

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | How and why do people celebrate festivals? | How do Christians celebrate Christmas? | What do Christians know about Jesus' childhood and ministry? | How do Christians celebrate Easter? | What can we learn about friendship from people in the Bible? | |
| Year 1 | What does it mean to belong to a faith community? | Who is a Christian and what do they believe? | | How and why do we celebrate special and sacred times? | What makes some places sacred? | |
| Year 2 | How should we care for others and the world, and why does it matter? | How and why do we celebrate special and sacred times? Christmas and Sukkot. | How can we learn from sacred books? | | Who is a Muslim and what do they believe | |
| Year 3 | What does it mean to be a Christian in Britain today? | | What do different people believe about God? <i>Christian focus and Muslims</i> | Why are festivals important to religious communities? Eid <i>Muslim Focus (with comparisons to how Christians celebrate Easter.)</i> | Why do people pray? | Why is the Bible so important for Christians today? |
| Year 4 | What can we learn from religions about deciding what is right and wrong? | Why is Jesus inspiring to some people? | What does it mean to be a Hindu in Britain today? | Why are festivals important to religious communities? Easter focus | Why do some people think that life is like a journey and what significant experiences mark this? | |
| Year 5 | Why do some people think God exists? | What do Christians believe about Incarnation? | What does it mean to be a Muslim in Britain today? Term 1: five pillars Term 2 : Being a Muslim in Britain today | | If God is everywhere, why go to a place of worship? | |
| Year 6 | Is it better to express your beliefs in arts and architecture or in charity and generosity? | | Creation Unit | What matters most to Christians and Humanists? | What do religions say to us when life gets hard? | |

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| | Sikhism Encounter | | | |
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Skills Progression

| | Thinking about religion and belief | Enquiring, investigating and interpreting |
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| EYFS | recall main events in religious stories . Order/sequence the events in a story. Listen attentively to stories. | respond to what they hear with relevant comments, questions and actions. |
| Year 1 | recall features of religious, spiritual and moral stories and other forms of religious expression • recognise and name features of religions and beliefs | • identify what they find interesting and puzzling in life • recognise symbols and other forms of religious expression |
| Year 2 | • retell religious, spiritual and moral stories • identify how religion and belief is expressed in different ways • identify similarities and differences in features of religions and beliefs | • recognise that some questions about life are difficult to answer • ask questions about their own and others' feelings and experiences • identify possible meanings for symbols and other forms of religious expression |
| Year 3 | make links between beliefs, stories and practices • identify the impacts of beliefs and practices on people's lives • identify similarities and differences between religions and beliefs | • investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs • describe and suggest meanings for symbols and other forms of religious expression |
| Year 4 | comment on connections between questions, beliefs, values and practices • describe the impact of beliefs and practices on individuals, groups and communities • describe similarities and differences within and between religions and beliefs | • gather, select, and organise ideas about religion and belief • suggest answers to some questions raised by the study of religions and beliefs • suggest meanings for a range of forms of religious expression, using appropriate vocabulary |
| Year 5 | • explain connections between questions, beliefs, values and practices in different belief systems • recognise and explain the impact of beliefs and ultimate questions on individuals and communities • explain how and why differences in belief are expressed. | suggest lines of enquiry to address questions raised by the study of religions and beliefs • suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • recognise and explain diversity within religious expression, using appropriate concepts. |

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| Year 6 | <ul style="list-style-type: none">• use religious and philosophical terminology and concepts to explain religions, beliefs and value systems• explain some of the challenges offered by the variety of religions and beliefs in the contemporary world• explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. | <ul style="list-style-type: none">• identify the influences on, and distinguish between, different viewpoints within religions and beliefs• interpret religions and beliefs from different perspectives• interpret the significance and impact of different forms of religious and spiritual expression. |
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