

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religions	Christianity Judaism Hinduism Islam Sikhism	Christianity Judaism	Christianity- digging deeper Islam Judaism	Hinduism Christianity Sikhism	Christianity- digging deeper Judaism Humanism	Sikhism Hinduism Christianity	Christianity- digging deeper Hinduism Islam
Topic of study	What makes people special? UC- Incarnation How do people celebrate? UC- Salvation What can we learn from stories? UC- Creation	Is Shabbat important to Jewish children? UC- Incarnation Are Rosh Hashanah and Yom Kippur important to Jewish children? UC- Salvation Does celebrating Chanukah make Jewish children feel closer to God? UC- Creation – Year A UC- God-Year B	Does praying at regular intervals help a Muslim in their everyday life? UC- Incarnation Does going to a mosque give Muslims a sense of belonging? UC- Salvation- What is the best way for a Jewish child to show commitment to God? UC- Creation- Year A UC- Gospel Year B	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? UC- Incarnation Does joining the Khalsa make a person a better Sikh? UC- Salvation Do Sikhs think it is important to share? UC- Creation/Fall – Year A UC- Gospel-Year B	How special is the relationship Jews have with God? UC- Incarnation Why don't people believe in God? UC- Salvation How important is it for Jewish people to do what God asks them to do? UC- Creation/ – Year A UC- Kingdom of God-Year B	Are Sikh stories important today? UC- Incarnation How far would a Sikh go for their religion? UC- Salvation How can Brahman be everywhere and in everything? Hinduism UC- God – Year A UC- Gospel-Year B	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? UC- Incarnation What is the best way for a Muslim to show commitment to God? UC- Salvation How do Hadith guide Muslims through the journey of life? UC- Creation/fall– Year A UC-Kingdom of God-Year B
Skills progression	<p>I know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -</p> <p>I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>I can explore the natural world around them, making observations and drawing pictures of animals and plants; -</p> <p>I know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -</p> <p>I understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>I can share my own beliefs, ideas and values and talk about my feelings.</p> <p>I can name and explore some celebrations, worships or rituals.</p> <p>I know why it is important for some people to belong to a religion.</p> <p>I know some religious symbols and can discuss why they are important.</p> <p>I can discuss how my beliefs affect my behaviour.</p>	<p>I can use religious words and phrases to identify some features of religion and its importance for some people.</p> <p>I can begin to show awareness of similarities in religions.</p> <p>I can retell religious stories and suggest meanings for religious actions and symbols.</p> <p>I can identify how religion is expressed in different ways.</p> <p>I can ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief.</p> <p>I can recognise that some questions cause people to wonder and are difficult to answer. I can, in relation to matters of right and wrong, recognise my own values and those of others</p> <p>I can ask questions to further my own understanding.</p>	<p>I can describe the key aspects of religions, especially the people, stories and traditions.</p> <p>I can begin to identify the similarities and differences between religions.</p> <p>I can use specialist vocabulary when communicating my knowledge.</p> <p>I can discuss my own religious views or opinions</p> <p>I can ask questions to further my own understanding.</p>	<p>I can use a developing religious vocabulary to describe some key features of religions.</p> <p>I can recognise and share similarities and differences between religions.</p> <p>I can make links between beliefs and sources, including religious stories and sacred texts.</p> <p>I can begin to identify the impact religion has on believers' lives.</p> <p>I can describe some forms of religious expression</p> <p>I can identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief.</p> <p>I can ask important questions about religion and beliefs, making links between their own and others' responses.</p> <p>I can make links between religious and non-religious values and commitments, and their own attitudes and behaviour.</p>	<p>I can describe the variety of practices and ways of life in religions.</p> <p>I can identify and describe some similarities and differences within and between religions.</p> <p>I can use specialist vocabulary when communicating their knowledge and understanding.</p> <p>I can reflect on what it means to belong to a certain faith and discuss own responses.</p> <p>I can identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief.</p> <p>I can ask important questions about religion and beliefs, making links between their own and others' responses.</p> <p>I can make links between religious and non-religious values and commitments, and their own attitudes and behaviour.</p>	<p>I can use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.</p> <p>I can make links between religions, beliefs and practices, and describe some similarities and differences both within and between religions.</p> <p>I can describe the impact of religion on people's lives suggest meanings for a range of forms of religious expression</p> <p>I can raise and suggest answers to questions and issues raised by religion and belief.</p> <p>I can apply their ideas relating to their study of religion and belief to their own and other people's lives.</p> <p>I can make links between religious and non-religious values and commitments, and their own attitudes and behaviour.</p> <p>I can describe what inspires and influences themselves and others, in relation to religion and belief.</p>

UC= Understanding Christianity