



Year 1	Knowledge	Skills
Autumn 1	<p>What people believe about God in Judaism, Christianity, and Islam.</p> <p>Recap of creation stories from Christianity and Judaism.</p> <p>The significance of Shabbat in Judaism and how it is celebrated.</p> <p>Harvest festival in Christianity, thanking God for creation.</p>	<p>Recall and retell Bible and Torah stories.</p> <p>Identify Christian and Jewish beliefs about creation.</p> <p>Explain why Jews celebrate Shabbat and Christians hold harvest festivals</p>
Autumn 2	<p>How Christians celebrate Christmas.</p> <p>Key elements of the Nativity story (e.g., Jesus' birth, the visit of the Magi).</p> <p>Jesus' role in Christianity as the Son of God</p>	<p>Recall the Christmas story and key events.</p> <p>Begin asking questions about the Christmas story.</p> <p>Make links between stories and Christian beliefs about Jesus</p>
Spring 1	<p>Understanding what is right and wrong.</p> <p>How people decide what is right or wrong (e.g., influence of parents, holy books, or religious leaders)</p>	<p>Identify examples of right and wrong actions.</p> <p>Explain how beliefs and values guide decisions.</p>
Spring 2	<p>The Easter story and why Christians mark it in different ways.</p> <p>Palm Sunday, Jesus' journey into Jerusalem, and the significance of the empty tomb for Christians.</p>	<p>Retell key events of the Easter story.</p> <p>Identify how Christians celebrate Easter in church and at home</p>
Summer 1	<p>Belonging to a Christian community and understanding what the term "church" means.</p> <p>Key features of church buildings and their significance.</p>	<p>Explain what it means to belong to a Christian community.</p> <p>Identify and describe key features and artefacts in a church</p>
Summer 2	<p>Exploring the significance of religious communities and ceremonies.</p> <p>Understanding baptism and its role in Christianity.</p>	<p>Explain the key elements of religious ceremonies like baptism.</p> <p>Compare different ceremonies from religious and non-religious perspectives.</p>



Year 2	Knowledge	Skills
Autumn 1	<p>Importance of stories in Christianity (Bible) and their different types (poetry, prophecy, letters). Explore stories such as Moses, Parable of the Lost Sheep, and Parable of the Good Samaritan. Key Christian teachings (love your neighbour).</p>	<p>Retell stories from the Bible. Identify different writing styles in the Bible. Evaluate stories and explain their significance to Christians</p>
Autumn 2	<p>The story of Jesus' birth (Nativity). Christian traditions of celebrating Christmas, e.g., giving gifts, Christingles, singing carols</p>	<p>Retell the Christmas story, explaining key details about Jesus' birth. Discuss the importance of Christmas and how it is celebrated by Christians</p>
Spring 1	<p>The story of Abraham and its importance in Judaism and Christianity. Understanding the covenant between God and Abraham.</p>	<p>Retell key events from Abraham's life and the promises God made to him. Make links between the story of Abraham and beliefs in Judaism and Christianity.</p>
Spring 2	<p>The meaning of the Incarnation (Jesus as both God and man) and its importance in Christianity.</p>	<p>Retell key elements of the Christmas story, focusing on the visit of the Magi. Discuss the significance of Jesus being seen as the "Son of God" and a king.</p>
Summer 1	<p>The roles of religious leaders (Christian priests and Jewish rabbis). The importance of symbols and artefacts in Christian and Jewish communities.</p>	<p>Identify and describe the roles of religious leaders and explain how artefacts are used in religious practices</p>
Summer 2	<p>How different religious and non-religious groups celebrate important life events (e.g., naming ceremonies).</p>	<p>Compare and describe ceremonies that mark important life events in various religious traditions (e.g., infant baptism, Jewish naming ceremonies)</p>



Year 3	Knowledge	Skills
Autumn 1	<p>Christian beliefs about God, the Trinity, and the Fall.</p> <p>Jewish and Muslim beliefs about God (e.g., oneness in Judaism, no divinity of Jesus in Islam).</p> <p>Introduce Humanist, Buddhist, and other non-religious worldviews on God.</p>	<p>Compare beliefs about God across religions and non-religious views.</p> <p>Explain Christian concepts like the Trinity and the Fall.</p> <p>Debate the idea of God and present different arguments</p>
Autumn 2	<p>Concepts of sin and salvation in Christianity.</p> <p>The impact of religious beliefs on the lives of followers (e.g., Christians, Jews, Muslims).</p>	<p>Make links between beliefs about God and how they influence behaviour.</p> <p>Identify and describe differences in views about God across religions</p>
Spring 1	<p>What it means to live as a disciple of Jesus.</p> <p>Key Christian beliefs about following Jesus and how they influence Christian life.</p>	<p>Explain how Christians demonstrate their faith through actions and service.</p> <p>Make links between Christian teachings and real-life examples from church communities.</p>
Spring 2	<p>The concept of resurrection and its significance in Christianity.</p> <p>Exploring what Christians believe about life after death.</p>	<p>Analyse the Easter story and its themes of resurrection and salvation.</p> <p>Discuss different Christian perspectives on life after death.</p>
Summer 1	<p>How Jewish and Christian communities mark important life events and the significance of belonging to a religious community.</p> <p>?</p>	<p>Explain how Jewish and Christian beliefs about community are expressed through rituals and celebrations.</p>
Summer 2	<p>The importance of celebrations in Judaism (e.g., Passover) and the links to themes of freedom and belonging.</p>	<p>Compare how Jewish groups celebrate significant festivals.</p> <p>Discuss the importance of belonging to a community and how it is expressed in religious practices.</p>



Year 4	Knowledge	Skills
Autumn 1	<p>The importance of beliefs in shaping people's lives. The use of the Bible in Christian life and devotion. Introduction to the Golden Rule and its relevance across different religions and worldviews</p>	<p>Explain how Christians use the Bible for guidance. Explore how the Bible shapes Christian values like love and forgiveness. Compare the concept of the Golden Rule across religions</p>
Autumn 2	<p>Different Christian beliefs about God (e.g., the Trinity, Jesus as King, Savior). Introduction to Humanist perspectives on God</p>	<p>Analyse Christian teachings on the Trinity through art and scripture. Compare Christian and Humanist beliefs about God</p>
Spring 1	<p>The role of different religious texts and how sacred texts provide guidance. How the Bible and other religious texts are used by believers.</p>	<p>Identify and explain the significance of key religious texts. Compare the use of sacred texts in different religions</p>
Spring 2	<p>The significance of key Christian festivals (e.g., Easter) and the themes of resurrection and salvation.</p>	<p>Analyse stories about resurrection and their importance in Christian belief. Discuss the concept of salvation in Christianity and its meaning for believers</p>
Summer 1	<p>Understanding different religious views on creation and the environment.</p>	<p>Compare and contrast religious teachings on creation. Explore how different beliefs about creation influence behaviour</p>
Summer 2	<p>The role of the church and community in Christian life.</p>	<p>Explain how Christians live out their faith within the church community. Analyse the impact of Christian teachings on social and community activities</p>



Year 5	Knowledge	Skills
Autumn 1	<p>Hindu beliefs about God (Brahman, Trimurti) and the world.</p> <p>The significance of light in Hinduism (Diwali) and other religions.</p> <p>Stories of Hindu gods such as Rama and Sita</p>	<p>Explain the key events in Hindu festivals like Diwali and Holi.</p> <p>Make connections between Hindu stories and their meanings.</p> <p>Compare beliefs about light and darkness across religions</p>
Autumn 2	<p>How religious texts (e.g., the Bible and Hindu texts) influence beliefs.</p> <p>Christian views on truth, sacred texts, and how the Bible guides behaviour</p>	<p>Analyse different interpretations of sacred texts in Christianity and Hinduism.</p> <p>Discuss the concept of truth in religion and how sacred texts shape beliefs</p>
Spring 1	<p>The story of Genesis and different Christian interpretations of creation.</p> <p>Science and religion: contrasting views on the origins of the universe.</p>	<p>Debate different perspectives on creation and the role of God in the world.</p> <p>Analyse religious and scientific viewpoints on the origins of the universe.</p>
Spring 2	<p>How religious beliefs influence ethical behaviour.</p> <p>The role of the Bible in shaping Christian views on right and wrong.</p>	<p>Compare Christian teachings on ethics with other religious and non-religious views.</p> <p>Explore how religious texts provide guidance on moral issues.</p>
Summer 1	<p>The importance of pilgrimage in religious traditions.</p> <p>Exploring pilgrimage sites such as Lourdes, Mecca, and the Camino de Santiago.</p>	<p>Explain the significance of pilgrimage in religious life.</p> <p>Compare different pilgrimage practices across religions.</p>
Summer 2	<p>Understanding how journeys, both literal and spiritual, shape religious life.</p>	<p>Discuss the importance of pilgrimage and other life journeys in religious and secular contexts.</p> <p>Reflect on personal experiences of journeys and their meaning.</p>



Year 6	Knowledge	Skills
Autumn 1	<p>Hindu beliefs: Understanding karma, reincarnation, vegetarianism, and environmental responsibility.</p> <p>The role of dharma (religious and moral duties) and the cycle of life after death (moksha).</p> <p>Key Hindu traditions: Puja (worship), the importance of the mandir (temple), and family life in Hinduism.</p> <p>A comparative understanding of family and child-welcoming practices in Christianity, Islam, Judaism, and Hinduism.</p>	<p>Analyse key Hindu beliefs and compare them with other worldviews.</p> <p>Develop reasoned arguments on ethical issues such as karma, vegetarianism, and environmental care.</p> <p>Evaluate religious traditions related to birth and family across religions.</p>
Autumn 2	<p>Christian beliefs about the Trinity and Jesus as the Son of God.</p> <p>How hope is maintained through life's challenges.</p> <p>Inspiring figures in Christianity, like Jesus, Mother Teresa, and Martin Luther King Jr.</p> <p>The impact of challenges on personal growth and resilience.</p> <p>The role of kindness and community in creating positive change.</p> <p>How different beliefs provide meaning and purpose.</p> <p>Celebrating life's joyful moments in diverse belief systems.</p>	<p>Discuss different Christian perspectives on suffering and resilience.</p> <p>Explore how challenges can shape personal strength and growth.</p> <p>Analyse the role of inspiring Christian figures in overcoming adversity.</p> <p>Compare religious and non-religious approaches to finding hope in difficult times.</p> <p>Reflect on the impact of kindness and community in response to challenges.</p>
Spring 1	<p>Islamic beliefs: The 5 pillars of Islam (Shahada, Salat, Zakat, Sawm, and Hajj) and their role in Muslim life.</p> <p>The importance of the Ummah (Muslim community) and its role in prayer, marriage, and life after death.</p> <p>Life after death in Islam: Concepts of Jannah (paradise) and Jahannam (hell).</p>	<p>Describe key Muslim practices and how they contribute to the Ummah (community).</p> <p>Compare Islamic marriage customs with those in other religions and understand their spiritual significance.</p> <p>Discuss and evaluate Islamic beliefs about life after death and the role of community.</p>
Spring 2	<p>Christian resurrection beliefs: Different interpretations of the Easter story and Christian views on salvation, heaven, hell, and life after death.</p>	<p>Compare and contrast resurrection stories from the Gospels, identifying similarities and differences.</p> <p>Debate whether belief in the resurrection is essential for being a Christian.</p> <p>Examine symbolism in church architecture and evaluate beliefs about life after death.</p>
Summer 1	<p>Philosophical debates on the existence of God across Christian, Hindu, and Humanist worldviews.</p> <p>Arguments for and against the existence of God, including an understanding of agnosticism and atheism.</p>	<p>Develop arguments on philosophical questions about the existence of God.</p> <p>Debate different perspectives on God's existence, considering personal and collective views.</p> <p>Engage in critical thinking about the evidence for religious belief.</p>



Summer 2	Multifaith perspectives on justice, fairness, and improving society. Exploring how Christian, Muslim, Jewish, and Hindu values shape contributions to UK society.	Analyse how beliefs influence actions in the world, such as through charity and aid organizations. Discuss how religious and non-religious people contribute to justice and fairness in society. Express viewpoints on social responsibility, using religious teachings in ethical debates.
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Year 1:

- **Autumn:** Introduction to basic religious concepts such as the creation story (Judaism and Christianity), Shabbat, Harvest, and Christmas. The focus is on understanding **who God is** and how God is described in different traditions.
 - **Spring:** Moving towards **moral understanding**, such as how people decide what is right and wrong. The focus is also on the **Easter story** and key Christian concepts such as **resurrection** and the significance of Jesus.
 - **Summer:** Exploring the idea of **belonging** and **community** in Christianity. Children learn about the **church, baptism**, and other ceremonies.
 - **Progression:**
 - **Knowledge** starts with simple stories and festivals, then introduces concepts of morality (right/wrong), and later expands to community rituals like baptism.
 - **Skills** move from **recalling stories** and identifying religious beliefs to explaining and describing Christian practices, preparing children to understand the significance of religious events.
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Year 2:

- **Autumn:** Building on Year 1, this term introduces **sacred texts** (e.g., the Bible), different types of writing, and **important religious stories** like the Parable of the Good Samaritan. Students also explore **Christmas**, focusing on key Christian beliefs like Jesus' role as the **Son of God**.
- **Spring:** The knowledge extends to more detailed religious stories, such as **Abraham's covenant** in Judaism and the significance of Jesus as both **God and man**.
- **Summer:** Introduction to the roles of **religious leaders** (e.g., priests and rabbis) and the meaning of key religious artefacts. The term also explores life ceremonies and rituals, focusing on the **sense of belonging** within religious communities.
- **Progression:**
 - **Knowledge** evolves from simple stories and festivals (Year 1) to understanding the **importance of sacred texts** and religious figures like Abraham. The focus on rituals and community life deepens.



- **Skills** progress from **retelling and identifying** to beginning to **evaluate stories** and making links between religious texts and moral teachings. Students start comparing ceremonies across religions.
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Year 3:

- **Autumn:** The focus shifts to **concepts of God** in Christianity, Judaism, and Islam. Students are introduced to the **Trinity** and explore how different religions view God. They also explore **Humanism** and other non-religious perspectives.
 - **Spring:** The theme deepens with the study of **living as a disciple of Jesus** and **resurrection**. Students analyse the impact of religious beliefs on behaviour and discuss **Christian perspectives on life after death**.
 - **Summer:** This term emphasizes the **role of community** in Judaism and Christianity, focusing on religious celebrations like **Passover**. Students also learn how religious communities mark important life events.
 - **Progression:**
 - **Knowledge** progresses from understanding religious views on God to **how beliefs impact lives**, such as through discipleship and resurrection. The Summer term's focus on community celebrations builds on prior knowledge of religious rituals.
 - **Skills** develop from **comparing religious ideas** in the Autumn term to **analysing complex religious concepts** (like resurrection) in the Spring and explaining how communities express beliefs in religious events.
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Year 4:

- **Autumn:** Exploration of how religious **beliefs shape lives** and how **sacred texts** (e.g., the Bible) provide guidance. Students also study the **Golden Rule** and its application across religious and non-religious traditions.
- **Spring:** The term delves deeper into **resurrection** and **salvation**, focusing on the significance of key Christian festivals like Easter. Students also analyse different religious views on creation and the environment.



- **Summer:** The Summer term focuses on the **role of the church** in Christian life, how Christians live out their faith, and how religious texts influence ethical behaviour.
 - **Progression:**
 - **Knowledge** builds from Year 3 by deepening understanding of **sacred texts** and their role in guiding lives. The focus on ethical teachings in the Summer term adds further depth, preparing students for more complex comparative discussions.
 - **Skills** shift from **explaining** religious beliefs to **analysing sacred texts** and comparing how different religions address ethical and environmental issues, showcasing a clear advancement in critical thinking.
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Year 5:

- **Autumn:** Introduction to **Hinduism** with a focus on key concepts like **Brahman**, the **Trimurti**, and the **significance of festivals** like Diwali. There's also a comparison of Hindu beliefs with those in Christianity and Judaism.
- **Spring:** The term tackles the **science and religion debate**, comparing religious and scientific views on **creation**. Students explore how **ethical behaviour** is influenced by religious beliefs, particularly through sacred texts.
- **Summer:** The focus shifts to **pilgrimage** and the significance of spiritual journeys in religious life. Students learn about religious pilgrimages (e.g., Mecca, Lourdes) and reflect on the importance of spiritual journeys.
- **Progression:**
 - **Knowledge** builds from exploring Christian, Jewish, and Islamic beliefs (Year 4) to understanding Hinduism and contrasting it with other religions. The Spring term's focus on the **creation debate** and **ethical behaviour** shows progression toward more abstract, philosophical questions.
 - **Skills** progress to **debating, analysing, and comparing religious and non-religious views**, culminating in reflective discussions on personal and collective spiritual experiences (Summer term).



Year 6:

- **Autumn 1:** Focuses on **Hindu beliefs**, such as **karma, reincarnation, vegetarianism, and environmental care**. Students explore how religious values shape lives and compare Hindu practices with other worldviews like Christianity, Islam, and Judaism.
- **Autumn 2:** Explores **Christian views on suffering, facing life challenges, resilience** and the role of the **Trinity**. Students examine how religious and non-religious beliefs provide meaning and purpose and the approaches to finding hope in difficult times.
- **Spring 1:** Students study **Islam**, focusing on the **5 Pillars of Islam** (Shahada, Salat, Zakat, Sawm, Hajj) and the concept of the **Ummah** (community). They also explore Islamic marriage and **life after death** (Jannah and Jahannam).
- **Spring 2:** Concentrates on the **Christian resurrection story**, with a focus on different Gospel accounts, the significance of the resurrection for Christian beliefs, and **life after death** across religious and non-religious worldviews.
- **Summer 1:** Introduces **philosophical debates** about the existence of God across different worldviews (Christianity, Hinduism, Humanism). Students engage in arguments for and against belief in God.
- **Summer 2:** Students explore **multifaith perspectives on justice and fairness**, investigating how religious values contribute to **making the world a better place**, and how these values are reflected in actions like charity work.

Progression:

- **Knowledge** in Year 6 moves from exploring religious practices and values, like karma and the resurrection, to **complex philosophical questions** about the existence of God and **ethical responsibilities** across religions.
- **Skills** advance from **comparing religious practices** and beliefs to **debating philosophical ideas** and **evaluating social responsibilities** within multifaith contexts. Students develop higher-order thinking skills through **critical analysis, debate, and reflection** on personal beliefs and societal issues.