How Our RE Curriculum is Organised

Substantive Knowledge and Core Concepts

Christianity

- God
- Creation
- Fall
- People of God
- Incarnation
- Gospel
- Salvation
- Kingdom of God

Core Concepts:

- religious studies
- theology
- ethics
- sociology
- philosophy.

World Religions

- **Islam**
- **Hinduism**
- **Judaism**

Disciplinary Knowledge and Skills – Thinking and Working Like a

Making Sense of Belief

Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority are used, expressed and interpreted in different ways, and developing skills of interpretation.

Making Connections

Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.

Understanding the Impact

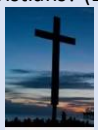
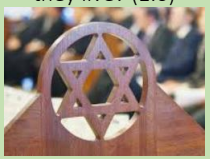
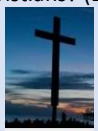
Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

Rationale

Religious Education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to explore difficult philosophical questions, develop an understanding of different religious beliefs and also encourage them to reflect on their own ideas and way of living. RE helps children to combat prejudice, appreciate diversity and promotes the integral values of tolerance and respect. In this way, the RE curriculum contributes towards establishing British values and aids children's spiritual, moral, social and cultural development. RE has an important role in preparing pupils for adult life, employment and lifelong learning.

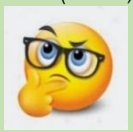
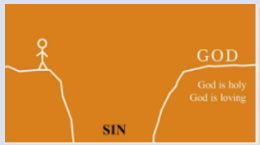
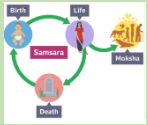
RE Four-Year Rolling Plan (Understanding Christianity Dioceses of Leeds and York Diocesan Syllabus for Religious Education)

KS1 Topics and Conceptual Overview

	Autumn		Spring		Summer	
Year A	**Belonging/Christmas**		**Good News/Easter**		**Special Places/Islam**	
	Who am I? what does it mean to belong? (1.8)	Why does Christmas matter to Christians? (1.3)	What's the good news that Christians believe Jesus brings? (1.4)	Why does Easter matter to Christians? (1.5) 	What makes some places sacred to believers? Church and Mosque (1.9)	Who is a Muslim and what do they believe in? (1.7 bullets 1-4)
Year B	God/Judaism		Creation		Islam/World	
	What do Christians believe God is like? (1.1)	Who is Jewish and how do they live? (1.6) 	Who do Christians say made the world? (1.2)What is the Islamic creation story?	Why does Easter matter to Christians? (1.3 inc. Digging Deeper for Year 2)	Who is a Muslim and what do they believe in? (1.7 bullets 4-6 prophets and the story of the tiny ant)	How should we care for the world and others? Why does it matter? (1.10)
Year C	Belonging/Christmas		Good News/Easter		Special Places/Islam	
	Who am I? what does it mean to belong? (1.8)	Why does Christmas matter to Christians? (1.3)	What's the good news that Christians believe Jesus brings? (1.4)	Why does Easter matter to Christians? (1.5) 	What makes some places sacred to believers? Church and Mosque (1.9)	Who is a Muslim and what do they believe in? (1.7 bullets 1-4)
Year D	God/Judaism		Creation		Islam/World	
	What do Christians believe God is like? (1.1)	Who is Jewish and how do they live? (1.6)	Who do Christians say made the world? (1.2) What is the Islamic creation story?	Why does Easter matter to Christians? (1.3 inc. Digging Deeper for Year 2)	Who is a Muslim and what do they believe in? (1.7 bullets 4-6 prophets and the story of the tiny ant)	How should we care for the world and others? Why does it matter? (1.10)

RE Four-Year Rolling Plan (Understanding Christianity Dioceses of Leeds and York Diocesan Syllabus for Religious Education)

KS2 Topics and Conceptual Overview

	Autumn		Spring		Summer	
Year A	Celebrations/Hinduism		Topic		Topic	
	What are deeper meaning of festivals? (2.9, finish with Diwali)	What does it mean to be Hindu in Britain today? (2.7)	Why do Christian call the day Jesus died Good Friday? (2a.5)	What did Jesus do to save human beings? (2b.6)	What do Christians learn from the creation story? (2a.1)	Creation and Science: conflicting or complementary? (2b.2)
Year B	Topic		Topic		Topic	
	Why do some people believe in God and some do not? (2.11 C,J, I) 	What does it mean for Muslims to follow God? (2.9)	Was Jesus the Messiah? (2b.4)	What does it mean for a Jewish person to follow God? (2.10)	What kind of world did Jesus want? (2a.4)	What is it like to follow God? (2a.2)
Year C	Topic		Topic		Topic	
	What does It mean if God is Holy and loving? (2b.1) 	How can following God bring freedom and justice (2b.3)?	What kind of King is Jesus? (2b.8)	What difference does the resurrection make for Christians? (2b.7)	How and why do believers show their commitments during the journey of life? (C,H,J 2.10)	What does it mean to be a Hindu in Britain today (2.7 focus on Hindu journey) 
Year D	Topic		Topic		Topic	
	What is the Trinity? (2a.3)	What will make our village a more respectful place? (U2.12 C, I, H, J)	Why is pilgrimage important to some religious believers? (U 2.13 C,H,J)	What does it mean for Muslims to follow God? (2.9)	How do religions help people live through good times and bad times (2.14 C, J, H)	When Jesus left, what was the impact of Pentecost? 2a.6

	Autumn		Spring		Summer	
Year A EYFS and KS1 Topic	Who am I? what does it mean to belong? (D1.8) Why does Christmas matter to Christians? (UC 1.3)		What's the good news that Christians believe Jesus brings? (UC 1.4) Why does Easter matter to Christians? (UC 1.5)		What makes some places sacred to believers? (D1.9 Church and Mosque) Who is a Muslim and what do they believe in? ((D1.7 bullets 1-4)	
EYFS Knowledge Blocks	**Age 3/4** I know that we celebrate Christmas with presents and family I know that Jesus was born in a stable to Mary and Joseph	**EYFS:** I know that Christmas is when Jesus was born I know that Jesus was born in a stable and He was given gifts I know that we give gifts at Christmas like the wise men gave gifts to Jesus	**Age 3/4** I know that Easter is a special festival I know that we use eggs to celebrate new life	**EYFS** I know that at Easter we eat eggs to show new life I know that Jesus died on the cross at Easter but rose again	**Age 3 /4** I know that people go to church to pray I know that 'God' means a king that we can not see	**EYFS** I know that people all over the world talk to God in special places I know what a place of worship might look like
Core Concept	Philosophy, theology World religions- Judaism		Theology Religious studies and sociology		Religious studies and Theology World religion- Islam	
KS1 Vocabulary	1.8 Belong, belonging, faith, identity, nativity, Christian, advent, manger, inn, shepherds, 1.3 Christmas Gospel Matthew Luke New Testament Old Testament Creation Humanity Sacrifice Incarnation The Cross Prophesy Jesus Saviour Rescuer		1.4 Forgiveness Friendship Humanity Society Christian News Love Guilt Preachers Relationship 1.5 Easter Life Death Resurrection Sacrifice Sin Forgiveness Lent The Cross Salvation		1.2 Creation World Universe Controversy Powerful Creative Orderly Christian Jewish Church Earth Creatures 1.7 Allah Islam Muslim Prophet Quran Mosque Prayer Ramadhan Eid ul Fitr Hajj Hijab	
Rationale	Children begin by exploring their own sense of belonging and identity. This allows further exploration of belonging to a faith and provides a frame of reference for talking about Christmas and the person of Jesus. This also prepares pupils to explore the good news that Christians believe Jesus brings.		Pupils build on their emerging knowledge of the Christian story to explore some of Jesus' teaching. This provides a frame of reference to explore the Easter story and why this matters to Christians. This prepares pupils to explore concepts like incarnation, salvation and sacrifice in KS2.		Pupils begin to explore the creation story which leads to deeper study of the tension between creation and science in KS2. This also provides a frame of reference for introducing Islam, starting with the Islamic story.	
Key Text	Children's Bible		Children's Bible		Children's Bible	

KS1 Key Learning	**Who am I? What does it mean to belong?** (D1.8)· • I know Christian's believe God is loving • I know the Bible tells stories about God's love • I know the Torah teaches Jews about love • I know that Christians baptise people • I know Jews welcome babies in a naming ceremony • I know the symbols used in Christian and Jewish wedding ceremonies to show love (rings, gifts; standing under the chuppah in Jewish weddings) **Why does Christmas matter to Christians? (UC 1.3)** • I know Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • I know the Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • I know Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	**What is the good news Jesus brings? (UC 1.4)** • I know Christians believe Jesus brings good news for all people. • I know for Christians, this good news includes being loved by God, and being forgiven for bad things. • I know Christians believe Jesus is a friend to the poor and friendless. • I know Christians believe Jesus' teachings make people think hard about how to live and show them the right way. **Why does Easter matter to Christians? (UC 1.5)** • I know Easter is very important in the 'big story' of the Bible. • I know Christians believe Jesus rose again, giving people hope of a new life.	**What makes some places sacred to believers?** (D1.9) • I know Christians Worship in a Church • I know ·Muslims worship in a mosque • I know objects used in Christian and Muslim worship •I know how people worship at a church and a mosque •I know that people have to respect peoples places of worship **Who is a Muslim and what do they believe?** (D1.7) • I know Muslims follow Allah • I know the Muslims Holy Book is called the Qur'an • I know that the Shahadah is part of Muslims daily prayers • I know that Muslims have 99 names for God • I know that the Shahadah says Muhammed is God's messenger.

Year A KS2 Topic	What is the deeper meaning of festivals? (D L2.9 finish with Diwali) What does it mean to be Hindu in Britain today? (D L2.7)	Why do Christians call the day Jesus died Good Friday? (UC 2a.5) What did Jesus do to save human beings? (UC 2b.6)	What do Christians learn from the creation story? (UC 2a.1) Creation and science: conflicting or complementary? (UC 2b.2)
Core Concept	Theology, sociology, ethics Religious studies, sociology	Theology, religious studies Ethics, religious studies and philosophy	Religious studies, sociology, philosophy Philosophy, sociology
KS2 Vocabulary	Festival Symbols Celebration Community Tradition Ritual Christmas Nativity Incarnation Diwali Blessings God fortune Lakshmi Rama Sita Diva-lamp Mandalas Mandir Ramadan Eid Hindu Deiries Murtis Karma Puja Arti Bhajans Trimurti Dharma Artha Reincarnation Holi	Holy week Palm cross Crucifix Palm Sunday Gospels Disciples Good Friday Easter Clergy Joy Sadness Despair Tomb Symbols Crucification resurrection Salvation Gospel Pilate Judas Disciples Holy communion Sacrifice Resurrection New testament messiah	God Creator Genesis Ingenuity Kindness Nature Beauty Temptation Fall Good Evil commandment Old testament Wedding Command Worship Promise Bible Covenant Good Evil Forgive congregation
Rationale	Pupils begin exploring world faiths through a thematic unit linked to festivals. This provides a frame of reference for future work by exploring the Hindu faith. It builds on their exploration of special times in KS1.	Focus is on the new testament stories: Incarnation, Gospel, Salvation and Kingdom of God. These units are deliberately put together to provide a journey for pupils to move from substantive, factual knowledge to deep concepts salvation. Pupils begin their journey exploring Good Friday, which provides a frame of reference for deeper exploration of salvation and Pentecost in future years. This learning builds on exploration of why Easter matters to Christians in KS1.	To provide a journey from learning about the Christian teaching of creation, to how we understand this in the context of science. This allows pupils to draw on previous learning in kS1 about 'who made the world' and provides a frame of reference for exploring the kind of world Jesus advocated for in future learning.
Key Text		Children's Bible	Children's Bible
Memorable experience	Diwali celebration day with Rangoli patterns, diva lamps and Indian sweets.	Palm Sunday service symbolism with local vicar	
KS2 Learning	**What are the deeper meanings of festivals? (DL2.9)** • I know the names of some religious festivals (Christmas (Christianity), Eid al fitr (Islam), Diwali (Hinduism), Hanukkah (Jewish)) • I know how different festivals are celebrated • I know festivals can be celebrated in different ways. • I know Diwali is a festival of light and joy • I know the stories that are recalled at Christmas and Diwali.	**Why do Christians call the day Jesus died 'Good Friday'? (UC 2a.5)** • I know Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • I know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • I know Christians today trust that Jesus really did rise from the dead, and so is still alive today. • I know Christians remember and celebrate Jesus' last week, death and resurrection	**What do Christians learn from the creation story? (UC 2a.1)** • I know Christians believe God the Creator cares for the creation, including human beings. • I know Christians believe as human beings are part of God's good creation, they do best when they listen to God. • I know Christians believe The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live

	What does it mean to be a Hindu in Britain today? (DL2.7) • I know the names of some Hindu deities • I know the deities describe Hindu beliefs about God • I know the links between Hindu beliefs and the aims of life. • I know how Hindus show their faith within their families (home puja) • I know how Hindus show their faith within their communities (arti and bhajans at the mandir; Diwali)	**2b.6 What did Jesus do to save human beings? (UC 2b.6)** • I know Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • I know The Gospels give accounts of Jesus' death and resurrection. • I know The New Testament says that Jesus' death was somehow 'for us'. • I know Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. • I know Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • I know Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.	**Creation and Science: conflicting or complementary? (UC 2b.2)** • I know there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • I know these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • I know there are many scientists throughout history and now who are Christians. • I know the discoveries of science make Christians wonder even more about the power and majesty of the Creator.

Year B KS1 and EYFS Topic	What do Christians believe God is like? (UC 1.1) Who is Jewish and how do they live? (D1.6)		Who do Christians say made the world? (UC 1.2) What is the Islamic Creation story? Why does Easter matter to Christians? (UC 1.5 include digging deeper for Year 2		Who is a Muslim and what do they believe in? (D1.7 bullets 4-6 prophets and the story of the tiny ant) How should we care for the world and others? Why does it matter? (D1.10)	
EYFS Knowledge Blocks	**Age 3/4**	**EYFS** I I know some simple bible stories I know that Christians believe God is loving and forgiving	**Age 3/4**	**EYFS** I know some creation stories I know that Christians believe that God created the world	**Age 3/4**	**EYFS** I know that Islam is a different religion to Christianity I know that Muslims live all over the world including in this country
Core Concept	Religious studies Religious studies and sociology		Religious studies, theology Religious studies and sociology		World religions- Islam, sociology Sociology, philosophy	
KS1 Vocabulary	God forgiving Christians saying sorry parable prayer praise singing Jewish Jew shabbat, Sukkot, Chanukah, mezuzah		God creator creation world week festivals salvation, Easter Creation Story Salvation Lent Sacrifice Holy Week Cross Resurrection		Muslim Allah Prayer Respect Celebration Self-Control Prayer Ramadan 5 Pillars of Islam Fasting Shahadah Tawhid Christians Jewish Friendship Caring Charity The Good Samaritan Special Skills	
Rationale	Building on pupils emerging knowledge about the nature of God as creator in EYFS pupils explore this in the context of Christian belief. This prepares the ground for pupils to revise their learning about Christmas using the digging deeper materials and further exploration of what makes places sacred in the Spring term.		Children lean the Christians story of Creation. They explore the old testament story of the word being created in 6 days and the significance of Sunday being 'the day of rest.' Children deepen their understanding of the word 'sacred' through further exploration of Easter using the 'digging deeper' materials.		Building on childrens' learning about creation and looking after the world in EYFS, this provides further exploration about what faith teaches people about caring for the planet. This leads to a deeper exploration of the Muslim faith and the example set by the Prophet.	
Memorable experience.						
Key Text	Children's Bible		Children's Bible			
KS1 Key Learning	**What do Christians believe God is like?** (UC1.1) • I know that Christians believe in God, and that they find out about God in the Bible. • I know Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • I know some stories show these Christian beliefs. • I know Christians worship God and try to live in ways that please him.		**Who made the world?** (UC1.2) • I know God created the universe. • I know the Earth and everything in it are important to God. • I know God has a unique relationship with human beings as their Creator and Sustainer. • I know humans should care for the world because it belongs to God.		**Who is a Muslim and what do they believe?** (D1.7) • I know that stories about the Prophet show what Muslims believe about Muhammad. • I know Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • I know Muslims try to pray regularly • I know praying is one of the five pillars	

	Who is Jewish and how do they live? (D1.6) • I know the Shema is a Jewish prayer • I know stories used in celebrations (e.g. Shabbat) remind Jews about what God is like. • I know Shabbat, Sukkot, Chanukah are how Jewish people celebrate special times • I know Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).	**Why does Easter matter to Christians?** (UC1.5 include Digging deeper for Year 2) • I know Easter is very important in the 'big story' of the Bible. • I know Christians believe Jesus rose again, giving people hope of a new life.	**How should we care for the world and for others, and why does it matter?** (D1.10) • I know Christians and Jews believe God values everyone. • I know what Genesis 1 tells Christians and Jews about the natural world. • I know how people show that they care for others (e.g. by giving to charity) • I know why we should care for the world • I know that some religions believe that serving others and supporting the poor are important parts of being a religious believe
Year B KS2 Topic	Why do some people believe in God and some do not? (DU 2.11) What does it mean for Muslims to follow God? (DU2.9)	Was Jesus the Messiah? (UC 2b.4) What does it mean for a Jewish person to follow God? (DU2.10)	What kind of world did Jesus want? (UC 2a.2) What is it like to follow God? (UC 2a.2)
Core Concept	Religious studies, sociology Theology, sociology	Religious studies Theology, sociology	Religious studies, ethics Theology, sociology, philosophy
KS2 Vocabulary	Hindu Deiries Murtis Karma Puja Arti Bhajans Trimurti Dharma Artha Reincarnation Holi 5 Pillars Islam Muslim Mosques Sunni Prophet Tawid Muhammad Qur'an Hajj Shi'a Geometry Calligraphy Hafiz Hafiza Salat	Salvation Gospel Pilate Judas Disciples Holy Communion Sacrifice Resurrection New Testament messiah Jewish Orthodox Torah tradition ritual	Relationship Humanity Sin Crucifixion Resurrection Gospel Contradiction Conventional New Testament Emulate Noah Genesis Old Testament Good evil celebrations wedding
Rationale	This builds on previous learning about the nature of God, for example, the Christian view of God in Y1/2. This provides an overview for how different faiths view God and is a frame of reference for a deeper exploration of the Muslim understanding of God.	This builds on previous learning about the Easter story and salvation by exploring the Christian belief of Jesus as the Messiah. The link here between Jesus being a Jew and that Christians believe Jesus was the Messiah allows us to explore the understanding of Jewish people and God within another Abrahamic religion.	This focuses on prior learning about Creation and explores this through the kind of world Jesus wanted. Here children find out about 'people of God' this follows well as we have previously learnt what religious leaders to follow God and therefore, we can now learn what people in the Bible did to show their devotion to God.
Key text			Children's Bible
Memorable experience.			

KS2 Key Learning	**Why do some people believe in God and some do not? (D U2.11)** • I know what 'theist', 'atheist' and 'agnostic' mean • I know what religious and non-religious people believe about God, saying where they get their ideas from • I know why people do or do not believe in God. • I know how peoples belief about God and the impact of this belief on how they live • I know Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis). **What does it mean for Muslims to follow God? (DU2.9)** • I know the Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message) • I know 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). • I know the connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art) • I know how Muslims put their beliefs into practice in different ways. • I know the connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today.	**Was Jesus the Messiah?(UC 2b.4)** • I know Jesus was Jewish. • I know Christians believe Jesus is God in the flesh. • I know Christians believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • I know the Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • I know Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • I know Christians see Jesus as their Saviour (See Salvation). **What does it mean for a Jewish person to follow God? (DU2.10)** • I know Jewish beliefs about God • I know texts that say what God is like and explain how Jewish people interpret them. • I know the connections between Jewish beliefs about the Torah and how they use it • I know the connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • I know how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice). • I know how and why Jewish beliefs are important to Jewish people today	**What kind of world did Jesus want? (UC2a.4)** • I know Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • I know Jesus shows love and forgiveness to unlikely people. • I know Christians try to be like Jesus — they want to know him better and better. • I know Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. **What is it like to follow God? (UC 2a.2)** • I know the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. • I know the People of God try to live in the way God wants, following his commands and worshipping him. • I know the People of God believe God promises to stay with them and Bible stories show how God keeps his promises.

Year C KS1 and EYFS Topic	Who am I? what does it mean to belong? (D1.8) Why does Christmas matter to Christians? (UC 1.3)		What's the good news that Christians believe Jesus brings? (UC 1.4) Why does Easter matter to Christians? (UC 1.5)		What makes some places sacred to believers? (D1.9 Church and Mosque) Who is a Muslim and what do they believe in? ((D1.7 bullets 1-4)	
EYFS Knowledge Blocks	**Age 3/4**	**EYFS:** **I know that Christmas is when Jesus was born** I know that Jesus was born in a stable and He was given gifts I know that we give gifts at Christmas like the wise men gave gifts to Jesus	**Age 3 /4**	**EYFS** **I know that at Easter we eat eggs to show new life** I know that Jesus died on the cross at Easter but rose again I know that the bible tells us stories about God and Jesus.	**Age 3 /4**	**EYFS** **I know that people all over the world talk to God in special places** I know what a place of worship might look like
Core Concept	Philosophy, theology World religions- Judaism		Theology Religious studies and sociology		Religious studies and Theology World religion- Islam	
KS1 Vocabulary	Belong, belonging, faith, identity, nativity, Christian, advent, manger, inn, shepherds, Christmas Gospel Matthew Luke New Testament Old Testament Creation Humanity Sacrifice Incarnation The Cross Prophesy Jesus Saviour Rescuer		Forgiveness Friendship Humanity Society Christian News Love Guilt Preachers Relationships 1.5 Easter Life Death Resurrection Sacrifice Sin Forgiveness Lent Cross Salvation		Creation World Universe Controversy Powerful Creative Orderly Christian Jewish Church Earth Creatures Allah Islam Muslim Prophet Quran Mosque Prayer Ramadhan Eid ul Fitr Hajj Hijab	
Rationale	Children begin by exploring their own sense of belonging and identity. This allows further exploration of belonging to a faith and provides a frame of reference for talking about Christmas and the person of Jesus. This also prepares pupils to explore the good news that Christians believe Jesus brings.		Pupils build on their emerging knowledge of the Christian story to explore some of Jesus' teaching. This provides a frame of reference to explore the Easter story and why these matters to Christians. This prepares pupils to explore concepts like incarnation, salvation and sacrifice in KS2.		Pupils begin to explore the creation story which leads to deeper study of the tension between creation and science in KS2. This also provides a frame of reference for introducing Islam, starting with the Islamic story.	
Key Texts	Children's Bible		Children's Bible		Children's Bible	
Memorable experience						

KS1 Key Learning	**Who am I? What does it mean to belong?·(D 1.8)** • I know Christian's believe God is loving • I know the Bible tells stories about God's love • I know the Torah teaches Jews about love • I know that Christians baptise people • I know Jews welcome babies in a naming ceremony • I know the symbols used in Christian and Jewish wedding ceremonies to show love (rings, gifts; standing under the chuppah in Jewish weddings) **Why does Christmas matter to Christians? (UC1.3)** • I know Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • I know the Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • I know Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	**What is the good news Jesus brings? (UC1.4)** • I know Christians believe Jesus brings good news for all people. • I know for Christians, this good news includes being loved by God, and being forgiven for bad things. • I know Christians believe Jesus is a friend to the poor and friendless. • I know Christians believe Jesus' teachings make people think hard about how to live and show them the right way. **Why does Easter matter to Christians?(UC 1.5)** • I know Easter is very important in the 'big story' of the Bible. • I know Christians believe Jesus rose again, giving people hope of a new life.	**What makes some places sacred to believers? (D1.9)** • I know Christians Worship in a Church • I know ·Muslims worship in a mosque • I know objects used in Christian and Muslim worship •I know how people worship at a church and a mosque •I know that people have to respect peoples places of worship **Who is a Muslim and what do they believe? (D1.7)** • I know Muslims follow Allah • I know the Muslims Holy Book is called the Qur'an • I know that the Shahadah is part of Muslims daily prayers • I know that Muslims have 99 names for God • I know that the Shahadah says Muhammed is God's messenger.
Year C KS2 Topic	What does it mean if God is Holy and loving? (UC 2b.) How can following God bring freedom and justice? (UC 2b.3)	What kind of king is Jesus? (UC2b.8) What difference does the resurrection make for Christians? (UC 2b.7)	How and why do believers show their commitments during the journey of life (DL2.10 C,H,J) What does it mean to be Hindu in Britain today? (D2.7 focus on the Hindu journey of life- 2nd bullet point)
Core Concept	Religious studies, theology, ethics Ethics, sociology	Religious studies, philosophy Theology, philosophy	Theology, sociology ,ethics Religious studies, ethics, philosophy
Vocabulary	Holy, Eternal, Spirit, Omniscience omnipotent loving Freedom God Suffering Leadership Vulnerability Obedience evi	Kingdom Community Heart Mind Gospel Precious Hypocrisy Jealousy Pride Forgiveness Archetypal Resurrection Death Sin Punishment Hope Lost Vulnerable	Love Commitment Promise Tradition Baptism Sacred Thread Ritual Marriage Bar Mitzvah Ceremony Hindu Deiries Murtis Karma Puja Arti Bhajans Trimurti Dharma Artha Reincarnation Holi
Rationale	This builds on previous learning about the nature of God for Christians and Muslims. Here we learn about the Christian understanding of God through the Bible, worship and architecture.	This builds on pupils' previous learning about Easter, Salvation and Jesus as Messiah. It allows pupils to apply this learning to the concept of kingship, service, sacrifice and the Christian teaching of resurrection.	This allows pupils to revise their knowledge about the Hindu faith in the context of life journeys. This builds on prior learning about important times in KS1 and allows for a deeper exploration about the Hindu belief of reincarnation (journey of life.) This provides a

	In unit 2b.3 we can link the power of God through the life of Moses to our previous unit. Here we learn about freedom and justice. We find out about leadership and belief.		frame of reference for pupils' exploration of pilgrimage the following year.
Key Text			
Memorable experience			
KS2 Key Learning	**What does it mean if God is holy and loving? (UC 2b.1)** • I know Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • I know Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. • I know Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • I know Christians believe getting to know God is like getting to know a person rather than learning information. **How can following God bring freedom and justice? (UC 2b.3)** • I know the Old Testament pieces together the story of the People of God. • I know the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. •I know Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.	**What kind of king is Jesus? (UC2b.8)** • I know Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • I know the Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • I know many Christians try to extend the Kingdom of God by challenging unjust social structures in **What difference does the resurrection make to Christians? (UC 2b.7)** • I know Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • I know The Gospels give accounts of Jesus' death and resurrection. • I know belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • I know this belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).	**How and why do believers show their commitments during the journey of life? (DL2.10)** • I know the beliefs about love, commitment and promises in Christianity and Hinduism. • I know about the meaning and importance of ceremonies of commitment for religious and non-religious people today. • I know what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • I know the links between beliefs about love and commitment and how Christians and Hindus live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • I know some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) **What does it mean to be Hindu in Britain today? (D2.7 focus on the Hindu journey of life- 2nd bullet point)**

Year D KS1 and EYFS Topic	What do Christians believe God is like? (UC1.1) Who is Jewish and how do they live? (D1.6)		Who do Christians say made the world? (UC1.2) What is the Islamic Creation story (needs planning separately) Why does Easter matter to Christians? (UC 1.5, include Digging deeper for Year 2)		Who is a Muslim and what do they believe in? (D1.7 bullets 4-6 prophets and the story of the tiny ant). How should we care for the world and others? Why does it matter? (D1.10)	
EYFS Knowledge Blocks	**Age 3/4** To know that Christians believe that God looks after us all Know that not all people believe the same thing.	**EYFS** I know some simple bible stories **I know that Christians believe God is loving and forgiving**	**Age 3/4** Know that stories tell us about how the world was created	**EYFS** I know some creation stories **I know that Christians believe that God created the world**	**Age ¾** Know that the bible is a book of stories about God	**EYFS** I know that Islam is a different religion to Christianity **I know that Muslims live all over the world including in this country**
Core Concept	Religious studies Religious studies and sociology		Religious studies, theology Religious studies and sociology		World religions- Islam, sociology Sociology, philosophy	
KS1 vocabulary	God forgiving Christians saying sorry parable prayer praise singing Jewish Jew shabbat, Sukkot, Chanukah, mezuzah		God creator creation world week festivals Salvation, Easter Creation Story Salvation Lent Sacrifice Holy Week Cross Resurrection		Muslim Allah Prayer Respect Celebration Self-Control Prayer Ramadan 5 Pillars of Islam Fasting Shahadah Tawhid Christians Jewish Friendship Caring Charity The Good Samaritan Special Skills	
Rationale	Building on pupils emerging knowledge about the nature of God as creator in EYFS pupils explore this in the context of Christian belief. This prepares the ground for pupils to revise their learning about Christmas using the digging deeper materials and further exploration of what makes places sacred in the Spring term.		Children lean the Christians story of Creation. They explore the Old Testament story of the word being created in 6 days and the significance of Sunday being 'the day of rest.' Children deepen their understanding of the word 'sacred' through further exploration of Easter using the 'digging deeper' materials.		Building on childrens' learning about creation and looking after the world in EYFS, this provides further exploration about what faith teaches people about caring for the planet. This leads to a deeper exploration of the Muslim faith and the example set by the Prophet.	
Key Texts						
Memorable experience	Children's Bible		Children's Bible			
KS1 Learning	**What do Christians believe God is like? (UC1.1)** • I know that Christians believe in God, and that they find out about God in the Bible.		**Who made the world? (UC1.2)** • I know God created the universe.		**Who is a Muslim and what do they believe?(D1.7)** • I know that stories about the Prophet show what Muslims believe about Muhammad.	

	• I know Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • I know some stories show these Christian beliefs. • I know Christians worship God and try to live in ways that please him. **Who is Jewish and how do they live? (D1.6)** • I know the Shema is a Jewish prayer • I know stories used in celebrations (e.g. Shabbat) remind Jews about what God is like. • I know Shabbat, Sukkot, Chanukah are how Jewish people celebrate special times • I know Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).	• I know the Earth and everything in it are important to God. • I know God has a unique relationship with human beings as their Creator and Sustainer. • I know humans should care for the world because it belongs to God. **Why does Easter matter to Christians? (UC 1.5 inc, Digging deeper for Year 2)** • I know Easter is very important in the 'big story' of the Bible. • I know Christians believe Jesus rose again, giving people hope of a new life.	• I know Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • I know Muslims try to pray regularly • I know praying is one of the five pillars **How should we care for the world and for others, and why does it matter? (D1.10)** • I know Christians and Jews believe God values everyone. • I know what Genesis 1 tells Christians and Jews about the natural world. • I know how people show that they care for others (e.g. by giving to charity) • I know why we should care for the world • I know that some religions believe that serving others and supporting the poor are important parts of being a religious believe
Year D KS2 Topic	**What is the Trinity? (UC2a.3)** **What will make our village a more respectful place? (DU2.12 C, I, H,J)**	**Why is pilgrimage important to some religious believers? (DU2.13)** **What does it mean for Muslims to follow God? (DU2.9)**	**How do religions help people live through good times and bad times? (DU2.14 C,J,H)** **When Jesus left, what was the impact of Pentecost? (UC 2a.6)**
Core Concept	Theology Sociology		
KS2 Vocabulary	Incarnation Trinity Gospel Old Testament Early Church Jews Muslims Sihks Bahá í Archbishops Holy Father Holy Sun Holy Spirit	Pilgrimage Ummah Mary Shiva Ganges Israel Similarities Differences Memorable Holy Sacred Muslim God Pilgrimage Mecca Qur'an Five Pillars Allah Sunni Shi'a Sawm Zakat Mosque Masjid Salat	resurrection, judgement, heaven, salvation, karma, soul, samsara, reincarnation, moksha, Gospel Resurrection Judaism Pentecost Kingdom of God Gods Spirit Paganism Disciples
Rationale	This brings together pupils' exploration of the nature of God and applies their prior knowledge to the complex idea of Trinity. Here we revisit aspect of the 4 world religions studied at cornerstones with an understanding of how the religions have similarities and differences, but all have	Having considered ideas about the journey of life in the context of various faiths, pupils use this knowledge to explore the concept of pilgrimage and why this is important across many religions. This provides a frame of reference for pupils' further exploration of Islam with a focus on pilgrimage and the importance of Mecca.	This unit follows on from the unit based on making our village a respectful place. We learn how religion can impact on people's daily lives. From previous learning about Easter, we now explore Pentecost as the climax of the Christian story. This also provides an opportunity to explore major life

	something we can learn from to make us better people.		changes and how faith might support believers in their journeys eg. moving to high school.
Key Texts			
Memorable experience			
KS2 Learning	**What is the Trinity? (UC 2a.3)** • I know Christians believe God is Trinity: Father, Son and Holy Spirit. • I know Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • I know Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • I know Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • I know Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • I know Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. **What will make our city/town/village a more respectful place? (DU2.12)** • I know the religions and beliefs represented locally and regionally • I know some of their key beliefs of the religions represented locally and regionally • I know how different communities deal with diversity and interfaith issues. • I know the connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.)	**Why is pilgrimage important to some religious believers? (DU2.13)** • I know 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) • I know 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). • I know spiritual significance and impact of pilgrimage on pilgrims in at least two religions • I know the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live. **What does it mean for Muslims to follow God? (DU2.9)** • I know and can explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message) • I know 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). • I know the links between Muslim beliefs and worship (e.g. Five Pillars, mosques, art) • I know how Muslims put their beliefs into practice in different ways.	**How do religions help people live through good times and bad times? (DU2.14 C,J,H)** • I know religions guide people in how to respond to good and hard times in life • I know the beliefs about life after death in Christianity, Judaism and Hinduism. • I know the connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • I know how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.. **When Jesus left, what was the impact of Pentecost? (UC 2a.6)** • I know Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). • I know Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. • I know Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church.

	• I know how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc).		