



## EYFS

### **SPECIAL TIMES**

- Learn about different celebrations across three of the world's major religions – Christianity, Hinduism and Islam.
- Begin to understand the important religious events for these religions.
- Reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future.

### **SPECIAL STORIES**

- Become familiar with the idea that some books are sacred and holy.
- Learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims.
- Retell religious stories and respond in a variety of ways.

### **SPECIAL PLACES 1**

- Experience the natural world and explain why it is special.
- Learn that many religious people believe that the world was created and designed by God.
- Be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation.

### **SPECIAL PLACES 2**

- Become familiar with the idea that some places are special and significant to different people.
- Learn that a church is a holy place for a Christian, a mosque is a holy place for a Muslim and a mandir is a holy place for a Hindu.
- Visit places of worship or undertake virtual tours.

## Year 1

### **CHRISTIANITY – GOD**

- Explore Christian use of the term 'father' to address God, especially in prayer (Our Father...).
- Consider the importance of prayer in Christian life.
- Reflect on the human need for loving relationships, comfort and someone to talk to – both in good times and bad

### **CHRISTIANITY – JESUS.**

- Explore the Christmas nativity story and to gain an understanding of why Jesus is believed to be a special baby.
- Think about why Christmas is a special religious time for Christians (as opposed to simply a cultural tradition of exchanging gifts).
- Focus of Jesus as a 'gift' will introduce children to the concept of the incarnation.
- Consider how, when and why humans might be vulnerable and in need of help.
- Focus on the idea that some people might not be able to help themselves and why.
- Understand that helping those in need might be an important shared human value.

### **ISLAM**

- Examine the Muslim belief in Allah as creator.
- Consider Allah's role in creating and sustaining the world, and humankind's response to Allah.
- Develop an understanding of how Muhammad (pbuh) is seen as a role model for Muslims and how the teachings of the Prophet might influence how and why a Muslim might care for the natural world.
- Reflect on their own beliefs and values about the importance of caring for the natural world.
- Consider their own responsibility and how they could actively contribute towards caring for the planet.

### **JUDAISM**

- Explore Jewish beliefs about God, with a focus on why religious people put their trust in God and how this might be expressed.
- Learn about the story of Noah and the symbol of the rainbow as God's promise never to send a flood to destroy the world again.
- Investigate the festival of Sukkot as an annual reminder to the Jewish community to be thankful to God for all he has done.
- Reflect on their own values about the importance of being someone who is trusted by others.

- Discuss why promises and trust are an important aspect of human life.

### **HINDU DHARMA**

- Explore the Hindu concept of one God (Brahman) who can be understood and visualised in many forms.
- Discuss how images of the deities in Hinduism are a visual representation of beliefs about God.
- Consider the complexity of identity and how people may be seen in different ways according to their role and relationship.
- Develop self-awareness of their own identity and roles.

### **CHURCH - Baptism**

- Explore how the rite of baptism shows that Christians belong to Gods' family - the Church.
- Understand that when Christians are baptised they are following the example of Jesus.
- Identify symbols, items and people linked to baptism and will reflect on why, in some Christian communities, parents choose to have their baby baptised. Explore the experience of being a member of a group or community.
- Focus of the enquiry is on belonging, sharing and learning within the practice of baptism and in pupils' lives.

## **Year 2**

### **CHRISTIANITY - GOD**

- Explore the at Christian beliefs about God as creator and sustainer, and consider how these beliefs might influence Christian attitudes towards the planet.
- Retell the creation account in Genesis 1 and discuss different ways that this story might be interpreted (as literal truth or as a myth containing religious messages).
- Explore how Christians might express their beliefs and values through acts of stewardship and/or through harvest festivities.
- Discuss their own ideas and values in regards to the importance of caring for the planet.

### **CHRISTIANITY - JESUS**

- Explore the use of light to and how it might be used in religious communities to indicate the presence of God and as a description for Jesus as God incarnate.
- Make links between the imagery and symbolism of light in the Christian context and significant events in their own lives.
- Explore how light is used in Advent.
- Recall information about why the birth of Jesus is important to Christians and why Jesus is seen as a gift to the world.

### **HINDU DHARMA**

- Explore the purpose of and some of the practices associated with Hindu worship. The focus includes beliefs about Brahman, family, community and Worship.
- Investigate ways that Hindus might express their devotion to God through worshipping the deities.
- Know that Hindus believe in one God with many forms and so whichever deity is worshipped, it is ultimately a way of worshipping God.
- Discuss the concept of being devoted to something/someone – and the various ways in which human beings might show their devotion through clothing, special words or songs, rituals and actions.

### **ISLAM**

- Examine Islamic beliefs and practices linked to prayer
- Explore the significance of prayer as one of the Five Pillars of Islam and to consider the purpose of prayer for religious people.
- Discuss the importance of rituals and how these might unite communities and give a sense of order, security and belonging to individuals.
- Reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends.

### **CHRISTIANITY – CHURCH**

- Know that belief in one God and Jesus Christ unite the Christian community and that the cross is an important Christian symbol.
- Explore the core beliefs and symbols of Christianity.
- Consider why people might want to be part of a community and the shared values and interests that bring people together.

### **JUDAISM**

- Explain the story of Moses and how God appeared to him through the burning bush.
- Discuss the importance of the Ten Commandments.

- Examine Jewish beliefs and practices linked to the Sabbath (Shabbat).
- Explore the significance of the Sabbath and why Jewish people keep the day holy.
- Discuss the importance of holy days and how these might unite families and give time to spend together.
- Reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends.

## Year 3

### **CHRISTIANITY – GOD**

- Explore Christian teachings and examples of people who have followed the word of God.
- Develop awareness that a person's position/role can invoke response in others.
- Investigate the prophets of the Old Testament and consider why these people chose to listen to God and how they put their beliefs into action (Ten Commandments).
- Consider how they might respond to a purpose or person and explore ways in which Christians today might follow God's word and live a life of service – serving God and the community.
- Discuss role models in their own lives and how/why some people have inspired them.

### **Islam.**

- Consider what a role model might be.
- Focus is on founders and leaders, using stories and teachings to identify how the values contained within them can inspire and influence a believer today.
- Know that Muhammad (pbuh) is a special prophet to Muslims.
- Know that in Muslim tradition prophets are messengers of Allah.
- Explain the third pillar of Islam (Zakat) and why it is an obligatory act (one of the Five Pillars).
- Understand that Muslims believe they should follow the example of Muhammad (pbuh) to please Allah.
- Consider how they should behave.
- Know that guidance they receive may be good or bad.

### **CHRISTIANITY - JESUS**

- Know about Jesus as a historical figure who was a teacher, healer, friend.
- Begin to identify and value qualities which could encourage or support change and growth.
- Be aware that friends are special.
- Know that friends can be role models.
- Know what a being a disciple means.
- Know that Jesus had Disciples.
- Explore how Christians today might try to follow the example and teachings of Jesus.
- Begin to understand that following someone or something requires commitment.
- Consider qualities of leadership they value.

### **CHRISTIANITY - CHURCH**

- Explore the Church as a community of people inspired by the Holy Spirit.
- Consider what Christians mean by the Holy Spirit and how this might inspire Christians to express their beliefs and values in different ways.
- Explore how and why creative abilities such as music and art might be used to express ideas and talents.

### **Sikhism**

- Explore the Sikh tradition and its origins with the teachings and example of Guru Nanak and Guru Gobind Singh.
- Understand what is meant by the term 'guru' and why the gurus are important role models for Sikhs.
- Consider the importance of commitment within Sikhism and how this might be expressed.
- Focus on the Guru Granth Sahib and how/why it is treated with great respect by Sikhs and within the Gurdwara.
- Investigate the first Baisakhi and how it is celebrated by Sikhs.
- Reflect on and develop their own understanding of the value of commitment.
- Consider how being committed can be both a challenge and a source of meaning and purpose.

### **Hindu DHARMA**

- Talk about what makes a family a family and the different roles and responsibilities that family members might have towards one another.
- Discuss the different family roles in the Rama and Sita story and how duties of family members are illustrated in this Hindu text.
- Investigate the Hindu festival of Raksha Bandhan.
- Reflect on their own sense of duty and expressing gratitude.

## Year 4

### **HINDU DHARMA**

- Understand Vishnu's role to uphold dharma and fight evil.
- Explore the theme of good overcoming evil in the Rama and Sita story.
- know that Diwali is a popular Hindu festival and be able to explain the deeper meaning of the festival celebrations.
- Reflect on the symbolism of light within all human cultures, and consider how light might be a universal symbol of goodness and hope.

### **CHRISTIANITY – GOD**

- Investigates how and why Christians use the Bible today and why the Bible is seen as a source of inspirations and authority by many Christians.
- Understand that the Bible is not one book but a collection of books, written by different people at different times.
- Explore the idea that the Bible has authority for Christians because it is 'the Word of God'.
- Know that the Bible contains two main sections – the Old Testament (which is the Jewish scriptures) and the New Testament (about Jesus and the early Church).

### **SIKHISM**

- Explore how Sikhs convey their beliefs and commitments in the way they live their lives and through symbols which are observable expressions of faith (The Five K's).
- reflect on important questions such as how humans show commitments to their values and communities, and issues of equality and justice.
- Identify the Sikh belief in the complete equality of men and women everywhere.
- Learn about the Gurdwara.

### **CHRISTIANITY - JESUS**

- Become aware of the idea of people giving of themselves.
- Begin to develop an understanding of giving as a sacrifice of something valuable.
- Jesus in the wilderness investigates the person of Jesus through the concept of sacrifice.
- Lent consider how Jesus' sacrifices have provided a model for other Christians to mirror by showing agape' (selfless love for others).
- Become familiar with Christian example of sacrifice as exemplified in the life story of a modern Christian.
- Begin to understand the Christian belief in sacrificial love as exemplified in the life and teachings of Jesus.
- Consider their ideas about the value of sacrificial love.
- reflect on their own values and on what influences their choices.

### **ISLAM**

- The Five Pillars of Islam. examine the structures that underpin Islamic beliefs and practices in greater depth.
- Study Ramadhan to understand the key values of Islam of submission to Allah and service to God through charitable life and actions.
- consider the role of commitment as part of religious life and reflect on the wider human value of being committed to ideas, to self-improvement or to other people.
- Reflect on their own commitments and the extent to which these have a positive impact on their lives.

### **CHRISTIANITY- CHURCH**

- Explore how important messages and guidance can be passed on through stories and will focus on Christian teachings contained in the parables that Jesus told to his followers.
- Investigates the Christian teaching of agape- a selfless love of others.
- Discover examples of how modern Christians show a love for their neighbour and reflect on what they message they would want to pass on to future generations.

## Year 5

### **CHRISTIANITY GOD**

- Explore Christian beliefs and teachings about sin and temptation and introduce core Christian concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation.
- Analyse and ask questions about Adam and Eve's disobedience, temptation and morality.
- Talk about their own views about the role of forgiveness
- Make links with teachings found in the Lord's Prayer and other aspects of Christian worship such as prayers of penance, confession and reconciliation.
- Reflect on things that might be seen as 'temptations' in modern life.

### **ISLAM**

- Know that people receive information in different ways.
- Know that the Qur'an is the sacred book for Muslims.
- Know how Muslims learn about the Qur'an and why it is important for them to do so.
- Appreciate that for Muslims the Qur'an contains the direct words of Allah.
- Understand that the Qur'an provides a life guide for Muslims.
- Make links with prior learning about the night of power (Laylat Ul-Qadr), not only knowing what happened, but also why it is important for Muslims and how it is remembered.
- Reflect on the guidance they receive in their life.

### **HINDU DHARMA**

- Examine how Hindu truths are transmitted using stories from revered literature.
- Explore some forms of Hindu literature and the beliefs and practices associated with a key story.
- Focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures.
- Discuss the symbolism of Holi.
- Consider whether there are links between the 'truths' and values revealed in the story and their own beliefs, values and experiences.

### **CHRISTIANITY - JESUS - revelation (Pentecost and Holy Spirit)**

- Become familiar with stories that reveal aspects of Jesus' nature.
- Develop understanding that for Christians Jesus is both human and divine.
- Understand the importance for many Christians, of believing in the possibility of miracles and in belief in the resurrection of Jesus.
- Investigate why some Christians might want to travel to a place associated with a miracle (Pilgrimage).
- Reflect on what miracles
- Discuss why some people believe in miracles and why others do not.

### **CHRISTIANITY – CHURCH**

- Explore Christian beliefs and teachings contained in the Apostle's Creed and how shared beliefs unite the world-wide Church.
- Explain these concepts using subject specific vocabulary and make connections between beliefs, teachings and practices.
- Explain the role of each person of the Trinity.
- Know there is one worldwide Christian community.
- Explore the question of how people can live together well in modern Britain – and the value of being united in diversity.

### **JUDAISM**

- Explore the importance of the Torah to Jewish people as a guide to life and faith.
- Explore how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue.
- Understand Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders.

## Year 6

### **CHRISTIANITY – GOD**

- Begin to understand how some Christians show personal commitment.
- Consider who or what they follow in their lives.
- Explore the church as a community of believers and to examine how rites of passage reflect their commitment and relationship with God.
- Consider their own life journey and the changes they will make as they make as they progress through life. Become aware of different patterns of behaviour which are in evidence during different stages of life.
- Know that some churches prefer people to make the decision to be baptised when they are adults.
- Make meaningful links with Christian beliefs about God as 'Father', a God who became incarnate in order to teach and save, a God who is both transcendent and personal.

### **HINDU DHARMA**

- Develop an understanding of the belief that dharma can change during the course of life and that the religious duties of a child are seen as different to those of an adult with family responsibilities or an elderly person.
- Explain how performing dharma would have an impact on a person's karma – and how this then links with Hindu beliefs about the cycle of life, death and rebirth.
- Explore Hindu beliefs about reincarnation of the soul and the ultimate aim of Moksha (liberation from rebirth).

### **ISLAM**

- Consider their own life experiences and suggest how their lives have changed.
- Appreciate how the Ummah provides support to those who are struggling and gives a feeling of community and togetherness.
- Explore what it means to be a Hajji, reflecting on the personal journey a Muslim will make both physically and spiritually.
- Explain how a journey might change someone even after the journey itself is over.
- Consider the challenges that people may face during the journey of life and the support that may be needed as they move through their own life journey.

### **CHRISTIANITY – JESUS**

- Focus on Christian beliefs about suffering and how these are responded to and commemorated through the events of Holy Week.
- Through study of Eucharist in different denominations, pupils will identify how Christians view the death and resurrection of Jesus as a source of guidance and comfort.
- Reflect on whether suffering can make a person stronger and who or what they can turn to when facing difficulties.

### **BUDDHISM - the Four Noble Truths and the Eightfold Path**

- Consider characteristics that make people 'human'.
- Know that people can change.
- Know that the Buddha underwent an important change.
- Know that the Buddha identified the Four Noble Truths.
- Begin to appreciate the Buddhist understanding of suffering and impermanence.
- Understand that the Eightfold Path is a guide to enlightenment.
- Consider their feelings about change.
- Reflect on the idea of their life being a journey of change.

### **CHRISTIANITY - CHURCH**

- Explore what it is that Christians believe gives their lives purpose and meaning
- Learn about the effect that belief in salvation brought about by Jesus' death and resurrection has.
- Discover how the act of confessing sins and seeking reconciliation and forgiveness restores relationships with others and with God in the eyes of the believer, leading to faith in life after death
- Reflect on the importance of forgiveness to them.

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