



	Autumn 1	Autumn 2	Spring	Summer
Y1: What do people say about God?	<p>Christianity (God) Why do Christians say that God is a 'Father'?</p> <p>God the Father / Prayer</p>	<p>Christianity (Jesus) Why is Jesus special to Christians?</p> <p>The nativity story / Beliefs about Jesus as God incarnate / Christmas</p>	<p>Islam How might beliefs about creation affect the way people treat the world?</p> <p>God as creator / Care for the planet</p>	<p>Hindu dharma What do Hindus believe about God?</p> <p>One God in many forms / God in all things / Expressing ideas about God</p>
Y2: How do we respond to the things that really matter?	<p>Christianity (God) Does how we treat the world matter?</p> <p>Creation / Care for the planet / Harvest – mid Sept</p>	<p>Christianity (Jesus) Why do Christians say that Jesus is the 'Light of the World'?</p> <p>Jesus as the light of the world / Symbolism of light Advent Christmas celebrations</p>	<p>Islam Why do Muslims believe it is important to obey God?</p> <p>Submission and gratitude / Prayer</p>	<p>Hindu dharma How might people express their devotion?</p> <p>devotion / worship in the home and temple</p>
Y3: Who should we follow?	<p>Christianity (God) How (and why) have some people served God?</p> <p>Prophets / Service to God / Inspirational people</p>	<p>Christianity (Jesus) What does it mean to be a disciple of Jesus?</p> <p>Discipleship following the example of Jesus / Helping others</p>	<p>Islam Why is the Prophet Muhammad (pbuh) an example for Muslims?</p> <p>The Prophet Muhammed (pbuh) / Zakah</p>	<p>Hindu dharma Why is family an important part of Hindu life?</p> <p>Religious duty / Hindu scriptures (the Ramayana) / Raksha Bandhan - Aug</p>
Y4: How should we live our lives?	<p>Christianity (God) How and why might Christians use the Bible?</p> <p>The Bible /Christian life – guided by wisdom / teachings and authority</p>	<p>Christianity (Jesus) Is sacrifice an important part of religious life?</p> <p>Jesus in the wilderness / Lent – March / Sacrifice</p>	<p>Islam Why do Muslims fast during Ramadan?</p> <p>The Five Pillars of Islam / Ramadan – May/ June</p>	<p>Hindu dharma What might a Hindu learn through celebrating Diwali?</p> <p>Vishnu/ Rama and Sita / Diwali - October</p>
Y5: Where can we find guidance about how to live our lives?	<p>Christianity (God) Why is it sometimes difficult to do the right thing?</p> <p>Sin/ Adam and Eve's disobedience / temptation and morality</p>	<p>Christianity (Jesus) What do we mean by a miracle?</p> <p>Miracles of Jesus / pilgrimage</p>	<p>Islam Why is the Qur'an so important to Muslims?</p> <p>The Qur'an / The Night of Power</p>	<p>Hindu dharma What might Hindus learn from stories about Krishna?</p> <p>Krishna / Holi - March</p>
Y6: Is life like a journey?	<p>Christianity (God) How do Christians mark the 'turning points' on the journey of life?</p> <p>Christian rites of passage / denominational differences</p>	<p>Christianity (Jesus) Why do Christians believe Good Friday is 'good'?</p> <p>Holy Week - April The Eucharist / denominational differences</p>	<p>Islam What is Hajj and why is it important to Muslims?</p> <p>The Ummah / Hajj</p>	<p>Hindu dharma Is there one journey or many?</p> <p>Reincarnation / karma / the 4 ashramas</p>



	Christianity (God)	Christianity (Jesus)	Islam	Hindu dharma
Y1	<ul style="list-style-type: none"> • know that Christians refer to God as 'Father' • talk about why Christians might compare God to a loving parent • talk about how and why Christians might want to talk to God (prayer) • suggest symbolic meanings of rituals and items used in Christian prayer • talk about the importance of love in families • talk about the ways in which they are cared for and supported by family members • reflect on their own role within the family • discuss who they can talk to when they are happy/sad/worried 	<ul style="list-style-type: none"> • know a simple version of the nativity story • talk about why Christians would say that Jesus is a special baby • talk about how different characters in the nativity welcome the baby Jesus • identify religious aspects of Christmas celebrations • talk about why Christmas is a special time for Christians • consider how and why babies might be special – and why they need love and care • talk about the importance of looking after those who cannot help themselves • talk about their own beginnings and how they were welcomed into the family • reflect on who has helped them in life so far 	<ul style="list-style-type: none"> • Know that Muslims believe in one God (Allah). • Know that Muslims believe the world was created by God. • Talk about why Muslims might value the natural world. • Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet. • Suggest how Muslims might show respect for God by caring for the natural world. • Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it. • Reflect on how they treat the natural world – and if they have a duty to look after it. 	<ul style="list-style-type: none"> • know that Hindus believe in one God in many forms • know that Hindus believe that God is present in all living things • suggest what Hindus might learn about God from the story of the blind men and the elephant • talk about how and why Hindus might use statues and images (murtis) in their worship • suggest symbolic meanings expressed in the images • talk about the different ways that people can be seen and described • consider how people might have multiple roles • reflect on how others might see them • talk about the different roles that they might have (friend, child, brother/sister etc.)
Y2	<ul style="list-style-type: none"> • retell (simply) the Genesis 1 story of creation • suggest why Christians might think it is important to look after the world • suggest ways that Christians might express their concern for the natural world • describe how and why Christians might thank God for creation at Harvest festivals • identify ways in which humans use (and abuse) the natural world • talk about why our planet should matter to all humans – and how this should influence our behaviour • reflect on their own use of the world's resources • ask questions about what they can do to show that they care about the world 	<ul style="list-style-type: none"> • suggest what Christians might mean when they refer to Jesus as 'the Light of the world' • talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God • identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) – and the symbolic meaning • talk about the different ways that Christians might celebrate Christmas • identify different ways that humans use light • discuss the importance of light – as a source of comfort, security and hope • talk about how and why light might be an important symbol • ask questions about the value of sources of light in their own lives • talk about the people who provide comfort, security and hope for them • suggest ways in which they might be a light for others 	<ul style="list-style-type: none"> • suggest why Muslims believe that it is important to respect God • talk about why Muslims would want to show their gratitude to God • know that submission to God is an important aspect of Islamic life • identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis • describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat • suggest how making time for the five daily prayers is an act of submission • talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) • identify ways in which humans show their gratitude • talk about the things they do on a regular basis as a sign of their commitment and belonging • reflect on who they should be grateful to and how they show this 	<ul style="list-style-type: none"> • know that Hindus believe in one God (Brahman) who can be worshipped in many forms • know that these forms (the deities) have different qualities and are portrayed in different ways • suggest why Hindus might believe that it is important to show devotion to the deities • know that Hindus might worship at a Mandir and/or the home shrine • suggest why worship in the home might be important • describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray) • talk about qualities that make some people special • identify ways in which humans show their gratitude to the people who matter in their lives • talk about who is special to them and why • reflect on who they should be grateful to and how they might show this in words and actions



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Y3	<ul style="list-style-type: none"> • know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions) • identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah) • suggest why these prophets chose to listen to and follow God • identify Christians who might be described as people who listened to and followed God • describe how and why some Christians might devote their lives to serving God • talk about what is meant by a sense of vocation • identify inspirational people/role models for the world today • describe the qualities that inspirational people might have • discuss who makes a good role model and why • raise and discuss questions about following others – including both positive and negative responses 	<ul style="list-style-type: none"> • know what is meant by discipleship • know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus • identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19) • describe how and why Christians might try to follow the example of Jesus through mission and charity work • describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs • talk about what it means to have charisma • describe what makes a good leader and why people might want to follow him/her • discuss what motivates people to want to make a difference • reflect on their own leadership abilities • discuss their own desires to make a difference in the world/in their communities 	<ul style="list-style-type: none"> • develop an understanding of the importance of founders and leaders for religious communities • identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) • describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) • describe and give reasons for the Islamic practice of Zakah • suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable • identify characteristics of a good role model • discuss how good role models can have a positive impact on individuals, communities and societies • reflect on their own aspirations for themselves and others • ask questions and suggest answers about how they can try to make the world a better place 	<ul style="list-style-type: none"> • develop an understanding of the importance of duty and commitment to many religions • know that following dharma (religious duty) is an important part of Hindu life • suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family • describe how and why Hindus might celebrate Raksha Bandhan • identify aspects of the celebration which remind Hindus of their dharma • identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?) • identify sources of authority and inspiration • consider what our 'duties' as human beings are • reflect on their own duties – to themselves, to their families, to their communities • discuss who or what they follow – and why
Y4	<ul style="list-style-type: none"> • explore different Christian beliefs about the Bible as the word of God • explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible • describe why some Christians might view the Bible as an important source of authority and moral guidance • explain why Christians might have different views about how to interpret and apply the Bible • explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience) • discuss why people might have different views about what is right and wrong – and where these views might come from • describe the different sources of authority that humans might look to when making decisions about how to live their lives • reflect on their own understanding of morality and where it comes from • raise questions and discuss responses to different ideas about how to live well 	<ul style="list-style-type: none"> • retell the story of Jesus in the wilderness • identify Christian beliefs about Jesus reflected in this story • suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) • describe what a Christian might do during Lent and why • explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this • Discuss Christians who have been examples of sacrificial love (eg. Martin Luther King, Oscar Romero) and how they were motivated by their faith • consider differing attitudes and responses to the concept of sacrifice (both positive and negative) • discuss why many people are willing to make sacrifices for the people they love • discuss why some people may be willing to make a sacrifice for someone they don't even know • give examples of acts of sacrifice that have been done by or for them • discuss who or what they would be prepared to make sacrifices for • consider the value of sacrifice – as an expression of love and commitment 	<ul style="list-style-type: none"> • explore Islamic teachings about Ramadan from the Qur'an • make links between Islamic values and the beliefs explored so far in their study of Islam • use subject specific language to describe how and why Muslims fast at Ramadan • explain the importance of Ramadan in the context of the Five Pillars of Islam • consider the impact that fasting might have on individuals, families and communities • discuss (with relevant examples) the importance of showing commitment to a belief, value or community • consider the role of sacrifice within religion and communities • reflect on their own beliefs, values and commitments • consider and discuss how they demonstrate their personal commitments 	<ul style="list-style-type: none"> • explore teachings about good and evil in the story of Rama and Sita • describe what moral guidance Hindus might gain from the story of Rama and Sita • make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma • use subject specific language to describe how and why Hindus celebrate Diwali • explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil • discuss (with relevant examples) the importance of the belief that good overcomes evil • suggest people, words or stories that might be inspiring when trying to overcome difficulties in life • reflect on their own concept of 'goodness' • discuss what gives them hope during difficult times



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Y5	<ul style="list-style-type: none"> describe Christian beliefs about sin and forgiveness describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God suggest different ways that this story might be understood by Christians describe and explain how and why Christians might use the Lord's Prayer analyse and interpret the Lord's Prayer – and what guidance it provides for Christians suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations consider the different ways that myth and stories are and used explain how a 'truth' might be contained within a story consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) discuss and debate things that they consider to be true that others might disagree with 	<ul style="list-style-type: none"> describe Christian beliefs about miracles as 'signs' of the divinity of Jesus retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus describe why some Christians might go on pilgrimage to places associated with miraculous events explain the impact that belief in miracles and the power of prayer might have on a Christian explain the difference between fact, opinion and belief consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God discuss their own beliefs – is there anything that they accept as truth which others may not agree with? reflect on how they make decisions about what is/is not true 	<ul style="list-style-type: none"> explore Islamic beliefs about the Qur'an as the word of God explain how and why the Qur'an is a source of guidance for life for a Muslim explain the impact of believing that the Qur'an is divine revelation describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets explain how and why Muslims might commemorate the Night of Power describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God explain how the teachings of the Qur'an might influence the actions and choices of a Muslim discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority suggest when and why people might want guidance about how to live discuss who or what has guided them in their own beliefs, values and commitments reflect on what 'ultimate authority' might mean for them 	<ul style="list-style-type: none"> make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer describe and explain a variety of ways that Hindus might celebrate the festival of Holi suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate explain how Holi celebrations might express Hindu beliefs about equality explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions consider the different ways that myth and stories are and used explain how a 'truth' might be contained within a story consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) discuss and debate things that they consider to be true that others might disagree with
Y6	<ul style="list-style-type: none"> explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism) analyse the important of Christian rites of passage as an expression of faith and commitment use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life consider the value of celebrating landmarks in life – for individuals and communities ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life 	<ul style="list-style-type: none"> retell the events leading up to and including the death of Jesus explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life explain how and why Christian individuals and communities might celebrate the events of Holy Week use religious vocabulary to describe and explain the Eucharist explain different Christian beliefs about the Eucharist and its importance consider how people might mature and become stronger through overcoming difficulties consider the value of being part of a community on the 'journeraise questions and discuss the extent to which they agree that 'suffering makes you stronger' discuss own experiences and attitudes towards the importance of having companionship on the journey of life y of life' 	<ul style="list-style-type: none"> analyse the Five Pillars of Islam and how they are linked explain how the beliefs and values of Islam might guide a person through life explain the importance of the Ummah for Muslims and that this is a community of diverse members describe and explain the importance of Hajj, including the practices, rituals and impact explain how a person might change once becoming a hajji consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage discuss the various events that might happen on the journey of life and how people might change over the course of their life consider what support people might need on life's journey ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed 	<ul style="list-style-type: none"> analyse Hindu beliefs about samsara, karma and moksha and how these are linked explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life' explain how belief in reincarnation and the law of karma might affect the way a Hindu lives describe and explain the four ashramas (stages of life) in the life of a Hindu explain how a person might change as they move from one ashrama to the next consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama discuss the special milestones that we might celebrate during a person's lifetime discuss how our rights, responsibilities and relationships with others might change as we go through life ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future