
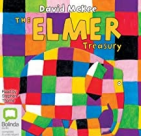
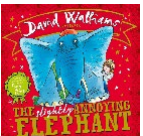

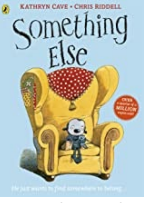

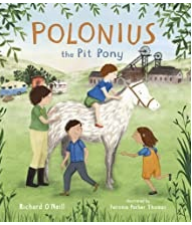
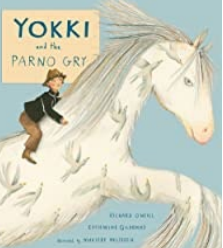
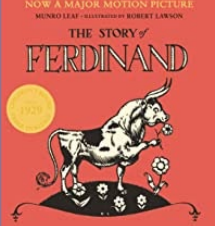

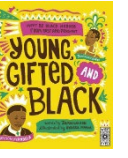



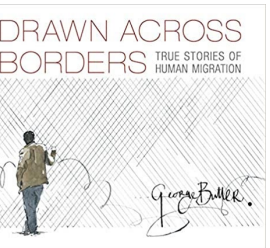

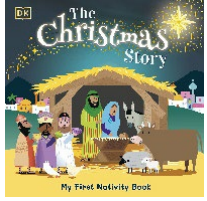
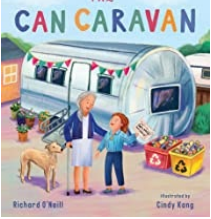
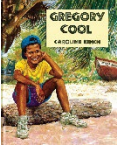
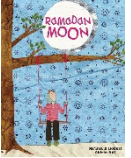

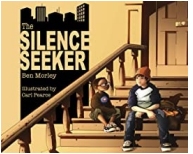


	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Units covered</b></p> <p><b>Abrahamic religions:</b>  <b>Christianity</b>  <b>Judaism</b>  <b>Islam</b></p> <p><b>Hinduism</b></p> <p><b>Multi - religion/worldview</b></p>	<p>Being special: How do we belong?</p> <p><b>Why is Christmas special to Christians?</b></p> <p>Which stories are special and why?</p> <p><b>Why is Easter special to Christians?</b></p> <p>What makes me and my family special?</p> <p><b>Multi-religion/key celebrations:</b>                      Judaism – Rosh Hashanah, Hanukah                      Christianity – Pancake day, Easter, Christmas                      Islam – Eid-el-Fitr, Eid-Al-Hadna                      Chinese New Year</p>		<p><b>Who made the world? Why does Christmas matter to Christians? Creation and Incarnation</b></p> <p><b>Who is Jewish and how do they live?</b></p> <p><b>What makes some places sacred to believers?</b></p>	<p><b>Who is a Muslim and how do they live?</b></p> <p><b>Why does Easter matter to Christians? Salvation</b></p> <p><b>What does it mean to belong to a faith or belief community?</b></p>	<p><b>What do Christians learn from the Creation story? Creation/Fall</b></p> <p><b>What do Hindu’s believe God is like?</b></p> <p><b>How and why do people mark the significant events of life?</b></p>	<p><b>How do festivals and worship show what matters to Muslims?</b></p> <p><b>Why do Christians call the day Jesus died ‘Good Friday’? Salvation</b></p> <p><b>How and why do people try to make the world a better place?</b></p>	<p><b>Creation and science: conflicting or complementary? Creation</b></p> <p><b>Why do Hindus try to be good?</b></p> <p><b>What matters most to Humanists and Christians?</b></p>	<p><b>Why is the Torah important for Jewish people?</b></p> <p><b>What did Jesus do to save human beings? Salvation (2024-2025) Was Jesus the Messiah? Incarnation (2025-2026)</b></p> <p><b>What can be done to reduce racism? Can religion help?</b></p>
	<p>To define what special means.</p> <p>To give an example of what is special to them.</p> <p>To give an example of how they belong (e.g. in their classroom, in a club etc.).</p> <p>To identify a story they like and begin to say why.</p> <p>To say who is part of their family and to begin to say why key members are special to them.</p> <p>To say why they love someone/who is special to them.</p> <p>To listen to stories about key celebrations and religions.</p> <p><b>Christianity:</b>                      To begin to understand who Jesus is.</p> <p>To recognise the term ‘God and ‘Christianity’.</p> <p>To say when Christmas/Easter is.</p> <p>To begin to give examples of what happens at Christmas/Easter.</p> <p>To understand the key elements of the Nativity story.</p>		<p><b>Creation:</b>                      To retell the story of creation.</p> <p>To recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>To say what the story tells Christians about God, Creation and the world.</p> <p>To give at least one example of what Christians do to say thank you to God for the Creation.</p> <p><b>Incarnation:</b>                      To give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.</p> <p>To recognise that stories of Jesus’ life come from the Gospels.</p> <p>To give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p><b>Judaism:</b>                      To recognise the words of the Shema as a Jewish prayer.</p> <p>To re-tell simply some stories used in Jewish celebration.</p>	<p><b>Islam:</b>                      To recognise the words of the Shahadah and that it is very important to Muslims.</p> <p>To identify some of the key Muslim beliefs about God.</p> <p>To give examples of how stories about the Prophet show what Muslims believe in Muhammad.</p> <p>To give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</p> <p>To give examples of how Muslims put their beliefs about prayer into actions.</p> <p><b>Salvation:</b>                      To recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible.</p> <p>To tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>To recognise that Jesus gives instructions about how to behave.</p>	<p><b>Creation/Fall:</b>                      To place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’.</p> <p>To make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>To describe what Christians do because they believe God is Creator (e.g. care for the Earth in specific ways).</p> <p><b>Hinduism:</b>                      To identify some Hindu deities and say how they help Hindus describe God.</p> <p>To make clear links between some stories (e.g. Svetaketu, Ganesh, and Diwali) and what Hindus believe about God.</p> <p>To recognise what Hindu murtis express about God.</p> <p>To make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine).</p> <p>To identify some different ways in which Hindus worship.</p>	<p><b>Islam:</b>                      To identify some beliefs about God in Islam, expressed in Surah 1.</p> <p>To make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping, how Muslims submit to God).</p> <p>To give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>To make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting).</p> <p><b>Salvation:</b>                      To order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’.</p> <p>To offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>To give examples of what the texts studied mean to some Christians.</p> <p>To make simple links between the Gospel texts</p>	<p><b>Creation/Science:</b>                      To outline the importance of Creation on the timeline of the ‘big story’ of the Bible.</p> <p>To identify what type of text some Christian’s say Genesis 1 is, and its purpose.</p> <p>To take into account what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>To make clear connections between Genesis 1 and Christian belief about God as the Creator.</p> <p>To show understanding of why many Christians find science and faith go together.</p> <p><b>Hinduism:</b>                      To identify and explain Hindu belief (e.g. dharma, karma, samsara, moksha) using technical terms accurately.</p> <p>To give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc.</p>	<p><b>Judaism:</b>                      To identify and explain Jewish beliefs about God.</p> <p>To give examples of some texts that say what God is like and explain how Jewish people interpret them.</p> <p>To make clear connections between Jewish belief about the Torah and how Jews use and treat it.</p> <p>To make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).</p> <p>To give evidence and examples to show how Jewish people put their beliefs into practise in different ways (e.g. some differences between Orthodox and Progressive Jewish practise).</p> <p><b>Salvation (2024-25):</b>                      To outline the timeline of the ‘big story’ of the Bible, explain how Incarnation and Salvation fit within it.</p> <p>To explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms.</p>

			<p>To give examples of how Jewish people celebrate special times (e.g. Sukkot, Shabbat)</p> <p><b>Multi-religion:</b> To recognise that there are special places people go to worship, and talk about what people do there.</p> <p>To identify at least 3 objects used in worship in 2 religions and give a simple account on how they are used</p>	<p>To give at least 3 examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p><b>Multi-religion:</b> To recognise that loving other is important in lots of communities.</p> <p>To say simply what Jesus and one other religious leader taught about loving other people.</p> <p>To give an account of what happens at a traditional Christian, Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.</p> <p>To identify at least 2 ways people show they love each other and belong to each other when they get married (Christian, Jewish and non-religious).</p>	<p><b>Multi-religion:</b> To identify some beliefs about love, commitment and promises in 2 religious traditions and describe what they mean.</p> <p>To understand the importance of ceremonies of commitment for religious and non-religious people today.</p> <p>To describe what happens in ceremonies of commitment and say what these rituals mean.</p>	<p>and how Christians mark the Easter events in their church community.</p> <p>To describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p><b>Multi-religion:</b> To identify some beliefs about why the world is not always a good place (e.g. Christian's ideas of sin).</p> <p>To make links between religious beliefs and teachings and why people try to live and make the world a better place.</p> <p>To make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek).</p> <p>To describe some examples of how people try to live (e.g. individuals and organisations).</p> <p>To identify some differences in how people put their beliefs into action.</p>	<p>To connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma etc.</p> <p>To give evidence and examples to show how Hindus put their beliefs into practice in different ways.</p> <p><b>Multi-religion:</b> To identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist).</p> <p>To make links with sources of authority that tell people how to be good (e.g. Christians ideas of 'being made in the image of God').</p> <p>To make clear connections between Christian and Humanist ideas about being good and how people live.</p> <p>To suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of views.</p>	<p>To suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>To make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>To show how Christians put their beliefs into practice.</p> <p><b>Incarnation (2025-26):</b> To explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>To identify Gospel and prophecy texts, using technical terms.</p> <p>To explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>To show how Christians put their beliefs about Jesus Incarnation into practice in different ways in celebrating Christmas.</p> <p><b>Multi-religion:</b> Describe examples of ways in which people use texts/teachings to make sense of responses to racism and how to approach the challenges it presents.</p> <p>Make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both within and beyond their own communities.</p>
<p><b>Critical thinking</b></p> <p><b>Disciplinary knowledge</b></p>	<p>To begin to ask simple questions when prompted by an adult.</p>	<p>To begin to ask simple questions.</p>	<p><b>Christianity:</b> To think, talk and ask questions about living in an amazing world.</p>	<p><b>Islam:</b> To think, talk about and ask questions about Muslims beliefs and ways of living.</p>	<p><b>Christianity:</b> To ask questions and suggest answers about what might be important in</p>	<p><b>Islam:</b> To raise questions and suggest answers about the value of submission and</p>	<p><b>Christianity:</b> To identify key ideas arising from their study of Genesis 1 and comment on how far</p>	<p><b>Judaism:</b> To make connections between Jewish beliefs studies and explain how</p>

			<p><b>Judaism:</b> To reflect on what they have to be thankful for at Christmas time.</p> <p>To talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.</p> <p><b>Multi-religion:</b> To think, talk and ask good questions about what happens in a church (or other place of worship).</p>	<p>To talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving god reason for their ideas.</p> <p><b>Christianity:</b> To think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> <p><b>Multi-religion:</b> To give examples of ways in which people express their identity and belonging with faith communities and other communities, responding sensitively to differences.</p> <p>To talk about what they think is good about being in a community, giving a good reason for their ideas.</p>	<p>the creation story for Christians living today, and for people who are not Christians.</p> <p>To make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity it like.</p> <p><b>Hinduism:</b> Raise questions and suggest answers about whether it is good to think about the cycle of create, preserve, and destroy in the world today.</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p> <p><b>Multi-religion:</b> Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones.</p> <p>To consider why they think ceremonies of commitment are or are not valuable today.</p>	<p>self-control to Muslims, whether there are benedicts for people who are not Muslims.</p> <p>To make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p> <p><b>Christianity:</b> To make links between some of the stories and teachings in the Bible and life in the world today, expressing some of their own ideas clearly.</p> <p><b>Multi-religion:</b> To raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better.</p> <p>To make links between some commands for living from religious traditions and non-religious worldviews.</p> <p>To express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>	<p>these are helpful or inspiring, justifying their responses.</p> <p>To weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p>To weigh up how far the idea that Jesus is the Messiah is important in the world today and, if it is true, what difference that might make in people's lives</p> <p><b>Hinduism:</b> To make connections between Hindu beliefs studied and explain how and why they are important to Hindus.</p> <p>To reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p> <p><b>Multi-religion:</b> To raise important questions and suggest answers about how and why people should be good.</p> <p>To make connections between the values studies and their own lives, and their importance in the world today, giving good reasons for their views.</p>	<p>and why they are important to Jewish people today.</p> <p>To consider and weight up the value of e.g. Tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are now Jewish.</p> <p><b>Christianity:</b> To weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p><b>Multi-religion:</b> To interpret case studies of how people holding religious and non-religious worldviews have approached racism, reflecting on and articulating lessons people might have gained from these.</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p>
<p><b>Personal reflection</b></p> <p><b>Disciplinary knowledge</b></p>	<p>To talk about their feelings and experiences.</p>	<p>To begin to reflect on their own feelings, ideas and values.</p> <p>To understand that their family is special, but other families are special in their own way too.</p>	<p>To reflect on their own feelings, ideas and values.</p> <p>To begin to show awareness of the experiences and feelings of others.</p>	<p>To reflect on their own feelings, ideas and values.</p> <p>To begin to show awareness of the experiences and feelings of others.</p>	<p>To reflect on their own feelings, ideas and values.</p> <p>To begin to appreciate that not all people think, feel and believe the same.</p> <p>To begin to reflect on what influences themselves.</p> <p>To begin to make links between aspects of their own lives and the experiences of others.</p>	<p>To reflect on their own feelings, ideas and values.</p> <p>To begin to appreciate that not all people think, feel and believe the same.</p> <p>To begin to reflect on what influences themselves.</p> <p>To begin to make links between aspects of their own lives and the experiences of others.</p>	<p>To begin to reflect on their own beliefs.</p> <p>To reflect on their own ideas, feelings and values.</p> <p>To begin to develop empathy for people with differing beliefs and experiences.</p>	<p>To reflect on their own beliefs.</p> <p>To reflect on their own ideas, feelings and values.</p> <p>To develop empathy for people with differing beliefs and experiences.</p>

<p><b>Vocabulary</b></p>	<p>Christmas Bible Church Jesus Christians Christianity religion special books special places special stories prayer</p>	<p>Christian God Creator Christmas Easter Jesus church altar Bible Gospel Religion Celebration Festival Faith Belief Belonging Worship Holiness Sacred Humanist Non-religious Worldview Creation Incarnation Jewish Synagogue Torah Bimah Ark Judaism Shabbat Sukkot Mezuzah Tenakh</p>	<p>Christian God Creator Christmas Easter Jesus church altar Bible Gospel Religion Celebration Festival Faith Belief Belonging Worship Holiness Sacred Humanist Non-religious Worldview Salvation Muslim Islam Allah Prophet Mosque Eid Qur'an Moon and star Ramadan tawhid</p>	<p>Consolidate KS1 vocab spiritual commitment respect values prayer pilgrim/pilgrimage ritual community compassion devotion life after death atheist worldview Pentecost Harvest Festival Messiah Holy Spirit God of the Creator Trinity Incarnation ressurrection Hindu Mandir Murtis Gods/goddesses Diwali Aum Trimurti Dharma Ramayana</p>	<p>Consolidate KS1 vocab spiritual commitment respect values prayer pilgrim/pilgrimage ritual community compassion devotion life after death atheist worldview Pentecost Harvest Festival Messiah Holy Spirit God of the Creator Trinity Five pillars of Islam Shahadah Sawm Zakat Ramandan Hajj Surah</p>	<p>Consolidate KS1/2 vocab Harmony Justice Faith Tolerance Religious plurality Moral codes sacred prejudice persecution diversity agnostic rationalist ahimsa karma dharma Brahma Shrines mahatma</p>	<p>Consolidate KS1/2 vocab Harmony Justice Faith Tolerance Religious plurality Moral codes sacred prejudice persecution diversity agnostic rationalist schul Western wall Orthodox Reform Tu B'Shevat Tzedakah Tikkun olam Exodus Lawgiver Ten commandments Star of David Passover/Pesach Shema</p>	
<p><b>Books (religion and respect/culture)</b></p>	<p> Fran Manushkin and Lauren Tobia Happy in our Skin My World, <u>FranManushkin</u> and Lauren Tobia Race, religion and belief, gender</p>	<p> Elmer David Mckee RHE respect for differences/significant author</p> <p> The Slightly Annoying Elephant David Walliams Picture book, tolerance and respect.</p>	<p> Can I join your club? John Kelly Diversity and moral tale</p> <p> Something else Kathryn Cave Tolerance, friendship, differences</p>	<p> Milo Imagines the World – Matt de la Pena Race Social Issues</p> <p> Polonius the pit pony Richard O'Neill Traveller story, community</p>	<p> Yokki and the Parno Gry Richard O'Neill Traveller culture, diversity, respect</p> <p> The story of Ferdinand Munro Leaf Stereotypes, respect</p>	<p> The proudest Blue Ibtihaj Muhammad Diversity, religion, respect</p> <p> Young, Gifted and Black - Jamia Wilson and Andrea Pippins Age, Gender, Religion, BAME Cultural capital</p>	<p> Asha and the Spirit – Jasbinder Bilan (race, religion, belief, adventure)</p> <p> The Barnabus Project The Fan Brothers Differences, respect, caring, friendship, equality, stereotypes</p>	<p> Malala Yousafzai Little people Big Dreams Diversity, religious tolerance.</p> <p> Drawn across borders True stories of migration George Butler</p>

	 <p>My world,Your World Melaine Walsh Race, Religion and belief Cultural capital</p>	 <p>The Extraordinary Gardener Sam Boughton Nature, importance of community, patience.</p>  <p>I am whole Shola Oz Race, culture, diversity</p>  <p>The Christmas Story Religion</p>	 <p>Mixed. Arree Chung. diversity, cultural, race</p>  <p>Welcome to our world- a celebration everywhere. Moria Butterfield. Race, culture.</p>  <p>Amazing Grace. Mary Hoffman. Race, gender, diversity (BAME).</p>	 <p>The Can Caravan Richard O'Neill Traveller story, diversity</p>  <p>Gregory Cool – Caroline Binch Race Religion/Beliefs</p>  <p>Ramadan Moon – Na'ima B Robert Religion Race Non-fiction</p>		 <p>Atlas of Adventures - Lucy Letherland Religion, Historical</p>  <p>Women in Science: 50 Fearless Pioneers Who Changed the World - Rachel Ignotofsky</p> <p>Gender, Race, Religion, Science Cultural capital</p>  <p>The Silence Seeker Ben Morley Diversity, refugees, other cultures</p>		<p>Diversity, different cultures</p>
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Knowledge and understanding of religion: This is about what religion is and the impact it has for individuals and communities. It involves learning the nature of the religion and beliefs.

Critical thinking: This requires pupils to use reason to analyse and evaluate the claims that religions make. Children will develop their ability to articulate their own ideas and form their own opinions. They will have the opportunity to reason, consider alternative argument, evaluate evidence and respond to the view of others.

Personal reflection: This allows pupils to reflect on religion in relation to their own beliefs, values and experiences. They can consider their daily life, attributes and actions. Personal reflection is an opportunity for a child to share thoughts and ideas with the class or to reflect privately (therefore, does not need to be assessed!). Children are able to make personal progress through reflection, empathy, developing respect and appreciation of others.