



Key concepts central to understanding religion: transcendence, belief, worship, tradition, morality

Key concepts central to human experience and questions about meaning and purpose: commitment, suffering, identity, connection

In Pre-School and Reception Year children will have the opportunity to:

Where do we belong?	*share and record occasions when things have happened in their lives that made them feel special *discuss the idea that each person is unique and valuable. *share occasions when others have made them feel special *share occasions when things have happened in their lives that made them feel special
Which stories are special and why?	*talk about some religious stories *recognise some religious words, e.g. about God *identify some of their own feelings in the stories they hear
Which places are special and why?	*talk about somewhere that is special to themselves, saying why *be aware that some religious people have places which have special meaning for them *talk about the things that are special and valued in a place of worship *identify some significant features of sacred places & recognise a place of worship *get to know and use appropriate words to talk about their thoughts and feelings
Which people are special and why?	*talk about people who are special to them *say what makes their family and friends special to them & identify some of the qualities of a good friend
What is special about our world?	*talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world *retell stories, talking about what they say about the world, God and human beings *think about the wonders of the natural world, expressing ideas and feelings *express ideas about how to look after animals and plants *talk about what people do to mess up the world and what they do to look after it
Which times are special?	*give examples of special occasions and suggest features of a good celebration *discuss the importance and value of celebration in children's own lives *look at reminders (cards, invitations, photos, wrapping paper) of special days

In Year One the scheme of work will enable children to:

	A Knowledge and understanding of a range of religions and worldviews	B Expression of ideas and insights about the nature and significance and impact of religions and worldviews	C Gaining and using skills to engage with religions and world views
Who is a Christian and what do they believe?	*talk about the fact that Christians believe in God and follow the example of Jesus (A1) *talk about some simple ideas about Christian beliefs about God and Jesus (A1) *re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2) *recognise some Christian symbols and images used to express ideas about God (A3)		*ask some questions about believing in God and offer some ideas of their own (C1) *talk about issues of good and bad, right and wrong arising from the stories (C3)
What makes some places sacred? <i>Church Visit</i> Christians and Muslims	*identify special objects and symbols found in a church, a synagogue and a mosque and be able to say something about what they mean and how they are used (A3)	*ask good questions during a school visit about what happens in a church (B1) *talk about ways in which stories, objects, symbols and actions used in churches, synagogues and mosques show what people believe (B2)	
What does it mean to belong to a faith community? Christians, Muslims and Jewish people	*recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3) *give an account about what happens at a traditional Christian infant baptism/ dedication and suggest what the actions and symbols mean (A1)	*know that some people belong to different religions (B1) *talk about what is special and of value about belonging to a group that is important to them (B2) *identify some similarities and differences between the ceremonies studied (B3) *respond sensitively to differences (B2)	*respond to examples of co-operation between different people (C2)

In Year Two the scheme of work will enable children to:

	A Knowledge and understanding of a range of religions and worldviews	B Expression of ideas and insights about the nature and significance and impact of religions and worldviews	C Gaining and using skills to engage with religions and world views
How should we care for others and the world and why does it matter? Christians and Jewish People	*recognise that some people believe God created the world and so we should look after it (A2) *re-tell Bible stories and stories from another faith about caring for others and the world (A2)	*talk about how religions teach that people are valuable, giving simple examples (B1) *identify ways that some people make a response to God by caring for others and the world (B1)	*use creative ways to express their own ideas about the creation story and what it says about what God is like (C1) *talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) *talk about issues of good and bad, right and wrong arising from the stories (C3)
Who is a Muslim and what do they believe?	*recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3) *talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1) *re-tell a story about the life of the Prophet Muhammad (A2) *recognise some objects used by Muslims and suggest why they are important (A2)	*identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1)	*find out about and respond with ideas to examples of cooperation between people who are different (C2)
How can we learn from sacred books? Christians, Muslims and Jewish people	*re-tell stories from the Christian Bible and stories from Islam; suggest the meaning of these stories (A2) *make links between the messages within sacred texts and the way people live (A2)	*recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3)	*ask and suggest answers to questions arising from stories Jesus told and from another religion (C1) *talk about issues of good and bad, right and wrong arising from the stories (C3) *suggest their own ideas about stories from sacred texts and give reasons for their significance (C1)

In Year Three the scheme of work will enable children to:

	A Knowledge and understanding of a range of religions and worldviews	B Expression of ideas and insights about the nature and significance and impact of religions and worldviews	C Gaining and using skills to engage with religions and world views
What does it mean to be Christian in Britain today? Why is the Bible so important for Christians today?	*describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1) ----- *describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1) *recall and name some Bible stories that inspire Christians (A2)	*suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2) ----- *give examples of how and suggest reasons why Christians use the Bible today (B1)	*discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2) *discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C2) ----- *discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3)
Why are festivals important to religious communities? <i>Easter, Eid</i> Christians, Hindus, Muslims and Jewish people	*retell some stories behind festivals: Easter, Diwali, Pesach, Ramadan (A2) *make connections between stories, symbols and beliefs with what happens in a range of festivals (A2) *identify similarities and differences in the way festivals are celebrated within and between religions (A3)	*ask questions and give ideas about what matters most to believers in festivals (B2) *suggest how and why religious festivals are valuable to many people (B2)	*explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1)
What do different people believe about God? Christians, Muslims and Hindus	*retell and suggest the meanings of stories from sacred texts about people who encountered God (A1) *describe some of the ways in which Christians, Hindus and Muslims describe God (A1)	*identify how and say why it makes a difference in people's lives to believe in God (B1) *suggest why having a faith or belief in something can be hard (B2) *identify some similarities and differences between ideas about what God is like in different religions (B3)	*ask questions and suggest some of their own responses to ideas about God (C1) -----

In Year Four the scheme of work will enable children to:

	A Knowledge and understanding of a range of religions and worldviews	B Expression of ideas and insights about the nature and significance and impact of religions and worldviews	C Gaining and using skills to engage with religions and world views
What does it mean to be a Hindu in Britain today? <i>Diwali</i>	*describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1) *describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2)	*suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2) *identify similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3)	*discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2)
Why is Jesus inspiring to some people? <i>Easter</i>	*make connections between some of Jesus' teachings and the way Christians live today (A1) *describe how Christians celebrate Holy Week and Easter Sunday (A1) *give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2)	*identify the most important parts of Easter for Christians and say why they are important (B1)	*present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2)
What can we learn from religions about deciding what is right from wrong? <i>Christians and Jewish people</i>	*make connections between stories of temptation and why people can find it difficult to be good (A2) *discuss their own and others' ideas about how people decide right and wrong (C3)	*give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1) *give examples of ways in which some inspirational people have been guided by their religion (B1) *identify some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3)	*find out at least two teachings from religions about how to live a good life (C3) *express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3)

In Year Five the scheme of work will enable children to:

	A Knowledge and understanding of a range of religions and worldviews	B Expression of ideas and insights about the nature and significance and impact of religions and worldviews	C Gaining and using skills to engage with religions and world views
Why do some people think God exists? If God is everywhere, why go to a place of worship? <i>Synagogue Visit</i> Christians, Hindus and Jewish people	*outline clearly a Christian understanding of what God is like, using examples and evidence (A2) ----- *make connections between how believers feel about places of worship in different traditions (A3) *outline how and why places of worship fulfil special functions in the lives of believers (A3)	*define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1) *express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1) *give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2) ----- *select and describe the most important functions of a place of worship for the community (B3) *give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2) *comment thoughtfully on the value and purpose of places of worship in religious communities (B1)	*present different views on why people believe in God or not, including their own ideas (C1) *enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1) ----- *present ideas about the importance of people in a place of worship, rather than the place itself (C1) *find out about what believers say about their places of worship (C2)
What would Jesus do? (Can we live by the values of Jesus in the 21st century?)	*outline Jesus' teaching on how his followers should live (A2)	*explain the impact Jesus' example and teachings might have on Christians today (B1) *offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3)	*discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3) *express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3)
What does it mean to be a Muslim in Britain today?	*describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1) *make connections between the key functions of the mosque and the beliefs of Muslims (A1) *make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2) *describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2)	*describe and reflect on the significance of the Holy Qur'an to Muslims (B1) *comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1)	*answer the title key question from different perspectives, including their own (C1)

In Year Six the scheme of work will enable children to:

	A Knowledge and understanding of a range of religions and worldviews	B Expression of ideas and insights about the nature and significance and impact of religions and worldviews	C Gaining and using skills to engage with religions and world views
Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians and Muslims	*describe and make connections between examples of religious creativity (buildings and art) (A1)	*show understanding of the value of sacred buildings and art (B3). *suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). https://www.canterbury-cathedral.org/learning/resources/the-cathedral/	*apply ideas about values and from scriptures to the title question (C2). *find out about religious teachings, charities and ways of expressing generosity (C3). *examine the title question from different perspectives, including their own (C1).
What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? Hindus, Christians and Muslims	*describe what Ahimsa, Grace or Ummah mean to religious people (A1) *make connections between beliefs and behaviour in different religions (A1) *make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1) *explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1)	*outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2) *consider similarities and differences between beliefs and behaviour in different faiths (B3) *consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3)	
Green religion – how and why should religious communities do more to care for the Earth? Hindus, Christians, Muslims and Jewish people	*describe some key environmental problems and some key religious teachings about the Earth (A1) *make connections between beliefs about the Earth and activist behaviour in different religions (A1) *identify similarities and differences between religious beliefs about the Earth (A1)	*understand the challenges facing the planet and responses from different religions (B2) *consider and evaluate the contributions religions can make to environmental protection (B3)	*investigate examples (at least two) of religious projects seeking to have an environmental impact (C3) *discuss and describe their own and others' ideas about how to 'save the Earth' (C3)