

| EYFS   |   |   |  |                                       |   |
|--|---|---|--|---------------------------------------|---|
| TERM 1   | TERM 2  | TERM 3  | TERM 4   | TERM 5                                | TERM 6  |
| <b>TRANSPORT</b><br>Which stories are special and why?   | <b>TOYS</b><br>Which times are special and why?   | <b>SUPERHEROES</b><br>Which people are special and why? | <b>LAND AND SEA</b><br>Which places are special and why? | <b>GROWING</b><br>Where do we belong? | <b>ANIMALS</b><br>What is special about our world?  |
| ↓  |   |   |  |                                       |   |
| Communication and Language – Speaking  |   |   |  |                                       |   |
| <b>Learning Experiences:</b><br><br>Plan, do, review – An opportunity to share their thoughts and ideas with the class.<br><br>Additional Vocabulary:<br>Hello, My name is, Do you like..., Would you like to...   | <b>Pupils learn:</b> <ul style="list-style-type: none"><li>To talk about things that are important to them.</li><li>To start a conversation with an adult or friend.</li></ul>  |   |  |                                       | <b>Substantive Threads:</b><br><br>Values (RE)<br><br>Relationships, belonging and communities (RE) |
| The World – People and Communities   |   |   |  |                                       |   |
| <b>Learning Experiences</b><br><br>Small world figures from different cultures<br><br>Puppets and role play resources<br><br>Pictures of religious artefacts<br><br>Children’s Bibles in Book Corner<br><br>Story pictures to sequence   | <b>Pupils learn:</b> <ul style="list-style-type: none"><li>That there are different religions e.g. Christianity and Islam.</li><li>That some books are sacred to different religions.</li><li>That there is a special book for Christians (Bible) and a special book for Muslims (Qur’an).</li><li>That a Bible and the Qur’an teach us about God or Allah (Muslims).</li><li>That there are similarities and differences between different religious artefacts e.g. Bible and the Qur’an.</li><li>About when Muhammad was first given the Qur’an (Muhammad and the night of power).</li><li>That some stories have meaning to religious people.</li><li>About different Bible stories that show how we can all change our ways e.g. Jesus and the story of (Zacchaeus, Luke 19).</li></ul> |   |  |                                       | <b>Substantive Threads:</b><br><br>Sacred Books and Places (RE)                                     |
| PREREQUISITES <ul style="list-style-type: none"><li>To be positive about the differences between people.</li><li>Find ways to calm themselves, through being calmed and comforted by their key person.</li><li>Say a simple sentence.</li><li>To play alongside other children.</li><li>That some groups may follow a religion.</li><li>Establish their sense of self.</li></ul> |   |   |  |                                       |   |

# Key Stage 1 – Year 1

| Year 1   |   |  |                                |  |   |
|--|---|--|--------------------------------|--|---|
| TERM 1   | TERM 2  | TERM 3   | TERM 4                         | TERM 5                                 | TERM 6  |
| What does it mean to belong to a faith community?  | How and why do we celebrate special and scared times? (Christmas) | Who is a Christian and what do they believe?   | What makes some places sacred? | Who is a Jew and what do they believe? | What makes Christians, Jews and Muslims the same and different? |
| ↓living  |   |  |                                |  |   |
| <b>Necessary context for learning</b><br><br>When talking to a <b>Christian/Muslim</b> ask them what they use in the Church/Mosque...<br><br>When re-enacting a baptism show that they know the symbols used such as...<br><br>In the lives of Muslims and Christians...                       |   | <b>Pupils learn:</b> <ul style="list-style-type: none"><li>That different people belong to <b>communities</b> that makes them special and important and that some of those are religious groups - family/school/clubs.</li><li>How <b>symbols</b> in people’s own lives show that they belong e.g. symbols for scouts, gym club.</li><li>That religious believers use symbols of ‘<b>belonging</b>,’ e.g. in <b>Christianity</b>, <b>baptismal candle in baptism</b>; a <b>cross</b> to symbolise the sacrifice <b>Jesus</b> made; <b>prayer beads</b> in <b>Islam</b> to show the <b>99 names of Allah</b> and a <b>prayer mat</b> for cleanliness.</li><li>That in baptism the person is shown as being of value through the pouring of <b>Holy water</b> (a symbol of life) and <b>oil</b> (for strength) as well as gaining the <b>Holy Spirit</b>.</li><li>That in <b>marriage</b> Christians show they belong to each other with the symbols of rings (<b>eternal love</b>); in <b>Islam</b> a marriage legal contract is signed called the <b>Nikah</b>.</li><li>What is good about being a Muslim and Christian today using the idea of coming together for prayer, having someone to talk to and praying 5 times a day.</li></ul> |                                |  |   |
| <b>PREREQUISITES</b> <ul style="list-style-type: none"><li>To know that the followers of Christianity are called Christians and Islam are Muslims.</li><li>That the Bible and Qur’an teach us about God and Allah.</li><li>That there are times that make us feel special – baptism.</li></ul> |   |  |                                |  |   |
| <b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>In the symbols of ____they ____</li><li>In the way they celebrate ...</li><li>I think that because they ____</li></ul>  |   |  |                                |  |   |

# Year 2

| Year 2   |  |  |   |   |   |
|--|--|--|---|---|---|
| TERM 1   | TERM 2   | TERM 3   | TERM 4                                  | TERM 5  | TERM 6  |
| How should we care for the world and why does it matter?   | How can we learn from sacred books? (Christmas). | Who is Muslim and what do they believe?  | Who is Muslim and what do they believe? | How and why do we celebrate special and scared times? | What does it mean to belong to a faith community? |
| ↓living  |  |  |   |   |   |
| <b>Necessary context for learning:</b><br><br>In re-enacting the story of the paralyzed man ...<br><br><br><br><br><br>By drawing a cartoon for the Golden Rule ...<br><br><br><br><br><br>Through debate we know that ....  |  | <b>Pupils learn:</b> <ul style="list-style-type: none"><li>• That in religion we can learn what is special about our world and caring for others, from the story of how God blesses the children (Matthew 19); the paralyzed man.</li><li>• That in religion, believing tells us how to treat others and the world (Genesis 2 that we should look after the world as a gardener).</li><li>• That the Golden Rule is a way for Christians, Muslims and Humanists to treat others (Matthew 7:12) and how that influences their lives.</li><li>• That stories show believers how to be good.</li><li>• That the Creation story gives us an idea of what God is like (creative, great, that creation and people are important).</li><li>• That serving others and supporting the poor are important parts of being a religious believer (Islam/ Muslims must give to charity (Zakat- one of their 5 pillars); Judaism/Jews must also give to charity (Tzedekah)).</li><li>• That religion can be a power for peace or a cause of conflict in the world through believers having different beliefs.</li></ul> |   |   |   |
| <b>PREREQUISITES</b> <ul style="list-style-type: none"><li>• Why the world is special to them and everyone else.</li><li>• To say how and why we are all important to God- people, plants and animals. (Muhammad and the tiny any story).</li><li>• To have some understanding of the creation story.</li><li>• To say what is the same and different between the ways different religions think about the world – looking after animals and plants.</li></ul> <b>SUBSTANTIVE AND DISCIPLINARY KNOWLEDGE</b> <ul style="list-style-type: none"><li>• I think that</li><li>• The story of/the rule of ...shows that</li><li>• To some people...</li></ul> |  |  |   |   |   |

# Year 3

| Year 3   |        |  |   |                     |  |
|--|--------|--|---|---------------------|--|
| TERM 1   | TERM 2 | TERM 3   | TERM 4  | TERM 5              | TERM 6   |
| What does it mean to be a Christian in Britain today?  |        | What do different people believe about God (Christians and Muslims).   | Why are festivals important to religious communities?(Christians and Muslims) | Why do people pray? | Why is the Bible important for Christians today? |
| ↓living  |        |  |   |                     |  |
| <b>Necessary context for learning:</b><br><br>By drawing a picture of a Christian home ...<br><br>By exploring church websites and noticeboards of different types of churches...<br><br>By talking to a Christian...<br><br>By comparing...   |        | <b>Pupils learn:</b> <ul style="list-style-type: none"><li>• That we all belong and that some of the groups we belong to are religious.</li><li>• That religious people can practise their religion in different ways but share the same beliefs.</li><li>• How people in the church community show their faith - Sunday school, youth groups- girls and boy's brigade.</li><li>• To identify and name examples of what Christians have to do in their church to show their faith such as praying, singing and reading the Bible.</li><li>• What you might find and what people might do in a Christian home that shows their faith e.g., Bible, crucifix, palm cross and the links to the Easter story; praying, reading the Bible and giving money to charity.</li><li>• That Christians show their faith in the wider community for the good of others- visiting the sick, charity groups (Christians against poverty), food banks.</li><li>• About the life of important Christian's and their impact on the world – Mother Theresa and Archbishop Justin Welby.</li><li>• To explore why it is good and difficult being a Christian in Britain today – sense of community; someone to talk to; it's difficult being different; time commitment.</li></ul> |   |                     |  |
| <b>PREREQUISITES</b> <ul style="list-style-type: none"><li>• That different religions have different and the same beliefs about God. (all powerful, loving, close, forgiving)</li><li>• That Christians express their beliefs through art (symbols and images) and music.</li><li>• That Christians follow the religion of Christianity and celebrate in a church.</li><li>• To understand some of the message behind some of the parables and stories and what this tells us about Jesus.</li><li>• To observe what Christians do in their everyday life and what is important to them. (prayer, treating others kindly- explore some prayers).</li></ul> |        |  |   |                     |  |
| <b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b><br><br>To some people it means ....<br>Religious thinkers think that...<br>I believe that .....   |        |  |   |                     |  |

# Year 4

| Year 4   |  |   |  |   |  |
|--|--|---|--|---|--|
| TERM 1   | TERM 2   | TERM 3  | TERM 4                                 | TERM 5  | TERM 6   |
| What does it mean to be a Hindu in Britain today?  |  | What can we learn from religion about deciding what is right and wrong? | Why is Jesus inspiring to some people? | How do people from religious and non-religious communities celebrate key festivals. | Why do some people think life is a journey and what significant experiences mark this? |
| ↓living  |  |   |  |   |  |
| <b>Necessary Context for Learning</b><br><br>That by recreating the daily puja they ...<br><br>That by reflecting on their own actions they can see ...<br><br>By debating ...                   | <b>Pupils learn:</b> <ul style="list-style-type: none"><li>That we use the term Hinduism but Hindus often call it <b>Sanatana Dharma</b> (Eternal Way).</li><li>What some of the Hindu aims of life are (punusharthas) - moral duty (dharma); (providing for the family (artha) ; enjoying life (kama) and birth and rebirth (moksha), are through the story of Rama and Sita.</li><li>What Hindus have in their home to show their faith – murtis (statues of gods), family shrine, pictures of deities, puja tray (a tray containing a bell a pot of water, a diva lamp, an incense burner, a pot of kum kum powder and a spoon).</li><li>That Hindus carry out rituals at home that show their faith - daily puja which means offering prayers, light, incense, flowers and food to the gods; aarti (thanksgiving to the deities using light) and bhajans (devotional songs).</li><li>That Hindus believe in the ideas of karma (that the benefits and detrimental effects of past deeds impact on life) – with the idea of action and reaction and how this can affect decisions about good and bad.</li><li>That being a Hindu can be shown in what they do in the wider community- performing rituals, singing hymns/songs (bhajans), offerings before their statues/gods (murtis), sharing and receiving <b>prashad</b> (an apple or sweet) representing the grace of God.</li><li>About the life of important Hindu people – such as Mahatma Gandhi - and how their faith and actions impacted on and continue to impact on the world.</li><li>Theologians identify possible reasons why it is good and difficult being a Hindu in Britain today – coming together to perform rituals; sense of community, the commitment.</li></ul> |   |  |   |  |
| <b>PREREQUISITES</b> <ul style="list-style-type: none"><li>To understand what it is like being part of a religion.</li><li>That Diwali is a special Hindu festival.</li></ul>                    |  |   |  |   |  |
| <b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>To some people this shows that...</li><li>I feel that ...</li><li>This source shows that ....</li></ul> |  |   |  |   |  |

# Year 5

| Year 5  |  |   |  |   |        |
|---|--|---|--|---|--------|
| TERM 1  | TERM 2   | TERM 3  | TERM 4   | TERM 5  | TERM 6 |
| Why do some people believe God exists?  | What would Jesus do? Can people live by the values of Jesus today in the twenty-first century? | What would Jesus do? Can people live by the values of Jesus today in the twenty-first century?  | What does it mean to be a Muslim in Britain today? | If God is everywhere, why go to a place of worship? |        |
|   |  |   |  |   |        |
| <b>Necessary context for learning</b><br><br>To debate...<br><br>By reading the Genesis account of the Christian story...<br><br>To present their findings through their own method...  |  | <b>...pupils learn:</b> <ul style="list-style-type: none"><li>• That everyone has their own beliefs and that these are <b>atheist</b> (lack of belief in God/gods), <b>theist</b> (belief in God or gods) and <b>agnostic</b> (cannot say if God exists).</li><li>• To reason why a Christian believes in one God and an Atheist does not believe in any.</li><li>• To express thoughtful ideas about the impact of believing or not believing in God on someone's life.</li><li>• That Christians have an understanding of what God is like from Biblical metaphors such as, <b>God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light</b>.</li><li>• Religious believers understand that their interpretation of God's roles vary and this will make a difference to the way they live their lives.</li><li>• To know the Genesis account of the creation story and to explore how Christians view this.</li><li>• To be able to compare the views of Christians and that of religious scientists about the creation story. (Jennifer Wiseman, John Polkinghorne, Denis Alexander).</li></ul> |  |   |        |
| <b>PREREQUISITES</b> <ul style="list-style-type: none"><li>• to explore how ideas about God are shown in stories/narratives: e.g. encounters which help believers to understand God's relationship with people (Moses and the Burning Bush - Exodus 3:1–15 and Paul's conversion- Acts 9:1–19);stories Jesus told which teach about God (the parable of the Lost Son or the Forgiving Father- Luke 15:11–32);</li><li>• some of the ways in which religions name and describe the attributes of God, with a particular focus on how</li><li>• Christians think of God as Trinity – Father, Son and Holy Spirit</li><li>• explore the fact that many people do not believe in God. Find out some reasons why and consider what difference it can make to someone's personal worldview.</li></ul> |  |   |  |   |        |
| <b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>• Some people believe ___ while others think ...</li><li>• The story of/the rule of ...shows that</li><li>• Religious academics think that...</li></ul>  |  |   |  |   |        |

# Year 6

| Year 6  |  |   |   |  |   |
|---|--|---|---|--|---|
| TERM 1  | TERM 2   | TERM 3  | TERM 4  | TERM 5   | TERM 6  |
| What do religious and non-religious world views teach about caring for the Earth?   | Is it better to express your belief in arts and architecture or in charity and generosity? | What difference does it make to believe in Ahimsa, Grace and/or Ummah?  | What matters most to Christian's and Humanists? | What can be done to reduce racism? Does religion help? | What does religion say to us when life gets hard? |
|   |  |   |   |  |   |
| <b>Necessary context for learning</b><br><br>In creating posters about Green and religious Earth issues we learn that...<br><br>Through a case study of Greta Thunberg...<br><br>By discussing...<br><br>In debating the different opinions of different groups (religious and non-religious) I understand that...  |  | <b>pupils learn:</b> <ul style="list-style-type: none"><li>There are key environmental problems and religious teachings about the Earth. (Khalifa – Islam, stewardship – Christianity, Bhumi – Hindu and Tu B'Shevat – Jewish).</li><li>The importance of climate justice and the impact this is having on our planet. (Greta Thunberg)</li><li>To appreciate how religious groups are responding to issues about the environment by looking at the work of religious groups- Jewish Ecological Coalition; Islamic relief tree planting and the Christian Eco Church or Operation Noah and that they should show their traditions more strongly.</li><li>In order for people and the planet to survive there needs to be activism and commitment to re-balance our world.</li><li>Through debating green justice and how this fits with religious ideas, what kinds of behaviour, beliefs and expression the world needs.</li><li>To appreciate that religious and non-religious people have similar and different views on how to care for our planet.</li><li>That asking questions of different groups is a way to understand and form opinions for example whose world is this? Should religion be greener?</li></ul> |   |  |   |
| <b>PREREQUISITES</b> <ul style="list-style-type: none"><li>That in religion we can learn what is special about our world and caring for others, from the story of how <b>God blesses the children</b> (Matthew 19); the <b>paralyzed man</b>.</li><li>That the <b>Creation story</b> gives us an idea of what God is like (creative, great, that creation and people are important).</li><li>That the <b>Golden Rule</b> is a way for <b>Christians, Muslims</b> and <b>Humanists</b> to treat others (Matthew 7:12) and how that impacts on their lives.</li><li>That in religion believing tells us how to treat others and the world (Genesis 2 that we should look after the world as a gardener).</li><li>That religion can be a power for peace or a cause of conflict in the world through believers having different beliefs.</li><li>That serving others and supporting the poor are important parts of being a religious believer (<b>Zakat, alms giving, in Islam; tzedekah (charity) in Judaism</b>).</li></ul> |  |   |   |  |   |
| <b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>I understand that other people have different opinions because...</li><li>Religious thinkers debate the truth and understanding of different groups by</li><li>I can ask questions of different religious and non-religious believers.</li><li>This source shows me that</li></ul>   |  |   |   |  |   |