

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
EYFS	<p>Once upon a time <b>Our Special Books</b> (Including special things)</p> <p>Know Jesus is a special person to Christians and the Bible is a special book for them. Know that Muhammad is a special person to Muslims and the Qur'an is a special book for them. Know that a cross is a special object for Christians. Know that a prayer mat is a special object for Muslims. Know at least one special story for Christians and Muslims.</p>	<p>Marvellous me- including celebrations and family <b>I'm Special – my life, special times and feelings</b></p> <p>Know that belonging to a religious worldview is very important to some people and that some people believe in God. Know that Christmas is a special time for Christians and Eid-UI-Adha is special for Muslims. Know at Christmas Christians celebrate the birth of Jesus. Know that Christmas can be celebrated in different ways. Know about other religious celebrations (Eid and Diwali). Know that we celebrate special times in our lives such as birthdays and weddings.</p> <p><b>GODLY PLAY – NATIVITY</b></p>	<p>Help! Help! <b>Friends and Family</b> (Jesus and his Friends)</p> <p>Know that some people are special to us because they help us and teach us how to live good lives. Know that friends are important to us because they care for us and help us to make wise choices. Know some stories Jesus told to his friends to help them make wise choices. Know that it is important to say thank you for the arrival of a new baby. Know that there are different ways of celebrating the arrival of a new baby.</p> <p><b>Star Session – Big Question – Is it good to have friends?</b></p>	<p>Out of this world- Space, aliens, knights and princesses, dinosaurs <b>Special Places</b></p> <p>Know the names of different religions. Know that the place of worship for Christians is a church. Know that the place of worship for Muslims is a Mosque. Know that Christians and Muslims believe they can worship God in any place at any time.</p>	<p>Big, Bigger, Biggest (weather, seasons, farms, hungry caterpillar, insects) <b>Senses - relating to Religion/Seasons</b></p> <p>Know that religious people use their senses when they worship.</p> <p><b>GODLY PLAY – NOAH’S ARK</b></p>	<p>Holidays- (food, under the sea, safari) <b>Our Beautiful World</b> <b>Godly Play - Creation</b></p> <p>Know that we can find out about our world using our senses. Know that Christians and Muslims believe that the natural world is special because God created it.</p>
YR 1	<b>ADDITIONAL UNIT - THANKFULNESS</b>		<b>GOD/COMMUNITY AND CELEBRATION</b>		<b>GOD/COMMUNITY AND CELEBRATION</b>	
	<p>(Term 1 and 2)</p> <p><b>GODLY PLAY – CREATION STORY</b></p> <p>Know what it means to be thankful</p> <p>Know what we are thankful for</p> <p>Listen to and understand stories from the Bible which relate to thankfulness</p> <p>Know how gratitude can be shown</p> <p>Know about celebrations and their relationship to thankfulness - Harvest, Sukkot, Eid, Holi</p> <p>How do different religions give thanks (practices/beliefs)</p>		<p><b>Christianity (Term 3 and 4)</b></p> <p><b>(GODLY PLAY - EASTER)</b></p> <p>Know that worshipping/celebrating festivals and carrying out rites of passage is one way of showing belonging in Christian community.</p> <p>Know and understand which celebrations/events are important to Christians and what happens during them (Easter)</p> <p>Begin to understand how beliefs can affect behaviour</p> <p>Understand why the Bible is special to Christians</p> <p>Know and can re-tell some Old Testament/New Testament stories e.g., Parables, Joseph and his Brothers</p> <p>Begin to understand the messages that they can teach us</p> <p>Know how God is described in the Bible</p> <p>Know that Christians worship and show commitment to God in lots of different ways e.g., prayer, singing, studying the Bible, Holy Communion and social action</p> <p>Talk about how and begin to understand why Christians pray</p> <p>Understand why Jesus is special to Christians</p> <p><b>Star Session – Big Question – What makes a person special?</b></p>		<p><b>Islam (Term 5 and 6)</b></p> <p>Know that the Qur'an is a key source of authority for Muslims</p> <p>Know why the Qur'an is special to Muslims</p> <p>Know how the Qur'an was created</p> <p>Know how Allah is described in the Qur'an</p> <p>Know what Muslims learn about Allah and their faith through the Qur'an and how this impacts their everyday life</p> <p>Listen to stories about Muhammed and the prophets</p> <p>Understand why Muhammed is special to Muslims (PBUH)</p> <p>Know how Muslims express beliefs (prayer mats, prayer beads etc.)</p> <p>Understand why prayer is important to Muslims</p> <p>Know that Muslims worship Allah in lots of different ways e.g., prayer, following the straight path, studying the Qur'an and social action</p> <p>Understand which celebrations/events are important to Muslims and what happens during them (<b>Ramadan/Eid-ul-Fitr</b>)</p>	

YR 2	ADDITIONAL UNIT PLACES OF WORSHIP		LIFE JOURNEY/RITES OF PASSAGE/BEING HUMAN		LIFE JOURNEY/RITES OF PASSAGE/BEING HUMAN	
	<b>Islam (Term 1)</b>  <b>(Virtual reality Mosque)</b>  Know that Mosques can look very different from each other  Know why these buildings are special  Know and be able to explain the significance of some key features of a Mosque – prayer mat, Qibla, Minaret  Know and talk about how Muslims worship (with others/alone)	<b>Christianity (Term 2)</b>  <b>(Church visit)</b>  Know that there are different types of churches Methodist chapel, Catholic church  Understand some of the ways churches are similar/different from other religious buildings  Know why these buildings are special  Know and be able to explain the significance of some key parts and features of a Christian church both inside and out – altar, font, candle, cross, churchyard, bell tower  Know and talk about how people worship (with others/alone)  Know how the church reflects the religious celebration of Christmas  <b>Star session – Big Question – Why should we spread good news? (Nativity Scene)</b>	<b>Christianity (Term 3)</b>  <b>(Baptist church -visitor)</b>  Talk about how Christians mark important events in their life Know how Christians celebrate birth  Talk about important events in their own lives  Begin to understand why belonging is important to Christians  Understand how the church has a role to play in bringing people together	<b>Christianity (Term 4)</b>  <b>GODLY PLAY – THE GOOD SAMARITAN</b>  Know ways in which the Bible tells Christians how to treat others and live their lives (through stories e.g., parables)  Identify/retell a Bible story that has an impact on the behaviour of Christians  Understand the importance of treating others well  Know about some key figures in the Christian faith (e.g., The Prodigal Son, The Mustard Seed, The Good Samaritan, Zacchaeus)	<b>Islam (Term 5)</b>  Understand what Zakat is, what it means for Muslims (how they should treat others, giving to charity)  Know about some inspirational Muslims (Muhammed/Prophets e.g., Ibrahim)  Know about places that are important to Muslims  Know about the impact they have on the life of Muslims. (through stories)	<b>Islam (Term 6)</b>  Talk about how Muslims mark important events in their life  Know how Muslims celebrate birth  Begin to understand why belonging is important to Muslim
YR 3	GOD		GOD		ADDITIONAL UNIT PILGRIMAGE	
	<b>Islam (Term1)</b>  Know that Muslims believe in one Allah and that the oneness of God (Tawhid – oneness of God in the sense that there is no other but he) is an important idea in Muslim worldviews.  Know that God created the universe and created things in harmony.  Understand that Muslims believe that God has provided humans with a straight path to follow (shariah)  Know that Muslims believe God has provided humans with three types of guidance to help them stay on the straight path; the natural world, the Qur’an and the prophets.	<b>Hinduism (Term 2)</b>  <b>GODLY PLAY (HINDU CREATION STORY)</b>  Know that Brahman is the ultimate reality or life force in every living thing.  Know about the key Hindu scriptures ( <b>Vedas</b> ) and the messages they give to Hindus Know about the Hindu creation story  Identify and describe a range of Hindu gods (the Trimurti (Brahman, Vishnu and Shiva) and explain their significance within the Hindu faith.  Know that the Trimurti represent the cycle of life (Samsara)  Know that the goal for Hindus is for the atman to fulfil its duty (Dharma) in each lifetime and achieve liberation from Samsara.	<b>Christianity (Terms 3&amp;4)</b>  Know that Christians believe in 1 God who they understand to be a trinity of persons (Father, Son and Holy Spirit).  Know that Christians believe that God created the world and wants a relationship with human beings.  Know that Christians believe that through their bad choices humans have damaged their relationship with God  Know that Christians believe that Jesus is God in human form. He is also described as the son of God.  Know that Christians believe that Jesus fixes the relationship between God and human beings through his death, crucifixion and resurrection.  Know about the importance and meaning of Holy Communion		<b>Pilgrimage (Terms 5 &amp;6)</b>  <b>Christianity/Hinduism/Islam</b>  Develop an awareness of the environmental impact of undertaking a pilgrimage  Discuss the importance of water in daily life and to religious people  Know why Hindus make pilgrimages to some places considered to be sacred  Understand and empathise with the motivation for the pilgrimage  Know where main pilgrimage sites are located for the religions being studied and understands their importance  Know the key practices associated with the pilgrimage and their significance (Hindu, Muslim and Christian pilgrimage)  Know that a pilgrimage is a journey carried out for a special reason. Understand why it is significant to individuals  Know that some people think the most important part of a pilgrimage is a destination and others think it is a journey to get there.  Know that going on a pilgrimage is one way of expressing belonging to a community of faith. <b>Philosopher’s Café – Big Question – What makes a place special?</b>	

YR 4	COMMUNITY, WORSHIP AND CELEBRATION		COMMUNITY, WORSHIP AND CELEBRATION	ADDITIONAL UNIT STUDY OF JUDAISM
	<p><b>Christianity (Terms 1&amp;2)</b></p> <p><b>(Godly Play- Nativity)</b></p> <p><b>Methodist church visit</b></p> <p>Know about different denominations of Christianity and how they express their beliefs</p> <p>Understand why these denominations have developed and explore in regard to community and global</p> <p>Describe the different places of worship associated with the various denominations</p> <p>Understand the importance of worshipping together – rituals, life events, festivals</p> <p>Understand the impact of the birth of Jesus</p> <p><b>Philosopher’s Café – Big Question – What makes a community?</b></p>	<p><b>Hinduism (Term 3)</b></p> <p><b>GODLY PLAY - RAMA AND SITA</b></p> <p>Know how Hindus worship at home and can draw comparisons between temple and home worship (Mandir/shrine)</p> <p>Understand the importance of the family and puja in the home</p> <p>Know about and understands the importance and significance of the Aum symbol</p> <p>Identify artefacts used in worship and explain their significance</p> <p>Know about and can describe some Hindu festivals and their importance/significance to Hindus – Diwali</p> <p>Understand the different practices within the festivals</p> <p>Know and can re-tell some Hindu stories (Rama and Sita)</p>	<p><b>Islam (Term 4)</b></p> <p>Understand the importance of the mosque to Muslims and the various roles it fulfils – social, religious, educational</p> <p>Understand and can explain the reasons behind fasting and pilgrimage (recap/extend knowledge from Year 3 study of pilgrimage)</p> <p>Use some of the language linked to Islam appropriately e.g., Sawn, Ummah etc.</p> <p>Understand the symbolic actions and meanings of prayers</p> <p>Know about, and can describe (through senses), some festivals celebrated by Muslims</p> <p>Understand the responsibilities of being a Muslim</p>	<p><b>Study of Judaism (Terms 5&amp;6)</b></p> <p>Know the key beliefs of Judaism</p> <p>Explain how Jews put their beliefs into practice</p> <p>Understand how Jews live good lives</p> <p>Explore how and why Jewish people celebrate Shabbat</p> <p>Know the key festivals and the significance of them to Jews (Passover meal)</p> <p>Know about the symbols important to the faith and explain their significance</p> <p>Know what happens at a Jewish wedding</p> <p>Explain why Jewish people believe they have a special relationship with God</p> <p>Know why Jewish people have specific food laws</p> <p>Compare the above with similar in Christianity/Islam/Hinduism.</p>
YR 5	BEING HUMAN		ADDITIONAL UNIT FORGIVENESS	BEING HUMAN
	<p><b>Islam (Term 1)</b></p> <p><b>(Virtual tour of Mosque)</b></p> <p>Understand the impact of the 5 Pillars of Islam and Muslim teachings in the Qur’an on the lives and behaviour of Muslims and how they bind the Muslim community together</p> <p>Know about the important elements of Muslim family life and worship and can compare to own</p> <p>Know about (following research) an inspirational contemporary Muslim and the influence they have had on the Muslim community</p> <p>Know about what the Hadith teaches about how people should be treated and how it is put into practice</p> <p><b>Philosopher’s Café – Big Question – Is commitment important?</b></p>	<p><b>Hinduism (Term 2)</b></p> <p>Know about and can explain the importance of Brahman to Hindus</p> <p>Explain Hindu rituals and their significance</p> <p>Explain dharma and how this influences the lives of Hindus</p> <p>Understand and can empathise with the importance of family and community to Hindus and can compare with own</p> <p>Know what moksha is and how it can be achieved in different ways</p> <p>Explain what karma is and how it affects the lives of Hindus</p>	<p><b>Forgiveness (Terms 3&amp;4)</b></p> <p><b>(Christianity/Judaism/Hinduism)</b></p> <p><b>GODLY PLAY - JOSEPH</b></p> <p>Understand/Express own beliefs about how people should be treated</p> <p>Give opinions about how people may lead their lives and how easy/not easy it is to forgive</p> <p>Discuss, re-tell and explain stories from different religions that focus on forgiveness (Easter/Prodigal Son/Yom Kippur etc.)</p> <p>Understand why Jesus was crucified</p> <p>Express views about the Easter Story</p> <p>Explain how lessons from these stories are put into practice in life</p> <p>Explore opinions about the story of Joseph (for believers and non-believers)</p>	<p><b>Christianity (Terms 5&amp;6)</b></p> <p>Explain the impact of the 10 Commandments on the lives of Christians</p> <p>Understand the importance of having rules</p> <p>Explain how some Bible teachings have influenced people to take action and the impact it has had</p> <p>Research into a Christian Charity and produce information</p> <p>Research and produce an article about an inspirational Christian and the impact they have had on others.</p> <p><b>Philosopher’s Café – Big Question – How do rules bring freedom?</b></p>

YR 6	LIFE JOURNEY/RITES OF PASSAGE	ADDITIONAL UNIT EXPRESSING BELIEF THROUGH ART	LIFE JOURNEY/RITES OF PASSAGE	
	<p><b>Christianity (Terms 1&amp;2)</b> <b>Visit to Baptist Church – Christmas Unwrapped</b></p> <p>Knowledge of the key events in the life of a Christian (Rites of passage)</p> <p>Know and understands the importance of how and why these are celebrated</p> <p>Compare with events in own life and other religions</p> <p>Know about, and can explain symbols and actions that show someone is part of the Christian faith</p> <p>Understand/discuss/express the importance of belonging (to communities/clubs)</p> <p>Understand the impact religion has on people’s lives</p> <p>Understand the significance of a confirmation on a believer.</p> <p>Understand why some Christians, decide to marry</p> <p><b>Philosopher’s Café – Big Question - Should we have expectation in life?</b></p>	<p>Expressing Belief through Art - (Terms 3&amp;4) <b>Christianity/ Islam/ Hinduism</b></p> <p>Understand how people express their beliefs through art</p> <p>Describe some of the symbols used in religious art</p> <p>Know how colours and textures are used in religious art</p> <p>Express how the art makes them feel (relate to/incorporate all senses)</p> <p>Make links between art and the story/person/event that inspired it</p> <p>Explore a range of ways in which people express their beliefs through art</p> <p>Know how music, stories and art can express feelings, beliefs and values</p> <p>Express their own beliefs through art</p> <p>Know about the Annunciation by Murillo</p>	<p><b>Hinduism (Term 5)</b></p> <p>Know about the key events in the life of a Hindu (Rites of passage) Knows how these are celebrated</p> <p>Compare with events in own life and other religions</p> <p>Know about, and can explain symbols and actions that show someone is part of the Hindu faith</p> <p>Understand the importance of belonging</p> <p>Understand the impact religion has on people’s lives</p> <p><b>Philosopher’s Café – Big Question - In what way is life, like a journey? or Do we all have to live our lives in a certain way?</b></p>	<p><b>Islam (Term 6)</b></p> <p>Knowledge of the key events in the life of a Muslim (Rites of passage) Know how these are celebrated</p> <p>Compare with events in own life and other religions</p> <p>Know about, and can explain symbols and actions that show someone is part of the Muslim faith</p> <p>Understand the importance of belonging</p> <p>Understand the impact religion has on people’s lives</p>