| **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **Special Times/ Stories** | **Christianity (God)**  **Why do Christians say that God is a ‘Father’?** | **Christianity (God)**  **Does how we treat the world matter?** | **Christianity (God)**  **How (and why) have some people served God?** | **Christianity (God)**  **How and why might Christians use the Bible?** | **Christianity (God)**  **Why is it sometimes difficult to do the right thing?** | **Christianity (God)**  **How do Christians mark the ‘turning points’ on the journey of life?** |
| Chn know: the bible is a sacred text and contains stories about God and the creation of the world  Chn can: Talk about/ recall some religious stories e.g. through role play, art, model making  Chn can: Share features of a story about God that they like and explain why  Chn can: talk about ways in which people can harm the natural world and how we look after the natural world | Chn know: why Christians might compare God to a loving parent  Chn know: why  Christians might want to talk to God (prayer)  Chn can: Discuss who they can talk to when they are happy/sad/  worried | Chn know: why Christians might think it is important to look after the world using Genesis 1 story of creation  Chn can: state why our planet should matter to all humans, how this should influence our behaviour and reflect on their own use of the world’s resources | Chn know: Christian beliefs and values contained within stories of the prophets (e.g. Noah,  Abraham, Moses, Jonah) and why these prophets chose to listen to and follow God  Chn can: discuss who makes a good role model and why | Chn know: why some Christians view the Bible as a library and an important source of authority and moral guidance.  Chn can: Explain why Christians might have different views about how to interpret and apply the Bible  Chn can: Raise questions and discuss responses to different ideas about how to live well | Chn know: Christian beliefs about sin and forgiveness using the teaching from Genesis 3 -of how Adam and Eve disobeyed God  Chn can: explain how they decide what is ‘true’-and how there might be different types of truth (e.g. empirical truth, historical truth, spiritual truth) | Chn know: beliefs about the death and resurrection of Jesus and Christian beliefs about salvation  Chn know: Christian’s belief about life after death and how this affects their behaviour and sense of purpose  Chn can: Raise questions about the meaning and purpose of life- explaining their own thoughts and ideas |
| **Special Stories/Times** | **Christianity (Jesus)**  **Why is Jesus special to Christians?** | **Christianity (Jesus)**  **Why do Christians say Jesus is the ‘Light of the World’?** | **Christianity (Jesus)**  **What does it mean to be a disciple of Jesus?** | **Christianity (Jesus)**  **Is sacrifice an important part of religious life?** | **Christianity (Jesus)**  **What do we mean by a miracle?** | **Christianity (Jesus)**  **Why do Christians believe Good Friday is ‘good’?** |
| Chn can: Recall simple stories connected with Christmas  Chn can: Talk about/ recall some religious stories e.g. through role play, art, model making | Chn know: simple version of the nativity story and why Christians would say that Jesus is a special baby  Chn can: reflect on the importance of looking after those who cannot help themselves  Chn can: Talk about their own beginnings and how they were welcomed into the family | Chn know: Christians how use light as part of Christmas celebrations and the symbolic meaning  Chn can: explain the importance of light and reflect on how/why light might be an important symbol  Chn can: suggest ways they are a light for others | Chn know: what is discipleship and about the people who became disciples of Jesus and why they decided to follow Jesus  Chn can: Describe the work of a  Christian organisation that helps people, and how this work is an expression of Christian beliefs  Chn can: Discuss their own desires to make a difference in the world/ in their communities | Chn know: the story of Jesus in the wilderness and dentify Christian beliefs about Jesus reflected  Chn can: Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus)  Chn can: Discuss who or what they would be prepared to make sacrifices for | Chn know: Christian beliefs about miracles as ‘signs’ of the divinity of Jesus  Chn can: Retell a selection of miracle stories -what these reveal to Christians about the nature of Jesus  Chn know: the impact that belief in miracles and the power of prayer might have on a Christian | Chn know: +beliefs of suffering, death and resurrection of Jesus and how it can provide comfort to Christians during their life  Chn can: explain different Christian beliefs about the Eucharist and its importance  Chn can: reflect on ’suffering makes you stronger’- to what extent do you agree? |
| **Special Places** | **Christianity (Church)**  **How might some people show that they ‘belong’ to God?** | **Christianity (Church)**  **What unites the**  **Christian community?** | **Christianity (Church)**  **What do Christians mean by the ‘Holy Spirit’?** | **Christianity (Church)**  **What does ‘love your neighbour’ really mean?** | **Christianity (Church)**  **How do people**  **decide what to**  **believe?** | **Christianity (Church)**  **If life is like a journey, what’s the destination?** |
| Chn know: that Christians go to church to worship  Chn can: Talk about their special place and explain why it is special  Chn know: some of the things Christians do when they go to church | Chn know: the features of baptism and why parents might want to have their child baptised  Chn can: talk about their own identity as part of a family and part of the school community | Chn know: how and why symbols are used in Christianity to unite worshippers (often worshipping together)  Chn can: identify and describe features of a church  Chn can: talk about communities that they belong to – and how  they show their commitment to these communities | Chn know: what Christians mean by the Holy Spirit and suggest how belief in the Holy Spirit as God’s presence in the world might have an impact on individuals and communities  Chn can: Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations  Chn can: reflect on the people that they value in their lives – and how they show their appreciation | Chn know: important/powerful teachings from a selection of parables  Chn can: Suggest ways that Christians might put these teachings into action in the 21st century  Chn can: Discuss examples of wisdom, guidance that they have learnt from stories and reflect on how they will pass them onto future generations | Chn know: what Christians mean by one God in Trinity and which symbols reflect this  Chn know: the beliefs contained within the Apostle’s Creed  Chn know: why the Christian  community (The Church)  might want/need an agreed statement of belief  Chn can: Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values | Chn know: how rituals reflect Christian beliefs about their relationship with god and how these rituals differ between denominations  Chn can: reflect on where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life |
| **Special Stories/Times and Places** | **Islam**  **-How might beliefs about creation affect the way people treat the world?** | **Islam**  **Why do Muslims believe it is important to obey God?** | **Islam**  **Why is the Prophet Muhammad (pbuh) an example for Muslims?** | **Islam**  **Why do Muslims fast during Ramadan?** | **Islam**  **Why is the Qur’an so important to Muslims?** | **Islam**  **What is Hajj and why is it important to Muslims?** |
| Chn know: a mosque is a holy place for a Muslim, the Qur’an is a sacred text and special to Muslims and Muslim ideas about Creation and the natural world  Chn can: recall simple stories about Eid and talk about some of the things Muslims do at the Mosque | Chn know: Muslims believe in one God (Allah) and that the world was created by God  Chn know: Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet and how they might do this  Chn can: reflect on how they treat the natural world – and if they have a duty to look after it | Chn know: why Muslims believe that it is important to respect God, that submission to God is an important aspect of Islamic life,  Chn know: the rituals of regular Islamic prayer (salah), including wudhu and use of a prayer mat and how it is an act of submission. Islamic community – the Ummah – is united by prayer  Chn can: talk about the things they do on a regular basis as a sign of their commitment and belonging | Chn know: Islamic beliefs/values contained within the story of the life of the Prophet Muhammad (pbuh) and how a Muslim would follow this example  Chn can: Describe and give reasons for the Islamic practice of Zakah  Chn can: Discuss how good role models can have a positive impact on individuals, communities and  societies | Chn know: how/why Muslims fast at Ramadan, the impact it has on people, who is exempt and how it relates to the Five Pillars  Chn can: Consider and discuss how they demonstrate their personal commitments eg sacrifice | Chn know: the impact of believing that the Qur’an is divine revelation  Chn know: how/why Muslims commemorate the Night of Power, how Muslims show respect for the Qur’an – and how this symbolises their respect for God. How the teachings of the Qur’an influence Muslim’s actions  Chn can: Reflect -on what ‘ultimate  authority’ might mean for them | Chn know: importance of Haji- practice, rituals and impact and how a person might change once becoming hajji  +how important it is for a Muslims to go on haji- and what it might means for those who are unable to make the pilgrimage  Chn can: ask and respond to questions about their own life journeys and how they have changed and the guidance they might need. |
| **Stories/Places and Times** | **Hindu Dharma**  **What do Hindus believe about God?** | **Hindu Dharma**  **How might people express their devotion?** | **Hindu Dharma**  **Why is family an important part of Hindu life?** | **Hindu Dharma**  **What might a Hindu learn through celebrating Diwali?** | **Hindu Dharma**  **What might Hindus learn from stories about Krishna?** | **Hindu Dharma**  **Is there one journey or many?** |
| Chn can: Recall simple stories connected with Diwali  Chn know: about/ recall some religious stories e.g. through role play, art, model making  Chn know: Hindus have places that are special to them  Chn know: a temple is a holy place for a Hindu  Chn can: Talk about their special place and explain why it is special | Chn know: that Hindus believe in one God in many forms that is present in all living things  Chn know: how/why Hindus use statues and images in worship  Chn can: consider how people (including themselves) might have multiple roles | Chn know: why Hindus might believe that it is important to show  devotion to the deities  Chn know: Hindus might worship at a Mandir and/or the home shrine (and why this is important). The symbolism of items used during worship  Chn can: reflect on who they should be grateful to and how they might show this in words and actions | Chn know:  the impact of belief in Dharma, particularly the belief that there are three ‘debts’-duty owed to God/the deities, duty owed to teachers, and duty owed to family  Chn know: Describe how and why Hindus might celebrate Raksha Bandhan  Chn can: Reflect on their own duties – to themselves, to their families, to their communities | Chn know: subject specific language to describe how and why Hindus celebrate Diwali.  Chn know: The importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil  Chn can: reflect on what ‘goodness’ means to them and discuss what gives them hope during difficult times | Chn know: Hindu beliefs about  Krishna and what stories about Krishna might teach Hindus  Chn know: variety of ways that Hindus might celebrate Holi and how these express beliefs about equality  Chn can: Discuss and debate things that they consider to be true that others might disagree with | Chn know: beliefs about samsara, karma and moksha. How the law of karma and reincarnation affect the way Hindus live their lives. The 4 life stages of life- ashramas  Chn can: ask and respond to questions about their own life journeys- events and influences that have made them the person they are today |
|  | **Judaism**  **Why might some people put their trust in God?** | **Judaism**  **What aspects of life really matter?** |  |  | **Judaism**  **Do people need laws to guide them?** |  |
|  | Chn know: festival of Sukkot and how this is a time when Jews thank god for looking after them  Chn know: celebrations are a reminder for Jewish people to trust in god  Chn can: talk about why people make promises, who they trust and the importance of keeping promises. Also talk about God’s promise, Noah  and Abraham trusting in God | Chn know: the story of Moses being given the Ten Commandments, know some of the Commandments and suggest ways they influence a believer’s life choices  Chn can: give examples of why it is important to spend quality time with the people who matter |  |  | Chn know: Jewish people use the Torah for guidance in their lives, they visit a synagogue to help their understanding of the Torah and discuss it with fellow Jewish people.  Chn can: explain how Jewish people show respect for the Torah  Chn can: reflect on which rules they follow, who makes these rules and how much control they have over following them. |  |
|  |  |  | **Sikhism**  **Why are the Gurus important to Sikhs?** | **Sikhism**  **How do Sikhs express their beliefs and values?** |  |  |
|  |  |  | Chn know: Identify Sikh beliefs and values contained within the stories of the lives of the Gurus  Chn know: why the Guru Granth Sahib is treated with great respect and how this is shown  Chn can: Reflect on their own commitments and the impact that these have on their lives | Chn know: the symbolism of the 5Ks that are worn by members of the Sikh Khalsa, about the Gurdwara and the Langar  Chn can: reflect on the importance of equality in Sikhism  Chn can: Talk about the importance of seeing value in all people and how believing that all people are equal would have an impact on a person’s behaviour. |  |  |