| **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 worldChn 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 whyChn 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 creationChn 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 GodChn 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 BibleChn 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 salvationChn know: Christian’s belief about life after death and how this affects their behaviour and sense of purposeChn 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 ChristmasChn 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 themselvesChn 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 meaningChn can: explain the importance of light and reflect on how/why light might be an important symbolChn 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 beliefsChn 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 JesusChn can: Retell a selection of miracle stories -what these reveal to Christians about the nature of JesusChn 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 lifeChn can: explain different Christian beliefs about the Eucharist and its importanceChn 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 worshipChn can: Talk about their special place and explain why it is specialChn 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 baptisedChn 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 churchChn 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 communitiesChn 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 centuryChn 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 beliefChn 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 denominationsChn 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 thisChn 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 prayerChn 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 exampleChn can: Describe and give reasons for the Islamic practice of ZakahChn 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 PillarsChn can: Consider and discuss how they demonstrate their personal commitments eg sacrifice | Chn know: the impact of believing that the Qur’an is divine revelationChn 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 pilgrimageChn 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 DiwaliChn know: about/ recall some religious stories e.g. through role play, art, model makingChn know: Hindus have places that are special to them Chn know: a temple is a holy place for a HinduChn 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 worshipChn 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 deitiesChn know: Hindus might worship at a Mandir and/or the home shrine (and why this is important). The symbolism of items used during worshipChn 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 familyChn know: Describe how and why Hindus might celebrate Raksha BandhanChn 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 evilChn 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 HindusChn know: variety of ways that Hindus might celebrate Holi and how these express beliefs about equalityChn 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- ashramasChn 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 themChn know: celebrations are a reminder for Jewish people to trust in godChn can: talk about why people make promises, who they trust and the importance of keeping promises. Also talk about God’s promise, Noahand 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 choicesChn 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 GurusChn know: why the Guru Granth Sahib is treated with great respect and how this is shownChn 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 LangarChn can: reflect on the importance of equality in SikhismChn 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. |  |  |