

	Who We Are	Sharing the Planet	How the World Works	How we organise themselves	Where we are in place and time	How We Express Ourselves
EYFS	Know some similarities and differences between different religious and cultural communities in this country.	Know some similarities and differences between different religious and cultural communities in this country and		Know some similarities and differences between different religious and cultural communities in this country and what has been		Know some similarities and differences between different religious and cultural communities in this country and
Year 1	<p><b>Know about and understand a range of religions and world views:</b></p> <p>*Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2)</p> <p>*Talk about the fact that Christians believe in God and follow the example of Jesus</p> <p>*Recognise some Christian symbols and images used to express ideas about God (A3)</p> <p>*Talk about simple ideas about Christian beliefs, God and Jesus (A1).</p> <p>*Make links between what Jesus taught and what Christians believe and do (A2)</p>	<p><b>Know about and understand a range of religions and world views:</b></p> <p>*Identify some ways Christians celebrate Christmas/Easter/Pentecost/ Harvest and some ways a festival is celebrated in another religion (A1).</p> <p>*Identify a special time they celebrate and explain simply what a celebration is (A1).</p> <p>*Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</p> <p>*Re-tell stories connected with Christmas/Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <p>*Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas/Chanukah and/or Eid ul Fitr (A3).</p>	<p><b>Express ideas and insights about the nature, significance and impact of world religions and worldviews:</b></p> <p>*Talk about what is special and of value about belonging to a group that is important to them (B2).</p> <p>*Show an awareness that some people belong to different religions (B1).</p> <p>*Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).</p> <p>*Identify some similarities and differences between ceremonies studied (B3).</p>	<p><b>Know about and understand a range of religions and world views:</b></p> <p>*Identify some ways Christians celebrate Christmas/Easter/Pentecost/ Harvest and some ways a festival is celebrated in another religion (A1).</p> <p>*Identify a special time they celebrate and explain simply what a celebration is (A1).</p> <p>*Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</p> <p>*Re-tell stories connected with Christmas/Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <p>*Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas/Chanukah and/or Eid ul Fitr (A3).</p>	<p><b>Gain and deploy the skills needed to engage seriously with religions and worldviews:</b></p> <p>*Collect examples of what people do, give, sing, remember or think about at the religious festivals studied, and say why they matter to believers (C1).</p>	<p><b>Express ideas and insights about the nature, significance and impact of world religions and worldviews:</b></p> <p>*Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival from another religion (B1)</p> <p>*Identify some similarities and differences between the celebrations studied</p>
Year 2	<p>Re-tell stories connected with Christmas/Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers.</p> <p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God.</p> <p>Ask some questions about God that are hard to answer and offer some ideas of their own.</p> <p>Identify some ways Christians celebrate Christmas/Easter/ Pentecost/ Ha</p>	<p>Identify some ways Christians celebrate Christmas/Easter/ Pentecost/ Harvest and some ways a festival is celebrated in another religion.</p> <p>Identify a special time they celebrate and explain simply what a celebration is.</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious festivals studied. and say why they matter</p>	<p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival from another religion.</p> <p>Identify some similarities and differences between the celebrations studied.</p> <p>Answer the title question thoughtfully, in the light of their learning in this unit.</p>	<p>Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas/Chanukah and/or Eid ul Fitr.</p> <p>Identify some similarities and differences between the celebrations studied.</p> <p>Re-tell stories connected with Christmas/Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers.</p> <p>Identify some ways Christians celebrate</p>	<p>Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad and identify some ways Muslims mark Ramadan and celebrate Eid-UI- Fitr.</p> <p>Recognise that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like.</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99names of Allah.</p> <p>Answer the title question</p>	<p>Retell a story about the life of Muhammad.</p> <p>Recognise some objects used by Muslims and suggest why they are important.</p> <p>Make links between what the Holy Qu'ran says and how Muslims behave.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-UI-Fitr and how this might make them feel.</p> <p>Answer the title question thoughtfully, in the light of their learning in this unit.</p>

Year 3	<p>Identify beliefs about God that held by Christians, Hindus and/or Muslims (B1)</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe God (B1).</p> <p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches.</p>	<p>Re-tell and suggest the meanings of stories from sacred texts about people who encountered God (A1).</p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1).</p>	<p>Ask good questions about what Christians do to show their faith (B1).</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard (B2). Discuss links between the actions of Christians helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</p>	<p>Discuss and present their own ideas about why there are so many ideas about God and express their own understanding of God through words, symbols and art (C1). Identify and name examples of what Christians have and do in their families and at a church to show their faith (A3).</p> <p>Describe some examples of what Christians do to show their faith and what, and make connections with some Christian beliefs and teachings (A1).</p> <p>Describe some ways in which Christians express their faith through hymns and modern worship songs.</p>	<p>Describe what some believers do when they pray (A1).</p> <p>Describe the practice of prayer in the religions studied (A2).</p> <p>Make connections between what people believe and what people do when they pray (A3).</p> <p>Consider and evaluate the significance of prayer in the lives of people today.</p>	<p>Respond thoughtfully to examples of how praying helps religious believers (B2).</p> <p>Describe ways in which prayer can comfort and challenge believers (B2).</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</p> <p>Explain similarities and differences between how people pray (B3).</p>
Year 4	<p>Suggest some ideas about good ways to treat others, arising from their learning (C3).</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2). Recall and talk about some rules for living in religious traditions (B2).</p> <p>Discuss their own and others, ideas about how people decide right and wrong (C3).</p>	<p>Make connections between some of Jesus' teachings and the way Christians live today (A1). Ask questions raised by the stories and life of Jesus and his followers today, and give examples of how Christians are inspired by Jesus (B1) Find out at least two teachings from religions about how to live a good life (C3).</p>	<p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p>	<p>Identify the most important parts of Easter for Christians and say why they are important (B1). Describe how Christians celebrate Holy Week and Easter Sunday (B1). Give simple definitions of some key Christian terms 9e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, Incarnation, salvation – see unit L2.2), reflecting on why this inspires. Make connections between stories of temptation and why people can find it difficult to be good (A2). Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</p>	<p>Ask good questions about what Jews do to show their faith (B1). Suggest at least two reasons why being a Jew is a good thing in Britain today and two reasons why it might be hard sometimes (B2). Explain similarities and differences between Jewish worship and worship in another religion tradition pupils have been taught (B3). Discuss links between the actions of Jews helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p>Discuss and present ideas about what it means to be a Jew in Britain today, making links with their own experiences (C1).</p>	<p>Explain 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).</p>
Year 5	<p><b>C: Gain and deploy the skills needed to engage seriously with religions and worldviews.</b></p> <p>Answer the title key question from different perspectives, including their own.</p> <p><b>A: Know about and understand a range of religions and world views.</b></p> <p>Give two reasons why a Christian believes in God and why an atheist does not (A3). Outline clearly a Christian understanding of what God is</p>	<p><b>C: Gain and deploy the skills needed to engage seriously with religions and worldviews.</b></p> <p>Present different views on why people believe in God or not, including their own ideas (C1). Enquire into what some atheists, theists and agnostics say about God, expressing their own ideas and arguments, using evidence and examples (C1).</p>	<p><b>C: Gain and deploy the skills needed to engage seriously with religions and worldviews.</b></p> <p>Answer the title key question from different perspectives, including their own.</p> <p><b>A: Know about and understand a range of religions and world views.</b></p> <p>Recall and name some key features of places of worship studied (A1).</p> <p>Make connections between how believers feel about places of worship in different traditions (A2)</p>	<p><b>C: Gain and deploy the skills needed to engage seriously with religions and worldviews.</b></p> <p>Answer the title key question from different perspectives, including their own.</p> <p><b>B: Express ideas and insights about the nature, significance and impact of world religions and worldviews.</b></p> <p>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</p>	<p><b>C: Gain and deploy the skills needed to engage seriously with religions and worldviews.</b></p> <p>Answer the title key question from different perspectives, including their own.</p> <p>Find out about what believers say about their places of worship.</p> <p>Present ideas about the importance of people in a place of worship rather than the place itself (C1).</p> <p><b>B: Express ideas and insights</b></p>	<p><b>C: Gain and deploy the skills needed to engage seriously with religions and worldviews.</b></p> <p>Answer the title key question from different perspectives, including their own.</p> <p><b>A: Know about and understand a range of religions and world views.</b></p> <p>Describe the 5 Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p>Make connections about Muslim practices, the key functions of the</p>

<p>Year 6</p>	<p>A: Know about and understand a range of religions and world views.  Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).  Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life (B1).  Describe and make connections between examples of religious creativity (buildings and art)(A1).  Respond with ideas of their own to the title question(B2).  Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).  Find out about religious teachings, charities and ways of expressing generosity(C3).  Examine the title question from different perspectives, including their own (C1).</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples.  B: Express ideas and insights about the nature, significance and impact of world religions and worldviews.  Respond with ideas of their own to the title question(B2).  Find out about religious teachings, charities and ways of expressing generosity(C3).  Apply ideas about values and from scriptures to the title question (C2).  Examine the title question from different perspectives, including their own (C1).  A: Know about and understand a range of religions and world views.  Identify the values found in stories and texts (A2).  Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace in the light of their learning (C2).</p>	<p>Apply ideas about values and from scriptures to the title question (C2).  Examine the title question from different perspectives, including their own (C1).  What matters most to Christians and Humanists?  Identify the values found in stories and texts (A2).</p>	<p>Describe and make connections between examples of religious creativity (buildings and art)(A1).  Express ideas about how and why religion can help believers when times are hard, giving examples.  Explain what difference belief in judgement/karma/reincarnation might make to how someone lives, giving examples (B1).  B: Express ideas and insights about the nature, significance and impact of world religions and worldviews.  Apply ideas about values and from scriptures to the title question (C2).  Outline how and why some Humanists criticise spending on religious buildings or art (A3)..  Respond with ideas of their own to the title question(B2).  Show an understanding of the value of sacred buildings and sacred art (B3).</p>	<p>Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).  Outline Christian, Hindu and/or non-religious beliefs about life after death (A1).  Explain some similarities and differences between beliefs about life after death (B2).</p>	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).  Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3).  Describe some Christian and Humanist values simply (B3).  Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2)  Give examples of similarities and differences between Christian and Humanist values (B3).  Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).  Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace in the light of their learning (C2).</p>
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