Vineyard • I know how to consider how to help make my local Christian community a better place for everyone • I know how to raise questions on the learning from this unit of work		• I know the differences between Gospel texts such as: teachings, parables and narrative • I know what Jesus would do in responding to different texts and compare this to what Jesus actually said/did • I know different art works to discuss different ways of how Christians worship • I know how to describe how the sacrament of reconciliation shows what Christians do to follow Jesus with regard to forgiveness and restoration	• I can describe at least three ways in which religions can help to guide people through life's good and hard times. • I know some different religious beliefs about life after death, and can describe the similarities and differences between them. • I know that believing in God can help people to get through difficult times. • I can give examples from different religions of how someone's beliefs about life after death will make a difference to the way they live their life. • I have looked at examples of art depicting life after death, from both religious and non-religious beliefs. I can talk about and explain what I think about them. • I have thought about how religions might help people in good and bad times and I can give good reasons for my ideas. • I can talk about what I have learned and how my ideas may have changed.
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	experience of living in communities of diverse beliefs and practices • I know what community harmony is and I can give examples from the local community. • I can talk about how and why people think differently about diversity and interfaith, giving good reasons for my own views • I know how to consider the impact on my community if religion were banned, thinking about what would be missed and by whom.					
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Useful links:

Virtual RE - virtual visits and video tours of places of worship

<https://cofesuffolk.padlet.org/jacquistudd1/virtual-re-virtual-visits-and-video-tours-of-places-of-worsh-xuiwor7oe1aiz6wt>