

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religions	Christianity Judaism Hinduism/ Hindu dharma and Islam	Christianity Judaism and Non-religious worldviews.	Christianity- digging deeper Islam Judaism	Hinduism Christianity Sikhism	Christianity- digging deeper Judaism, Islam Humanism	Sikhism , Non-religious worldviews/Humanism Hinduism Christianity	Christianity- digging deeper Hinduism Islam
Topic of study	Why am I special. What do people from different religions do to welcome babies? UC- Incarnation- Why do Christians perform nativity plays at Christmas? How and why do many followers of Hindu dharma celebrate Holi and Raksha Bandhan? UC- Salvation- Why do Christians put a cross in an Easter garden? How do Hindus celebrate Diwali and Muslims celebrate Eid- Ul- Fitr? UC- Creation-Why is the word 'God' so important to Christians?	Is Shabbat important to Jewish children? UC Incarnation KSI Why does Christmas matter to Christians? Does celebrating Chanukah make Jewish children feel closer to God? UC Salvation KSI Why does Easter matter to Christians? What do humanists believe about making a difference? UC Creation KSI- Who made the world?	Why is God important for Muslims? UC Incarnation KSI Digging deeper-Why does Christmas matter to Christians? Does completing Hajj make a person a better Muslim? Does praying at regular intervals help a Muslim in their everyday life? UC Salvation KSI Digging deeper Why does Easter matter to Christians? What is the best way for a Jewish child to show commitment to God? UC Creation KSI- you may want to use digging deeper: Who made the world?	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? UC Incarnation LKS2 What is the Trinity? Why don't people believe in God? UC Salvation LKS2 Digging deeper Why do Christians call the day Jesus died 'Good Friday'? Does joining the Khalsa make a person a better Sikh? UC Creation/Fall LKS2 What do Christians learn from the Creation story?	How special is the relationship Jews have with God? UC Incarnation LKS2 Digging deeper What is the Trinity? Why don't people believe in God? UC Salvation LKS2 Digging deeper Why do Christians call the day Jesus died 'Good Friday'? What makes some books sacred, how are they used and why do they matter to believers? UC Creation/Fall LKS2 Digging deeper What do Christians learn from the Creation story?	Why do some humanists strive to make the world a better place? UC Incarnation UKS2 Was Jesus the Messiah? How far would a Sikh go for their religion? UC Salvation UKS2 Unit 2b Year 5 What did Jesus do to save human beings? How can Brahman be everywhere and in everything? UC God UKS2 What does it mean if God is holy and loving?	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? UC Incarnation UKS2 Digging deeper Was Jesus the Messiah? What is the best way for a Muslim to show commitment to God? UC Salvation UKS2- Unit 2b Year 6 What difference does the resurrection make to Christians? How do Hadith guide Muslims through the journey of life? UC Creation/Fall UKS2 Could look at digging deeper if you wish. Creation and science: conflicting or complementary?
Skills progression	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; - 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. I can explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - I understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	I can share my own beliefs, ideas and values and talk about my feelings. I can name and explore some celebrations, worships or rituals. I know why it is important for some people to belong to a religion. I know some religious symbols and can discuss why they are important. I can discuss how my beliefs affect my behaviour.	I can use religious words and phrases to identify some features of religion and its importance for some people. I can begin to show awareness of similarities in religions. I can retell religious stories and suggest meanings for religious actions and symbols. I can identify how religion is expressed in different ways. I can ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief. 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 I can ask questions to further my own understanding.	I can describe the key aspects of religions, especially the people, stories and traditions. I can begin to identify the similarities and differences between religions. I can use specialist vocabulary when communicating my knowledge. I can discuss my own religious views or opinions I can ask questions to further my own understanding.	I can use a developing religious vocabulary to describe some key features of religions. I can recognise and share similarities and differences between religions. I can make links between beliefs and sources, including religious stories and sacred texts. I can begin to identify the impact religion has on believers' lives. I can describe some forms of religious expression I can identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief. I can ask important questions about religion and beliefs, making links between their own and others' responses. I can make links between religious and non-religious values and commitments, and their own attitudes and behaviour.	I can describe the variety of practices and ways of life in religions. I can identify and describe some similarities and differences within and between religions. I can use specialist vocabulary when communicating their knowledge and understanding. I can reflect on what it means to belong to a certain faith and discuss own responses. I can identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief. I can ask important questions about religion and beliefs, making links between their own and others' responses. I can make links between religious and non-religious values and commitments, and their own attitudes and behaviour.	I can use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. I can make links between religions, beliefs and practices, and describe some similarities and differences both within and between religions. I can describe the impact of religion on people's lives I can suggest meanings for a range of forms of religious expression I can raise and suggest answers to questions and issues raised by religion and belief. I can apply their ideas relating to their study of religion and belief to their own and other people's lives. I can make links between religious and non-religious values and commitments, and their own attitudes and behaviour. I can describe what inspires and influences themselves and others, in relation to religion and belief.

UC= Understanding Christianity