

RE Knowledge, Skills & Progression

Locally Agreed Syllabus			
EYFS	KS1	LKS2	UKS2
The Areas of Learning and specific ELGs towards which RE can make an explicit contribution are: Communication and Language ELG: Listening, Attention and Understanding ELG: Speaking Literacy ELG: Comprehension ELG: Writing Understanding the World ELG: Past and Present ELG: People, Culture and Communities • 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; • 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. Expressive Arts and Design ELG: Creating with Materials ELG: Being Imaginative and Expressive Possible topic areas with RE: • Myself • Other people • How I live • How other people live • Important people and faith leaders • Belonging • Important things • Important experiences • Feelings • Expressing our feelings • Celebrations and festivals • Religious stories and what they mean • Exploring artefacts and clothing	Pupils will explore: i) Christianity in depth, ii) one other Abrahamic religion in depth (Judaism suggested), iii) with reference to one Dharmic tradition and non-religious perspectives Context: An exploration of home life and how this influences the beliefs, attitudes and behaviours of children and others in relation to their sense of self, belonging and celebrating what is important in life. Core Questions: A. How does our background influence who we are? B. How does belonging to a religion or group affect people's lives? C. How should we behave and treat others and the world? Enquiries: 1. What does it mean to be me? 2. How important is belonging to a group for people? 3. What makes some people important? 4. Why are some places important? 5. What makes some things sacred to some groups of people? 6. What makes some stories so important to different people? 7. Why is it important to look after our world? 8. Why do people celebrate important occasions? In exploring these questions, the children will also reflect on: • Their own sense of who they are and their uniqueness as a person in a family and community; • What they believe, why what they think is important and how these influence their day-to-day lives.	Pupils will explore: i) Christianity in depth, ii) one other Abrahamic religion in depth (Islam suggested), iii) one Dharmic tradition in depth (Hinduism suggested), iv) with reference to other religions and perspectives, as appropriate. Context: An exploration of what people believe to be important in life and why, and how this is expressed. Core Questions: A. What is most important in life? B. How do people show what is most important to them? C. How does this affect their attitudes to themselves, other people and the world around them? Enquiries: 1. How and why do people worship? 2. Are places of worship really needed? 3. What holds communities together? 4. How do religions express their beliefs about God? 5. Why are sacred texts and holy books so important? 6. What do celebrations show about what we think is important in life? In exploring these questions, pupils will also reflect on: • Their own sense of who they are and their uniqueness as a person in a family, community and world; • What they believe, what they think is important and how these influence their day-to-day lives.	Pupils will explore: i) Christianity in depth, ii) one other Abrahamic religion in depth, iii) one Dharmic tradition in depth, iv) Humanism, v) With reference to other religious traditions, as appropriate Context: A reflective exploration of some of the big questions, beliefs and concepts about life and what it means to be human, and how responses to these are expressed. Core Questions: A. What do people believe about life, the world and the good life? B. Where do these beliefs, attitudes and ways of living come from? C. How are these expressed in the lives of individuals and communities? Enquiries: 1. Why do religions or non-religious groups celebrate important moments in life? 2. Why is pilgrimage so important to some religious communities? 3. Do all members of a religious or non-religious community believe and live in the same ways? 4. How did the religions and other worldviews begin? 5. How do our beliefs influence the way we treat the world? 6. What do the religions and other worldviews suggest about how people should live their lives? In exploring these aspects of the religions and other worldviews, the children will also reflect on: • Their own sense of who they are and their uniqueness as a person in a family, community and world; • What they believe, what they think is important and how these influence their day-to-day lives

	Green Descriptors: Personal resonance with or reflection on the concept/belief underlying the subject matter of the enquiry. The child's own thoughts, opinions, beliefs, empathy. (personal development)	Blue Descriptors: Knowledge and understanding of the subject matter of that enquiry (substantive/subject knowledge)	Red Descriptors Skills of evaluation, research, critical thinking in relation to the enquiry question (disciplinary knowledge)
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Autumn 1									
		EYFS		KS1		LKS2		UKS2	
Prior Learning			In nursery children learnt about Jesus and Moses as special babies.	In EYFS children learnt about the Christmas story and the Easter story. They read some additional Christian stories and talked about why churches are important places for Christians.	Children know that the Bible is split into different books and stories. They know that Jesus is considered as the son of God and God incarnate. They are familiar with Peter from studying Palm Sunday.	This is the first time that children will be learning about Buddhism.	Children studied Islam in Y2. They learnt about the attributes (names) of Allah, the life and importance of the prophet Muhammad and the significance of the Qur'an for Muslims.	Children studied Sikhi in Y3. They learnt about some of the ways that Sikhs show commitment to God, They have learnt about the Guru Granth Sahib and considered how it impacts the lives of Sikhs.	Children studied Judaism in Y1. They learnt about the Ten Commandments, Shabbat and the Synagogue. In Y4 they learnt about Passover and the impact of Judaism on daily life (e.g. kosher diet).
		Nursery	YR	Y1	Y2	Y3	Y4	Y5	Y6
Religion, Theme, Enquiry Question		Christianity and Judaism Special people and me: What makes people special to me and others?	Christianity and Judaism Special people: What makes people special to me and others?	Christianity Creation Story: What do Christians believe about God?	Christianity Jesus' teachings: Is it possible to be kind to everyone all of the time?	Buddhism Life and teachings of the Buddha: Is it possible for everyone to be happy?	Islam Prayer: Does praying at regular intervals help Muslims in their everyday lives?	Sikhi Beliefs and moral values: How are sacred teachings and stories interpreted by Sikhs today?	Judaism Sacred texts: How are sacred teachings and stories interpreted by Jews today?
Knowledge	Children will know (key learning)	<i>Me as a special baby in my family</i> <i>Me and other special people in my family</i> <i>Me and my friends</i> <i>Moses as a special baby</i> <i>Jesus as a special person</i> The enquiry starts with ensuring the children can talk about who is special to them and focussing on families and then friends and the activities that might be carried out with people who are special. It then moves on to thinking about who might be a role model to them and why, before introducing Moses. They are then introduced to Jesus who might be a role model to Christian and two of his miracles to show what special	Moses is special to Jews because he had a special relationship with God. God helped Moses to bring the Israelites out of slavery and gave the 10 Commandments. Two of Jesus' miracles show why Christians might believe he is a special person. Christians believe that Jesus is the son of God (the same God that spoke to Moses).	Children will: - retell the Christian Creation story - know that Christians believe that God wants them to look after the world - give some of the ways that Christians believe God wants them to behave (towards others) - Remember some Christian beliefs about God and talk about them	Children will: - recall parts of a story where Jesus spoke about kindness (e.g. <i>the Good Samaritan</i>) - know that in the Bible Jesus showed kindness to unpopular people (e.g. <i>the story of the tax-collector Zacchaeus</i>) - talk about a time in the Bible when Jesus showed kindness to someone who let him down (e.g. <i>the disciple Peter</i>)	Children will: - retell the story of the Buddha and share a key message from the story about how many Buddhists believe people should live - retell the story of the Buddha and explain which they think is the most important part - remember some key parts of the Buddha's life and talk about them	Children will: - discuss some reasons why Muslims might pray - explain what parts of Muslim's life might be helped by regular prayer - explain why Muslims might want to pray in a Mosque - describe the Muslim prayer routine and where they might choose to pray and say why	Children will: - describe what a Sikh/non-Sikh might learn from a Sikh story - recognise that stories can be an important way of expressing belief and meaning - consider how the teachings and example of one of the Gurus changed women's rights in Sikhi - explain the relevance of a Sikh story	Children will: - describe how Shabbat is celebrated amongst different Jewish communities - explain why the Tanakh, Torah and Talmud are important to most Jews - explain how the laws of the Torah still impact the lives of Jews today - recognise that stories and teachings can be an important way of expressing belief and meaning
	Vocabulary		Families Friends Role models Jesus Moses Special	Creation Creator Bible Christian Genesis Agape	Kindness Disciple Gospels Samaritan Jews Parables	Buddhism Buddha Siddharta Enlightenment Meditation Greed Selfishness	Commitment Prayer Self-discipline Mosque Minaret Dome Washroom	Moral Parable Guru Guru Granth Sahib Waheguru Equal rights Gender equality	Diversity Shabbat / Sabbath Orthodox Liberal Torah Talmud Tanakh
Skills			Children will: - talk about who is special to them, focussing on families and then friends and the activities that might be carried out	Children will: - think about what it means to be the creator of something - say how it feels to take care of something, somebody	Children will: - think about times they have been kind to others - say why kindness is important and think of different ways to show	Children will: - understand what it means to be happy and talk about the feelings that happiness brings - say how it feels to	Children will: - explain how commitment can be hard and can describe how it would feel to reach a goal - consider what	Children will: - explain how some stories can teach people about what is important and how to behave - give an opinion as to	Children will: - identify, understand, and appreciate diversity within religious communities - explain how stories and teachings can

	power he had and why Christians might believe he is a special person.	with people who are special. - think about who might be a role model to them and why. - think about why Jesus might be a role model for Christians.	or the Earth - express an opinion about some Christian beliefs about God - start to think through the enquiry question, applying some knowledge and beginning to see that there could be more than one answer	kindness - say if they think Christians should be kind and give a reason - start to think through the enquiry question, applying some knowledge and beginning to see that there could be more than one answer	be spoken to politely and understand that what people say is important - express an opinion about making people happy and why it might be important - apply knowledge to the enquiry question	regular actions are important to me and how I can remember them - explain how Muslims might be helped in their everyday lives by regular prayer - apply knowledge to the enquiry question	why stories may be important to people today - explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs - apply knowledge to the enquiry question	teach people about what is important and how to behave - explain why they find a story meaningful - explain how stories and texts can teach Jews about what is important and relate this to different communities within Judaism
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Autumn 2									
		EYFS		KS1		LKS2		UKS2	
Prior Learning			This builds on the children's understanding of Jesus as a special and important person to Christians and the learning about miracles he performed in Term 1.	Children are familiar with the Christian Creation story and have explored some Christian beliefs about God.	Children are familiar with the Christmas story. They understand the meaning of the gifts given to Jesus.	Children know that Christians believe that Jesus was the son of God and that he was given to the world. They have reflected on how Jesus is considered to be a saviour.	Children have considered why different parts of the Christmas Story are considered to be particularly meaningful to Christians.	Children are familiar with the symbolism within the Christmas Story and have reflected on what elements of the Christmas Story are most significant to Christians.	Children know the Christmas story and have compared different versions from the Bible. They know that Christians view Jesus as the incarnation of God.
		Nursery	YR	Y1	Y2	Y3	Y4	Y5	Y6
Religion, Theme, Enquiry Question		Christianity Christmas: What is Christmas to me and others?	Christianity Christmas: What is Christmas?	Christianity Christmas: What gifts might Christians in my town have given Jesus if he had been born here?	Christianity Christmas: Why do Christians believe God gave Jesus to the world?	Christianity Christmas: Has Christmas lost its true meaning?	Christianity Christmas: What is the most significant part of the nativity story for Christians today?	Christianity Christmas: Is the Christmas story true?	Christianity Christmas: How significant is it that Mary was Jesus' mother?
Knowledge	Children will know (key learning)	<i>Jesus as a special baby</i> <i>Mary as a special mummy</i> <i>Joseph as a special daddy</i> <i>The Christmas Story to Christians and me</i> <i>The Shepherds (A Christian Story)</i> <i>The Wise Men (A Christian Story)</i> The enquiry follows on directly from the last, revisiting the learning	Christians believe that angels are only sent by God to give very important news. Joseph was a good man and was already planning to marry Mary. He believed in God, so he said yes. The wise men had seen the star. They had said that this star would only shine when a very important baby had been born who would be a great king. They gave special gifts. These also signify to Christians the importance of Jesus as a baby.	Children will: - know that the Christmas story presents Jesus as God incarnate (human form) - remember the main events of and retell the Christmas story - explain why the gifts given to Jesus might have been meaningful in Bethlehem (e.g. <i>frankincense was expensive and only used in holy places</i>) - recognise that the gifts would be different today	Children will: - know that Christians believe that Jesus was God's son and he was given by God to the world - know that Christians might believe that Jesus came to save the world - describe the gifts that Christians might think Jesus brought to the world - recognise things a Christian might use to prepare for Christmas, including in different places in the world	Children will: - explain that Jesus was God in human form and why God gave him to the world - know that certain parts of the Christmas story are particularly meaningful for Christians (e.g. <i>the shepherds were the first to learn about the birth of Jesus even though they were considered lowly</i>) - explain why kindness might be meaningful to Christians at Christmas time	Children will: - explain some of the symbols/symbolism used in the Christmas story (e.g. <i>the star represents Jesus as the light of the world</i>) - understand that different parts of the Christmas story are more significant for different people, including different Christians - explain the symbolism within a christingle (e.g. <i>the orange represents the world</i>)	Children will: - retell a version of the Christmas story from the Bible - compare different versions of the Christmas story from the Bible (e.g. <i>looking at each of the four Gospels</i>) - start to explain what a Christian might believe is true from the Christmas story - start to explain the Christian belief that Jesus was the incarnation of God	Children will: - know what the Bible says about why Mary was chosen to be Jesus' mother - explain how Joseph reacted and was convinced to accept Mary's pregnancy - explain the Christian concept of the incarnation - make links between the Christian beliefs of the Virgin Birth and Incarnation

	Vocabulary	by beginning with Jesus as a special baby. We then move onto the 'specialness' of Mary as Jesus' mother and Joseph and his earthly father. The children then begin to learn some of the key elements of the Christmas story.	Christmas Angels Shepherds Wise Men Gifts Nativity	Incarnation Magi / Wise men Gold Frankincense Myrrh Meaningful	Incarnation Trinity Saviour Preparation Forgiveness Agape	Incarnation Trinity Meaningful Stable Shepherds Prince of Glory Saviour	Incarnation Trinity Significant Symbol Symbolise Lens Christingle	Incarnation Account Source Gospels Disciples Historical Scientific Personal	Incarnation Qualities Criteria Annunciation Fiat Conceived Virgin Birth Significance
Skills			Children will talk about their own experiences of Christmas or celebrating special events. They will think about the elements of the Nativity story which show that Jesus was a special person. They will be introduced to the Christian concept of "incarnation": God becoming man or literally being "made flesh".	Children will: - talk about their own experiences of giving and receiving gifts - reflect on gifts which are meaningful to them and why - reflect on which gifts may be special for others and why - start to think through the enquiry question, applying some knowledge and beginning to see that there could be more than one answer	Children will: - talk about the ways that the world and people in the world might need help - reflect on the different ways that they could help people in the world - start to think through the enquiry question, applying some knowledge and beginning to see that there could be more than one answer	Children will: - reflect on what Christmas means to them and compare this with the experiences of others - express their own opinions and support them with rationales - apply gained knowledge to the enquiry question and give answers supported by different elements of the enquiry	Children will: - discuss the significance of parts of the Nativity story to Christians and to themselves - express their own opinions with rationales - apply gained knowledge to the enquiry question and give answers supported by different elements of the enquiry	Children will: - reflect on how there might be different versions of events which are all true to some extent and to some people - discuss how stories can be "true" in different ways - consider different aspects, beliefs and sources of evidence when addressing the enquiry question	Children will: - reflect on the qualities needed in a person to carry out an important role - start to consider my own response to the Christian belief in the Virgin Birth, showing respect for Christian views - consider different aspects, beliefs and sources of evidence when addressing the enquiry question

Spring 1									
	EYFS		KS1		LKS2		UKS2		
Prior Learning		Children will already have explored some of these stories in nursery.	In EYFS children found out about Moses and his special relationship with God. They talked about why the synagogue is an important place for Jews.	In EYFS children learnt that Muslims worship Allah. They talked about why the Mosque is an important place for Muslims.	In KS1 children learnt about why Jesus is an important person for Christians. They are familiar with some stories where Jesus showed kindness to others, such as the Good Samaritan and the tax collector Zacchaeus,	Children were introduced to Buddhism in Y3. They learnt the story of the Buddha's life and have reflected on the most significant parts of the story for Buddhists.	Children studied Islam in Y2. They learnt about the attributes (names) of Allah, the prophet Muhammad and the Qur'an. In Y4 children learnt about the significance of the mosque and prayer in Islam.	Children were introduced to Sanatana Dharma in Y3. They know that Sanatanis believe that Brahman is one supreme deity with different aspects. They have learnt about different deities including Ganesha and Lakshmi.	
	Nursery	YR	Y1	Y2	Y3	Y4	Y5	Y6	
Religion, Theme, Enquiry Question	Sanatana Dharma Celebrations and me: What celebrations do I know about and celebrate?	Sanatana Dharma Celebrations: How do people celebrate?	Judaism Relationship with God: Who is God to the Jews?	Islam The 99 names of Allah: Who is God to Muslims?	Christianity Incarnation, God the Son: Did Jesus heal people? Did he perform miracles or is there some other explanation?	Buddhism Buddha's teachings: Can the Buddha's teachings make the world a better place?	Islam Commitment: What is the best way for a Muslim to show commitment to God?	Sanatana Dharma Beliefs into action: Do beliefs in Karma, Samsara and Moksha help Sanatanis lead good lives?	
Knowledge	Children will know (key learning)	What celebrations do I know about and celebrate?	January 1st is a time of celebration for many different cultures.	Children will: - say how some important Jewish	Children will: - consider some attributes that Muslims	Children will: - explain one Christian viewpoint	Children will: - explain how Anicca (change) might bring	Children will: - why some reasons for prayer might be	Children will: - explain the Sanatani belief in Karma and

		<i>Chinese New Year (A Story from China)</i> <i>Persian New Year (A Nowruz Story)</i> <i>Holi (A Sanatani Festival)</i> This enquiry starts with what children may know or understand about the 1st January being a time of celebration for many. It makes the point that Christmas is Christian in origin, but New Year is secular.	Holi is a festival of colour celebrating the start of Spring. It is to celebrate a time in the Sanatana Dharma tradition where good triumphs over evil. At the start of Holi, all rubbish is burnt as a way of getting rid of the old and starting afresh.	beliefs began - retell the story of how Judaism began and say that Jews believe in one God -talk about the Ten Commandments - tell a story about Abraham and Moses and say why these men are important to Jewish people today	might believe that Allah has - explain the ways a Muslim might show respect to Allah in their lives - describe some of the attributes (names) of Allah and what these might mean	about one of Jesus' healing miracles (healing of the leper) - explain one Christian viewpoint about one of Jesus' healing miracles (healing of the blind man) - explain one Christian viewpoint about one of Jesus' healing miracles (healing of the paralysed man)	about Dukkha (suffering) for some people - retell a Buddhist story and explain its meaning - retell a Buddhist story and explain how it shows compassion - explain how the teachings of Buddha might impact on the life of a Buddhist today	important to Muslims - explain why helping the poor or needy might support a Muslim in showing commitment to God - explain how fasting might show commitment to God for a Muslim - explain some of the ways that Muslims might show commitment to God	Reincarnation and different types of Dharma - explain how a belief in Karma could help Sanatanis live good lives - explain how some Sanatanis choose to live a good life because of their beliefs - explain some Sanatani beliefs about life after death
	Vocabulary	The sessions then look at Persian and Chinese New Year to give the children an understanding of different cultures and celebrations which will be built upon in F2 and Primary. It then moves on to Holi (A Sanatani Festival) and how this is celebrated.	Celebration New Year Spring Lantern Mawruz Holi	Agreement Commandment Trust Relationship Torah Rabbi	Respect Muslim Allah Deity Qur'an Attribute	Miracle Healing Incarnation Leprosy Paralysed Injury	Suffering Grief Selfishness Compassion Anicca Dhukka Enlightenment	Ramadan Zakat Charity Purify Ramadan Sawm (fasting) Dedication	Choices Consequences Reincarnation Dharma - Duty Karma - Action Samsara Moksha
Skills			Children will talk about their own experiences of new year celebrations. They will hear new year stories from China and Persia and consider how different cultures celebrate in different ways.	Children will: - explain why agreements and trust are important - create a set of rules to help us live a happy life - talk about an agreement Jewish people make with God and begin to explain why this is important - begin to apply knowledge to the enquiry question	Children will: - explain how they might show respect for other people - say what they do to show people who are special to them that they care - explain how Muslims might show respect for the attributes (names) of Allah in their daily lives - begin to apply knowledge to the enquiry question	Children will: - talk about some of the things in the world that people think of as miracles and whether there might be another explanation - talk about a miracle they would like to see happen in the world today - start to say whether they think Jesus actually healed people or not - apply knowledge to the enquiry question	Children will: - consider how the world is a wonderful place for some people and less wonderful for others - explain why one of these stories might be meaningful to them - talk about changes in their life - explain how the Buddha's teachings might make the world a better place - apply knowledge to the enquiry question	Children will: - name a commitment that is important to them and say why it is important - identify commitments they could improve upon and say how - say which they think is the best way for a Muslim to show commitment to God and say why - apply knowledge to the enquiry question	Children will: - explain what consequences might come from actions - express their views on life after death - create a (symbolic) piece of art - express an opinion whether the Sanatani belief in reincarnation helps them lead good lives and explain why they think this - apply knowledge to the enquiry question

Spring 2								
	EYFS		KS1		LKS2		UKS2	
Prior Learning		Children began to learn about the Easter story in nursery.	In EYFS children began to learn about the Easter story, including the events of Palm Sunday and Holy Week.	Children are familiar with the key elements of the Easter story. In Y1 they learnt about Palm Sunday and considered why Jesus was treated like a king.	Children are familiar with the Easter story. In KS1 children learnt about how Jesus was treated on Palm Sunday and the significance of the resurrection.	Children are familiar with the Easter story and have considered the significance of Palm Sunday, the resurrection and Good Friday.	Children are familiar with the Easter story. They have considered the significance of Palm Sunday, the resurrection and Good Friday. In Y4 they studied forgiveness in Christianity.	This is the last Christian specific unit that the children will study in KS2.
	Nursery	YR	Y1	Y2	Y3	Y4	Y5	Y6

Religion, Theme, Enquiry Question		Christianity	Christianity	Christianity	Christianity	Christianity	Christianity	Christianity	Christianity
		Easter and me: What is Easter to me and others?	Easter: What is Easter?	Easter - Palm Sunday: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Easter - Resurrection: How important is it to Christians that Jesus came back to life after his crucifixion?	Easter - Good Friday: What is 'good' about Good Friday?	Easter - Forgiveness: Is forgiveness always possible for Christians?	Easter - Salvation: How significant is it for Christians to believe that God intended Jesus to die?	Beliefs and meaning: Is Christianity still a strong religion over 2000 years after Jesus was on Earth?
Knowledge	Children will know (key learning)	<i>What signs of spring can I find?</i> <i>Spring in to Life</i> <i>A Christian Celebration</i> This enquiry focuses on the new life seen in Spring. It uses Bertie (owl) in social stories to help the children understand what they might see and experience in Spring. It then moves on to an abridged version of the events of Palm Sunday (where Jesus was welcomed like a King entering Jerusalem) and Holy Week (age appropriate).	Children learn about the events of Palm Sunday and Holy Week. The Last Supper was Jesus' last meal with his friends. Jesus went to the Garden of Gethsemane with his special and closest friends to pray and ask God to help him cope with a difficult time.	Children will:	Children will:	Children will:	Children will:	Children will:	Children will:
	Vocabulary	Sunday (where Jesus was welcomed like a King entering Jerusalem) and Holy Week (age appropriate). The children will be asked to remember the miracles Jesus performed as an adult which made him special (healing the leper, feeding the 5000) and this is linked to the miracle of new life or rebirth at Easter and Spring. The symbolism of the hot cross bun and an Easter Egg are explained.	Christians believe that Jesus showed that new life is possible. That is why we have Easter eggs – they symbolise new life. Easter Spring Palm Sunday Holy week Last Supper	Celebrity Admire Respect Palm Sunday Easter Sunday Disciples	Resurrection Disciples Saviour Crucifix Crucifixion Spring	Communion Betray Rescue Covenant Last Supper Good Friday Sacrifice	Forgiveness The Lord's Prayer Salvation Saviour Messiah Gospel Disciples	Pharisee Pilate Salvation Resurrection Life after death Purpose Destiny	Influence Inspiration Legacy Charity Persecution Prejudice Impact
Skills		The children will be asked to remember the miracles Jesus performed as an adult which made him special (healing the leper, feeding the 5000) and this is linked to the miracle of new life or rebirth at Easter and Spring. The symbolism of the hot cross bun and an Easter Egg are explained.	This enquiry focuses on the new life seen in Spring. It uses Bertie (owl) and his family to help the children understand what they might see and experience in Spring. The children will be asked to remember the healings and other actions Jesus made as an adult which made him special, and this is linked to the miracle of new life or rebirth at Easter and Spring.	Children will:	Children will:	Children will:	Children will:	Children will:	Children will:
				- talk about the people that they admire and think about the qualities that these people have - start to show an understanding that Jesus is special to Christians and say why - start to think through the enquiry question, applying some knowledge and beginning to see that there could be more than one answer	- think about what happens when something or somebody dies - consider what symbols they could use when celebrating people they love or new life - suggest what happened to Jesus after the tomb was found empty - start to think through the enquiry question, applying some knowledge and beginning to see that there could be more than one answer	- consider how somebody might rescue or help others in a difficult situation - reflect on what they think might or might not be a good thing about the story of Easter as a rescue - reflect on what some Christians think about Good Friday - apply gained knowledge to the enquiry question and give answers supported by different elements of the enquiry	- consider why forgiveness might be difficult in some situations - explain what forgiveness means to them - show an understanding of how Christians might believe God can help them to show forgiveness - apply gained knowledge to the enquiry question and give answers supported by different elements of the enquiry	- understand how some people believe in destiny and others believe in free will - give their own definitions of purpose and destiny - give an example of someone with a strong sense of purpose in their life - express their opinions on Jesus' crucifixion with rationales - consider different aspects, beliefs and sources of evidence when addressing the enquiry question	- explain who has been an influence or inspiration in their life and why - explain how the influence people have had on them has affected their views - explain a legacy they would like to leave the world - give their opinion as to whether Christianity is a strong religion and why they think this - consider different aspects, beliefs and sources of evidence when addressing the enquiry question

Summer 1									
		EYFS		KS1		LKS2		UKS2	
Prior Learning			Children will already have explored some of these stories in nursery.	Children know how Judaism began and that Jews believe in one God. They have learnt Abraham, Moses and the Ten Commandments	Children know what the Qur'an is and have learnt about some of the ways that Muslims show respect towards Allah.	This is the first unit that children will do on Sanatana Dharma. They may remember learning about the Holi festival in EYFS.	Children studied Judaism in Y1. They have learnt about the Ten Commandments, what happens on Shabbat and some aspects of worship and the Synagogue.	In Y3 children learnt the story of the Buddha's life. In Y4 they considered Buddhist views on change, suffering and making the world a better place.	Children have learnt about the attributes (names) of Allah, the prophet Muhammad, the mosque and the Qur'an. They have considered ways Muslims show commitment to Allah.
		Nursery	YR	Y1	Y2	Y3	Y4	Y5	Y6
Religion, Theme, Enquiry Question		Christianity, Islam, Sikhi Stories and me: What can we learn from stories?	Christianity, Islam, Sikhi Stories Time: What can we learn from stories?	Judaism Shabbat: Is Shabbat important to Jewish children?	Islam The prophet Muhammad: How important is the prophet Muhammad to Muslims?	Sanatana Dharma Belief - aspects of one supreme being: What do some deities tell Sanatanis about God?	Judaism Belief in action: How do Jewish beliefs, teaching and stories impact on daily life?	Buddhism Key Buddhist beliefs: What is the best way for a Buddhist to show commitment to their beliefs?	Islam Sacred writings: How is the Qur'an vital to Muslims today?
Knowledge	Children will know (key learning)	<i>The Tortoise and The Hare</i> (An Aesop Fable) <i>The Crocodile and The Priest</i> (A Sikh Story) <i>Bilal and the Beautiful Butterfly</i> (A Muslim Story) <i>The Gold-Giving Serpent</i> (An Indian Story) <i>Best Friends</i> (A Story from Asia) <i>The Lost Sheep</i> (A Christian Story)	<i>The Boy who cried Wolf</i> (An Aesop Fable) <i>The Crocodile and The Priest</i> (A Sikh Story) <i>Bilal and the Beautiful Butterfly</i> (A Muslim Story) <i>The Gold-Giving Serpent</i> (An Indian Story) <i>Best Friends</i> (A Story from Asia) <i>The Lost Coin</i> (A Christian Story)	Children will: - retell the creation story and how it relates to the Sabbath - explain how Shabbat is celebrated - talk about why a Jewish family might go to a synagogue to celebrate Shabbat - say what happens on Shabbat	Children will: - say why Muhammad was chosen to be a prophet - say why events in the life of Muhammad were important to Islam - show how some of the sayings of Muhammad might help Muslims behave today - say what might be the most important parts of the life of Muhammad to a Muslim	Children will: - explain the Sanatani belief that Brahman is one supreme deity with different aspects - explain what some Sanatanis might believe about Ganesha - explain what some Sanatanis might believe about Lakshmi - describe different deities and explain why they may be important to Sanatanis	Children will: - Identify some of the foods Jews would choose to eat or not eat if they keep kosher - retell the story of Passover, share how it is celebrated and why it is important to Jewish people - describe some of the things Jews do to show how their beliefs and respect for God impacts on their daily life	Children will: - explain why the Buddha might be thought of as a Jewel or Refuge by some Buddhists - explain how a Buddhist might show commitment to the Dhamma - explain how being part of the Sangha would help a Buddhist show commitment to their beliefs - explain why the three Jewels or Refuges might be valuable to Buddhists	Children will: - explain why I think some events were important during the Night of Power - explain some actions a Muslim might take to show respect to the Qur'an - interpret some sayings from the Qur'an and understand there may be different interpretations - explain facts about the treatment of the Qur'an and how it was revealed
	Vocabulary	This enquiry focusses on stories, using a selection of some religious and some secular stories to show the children that people learn from a variety of texts,	Priest Serpent Bible Muslim Sikh Christian	Creation Routine Sabbath Shabbat Challah bread Kiddush cup	Prophet Roles Role model Reliable Devoted Makkah / Mecca	Aspects Attributes Brahman Deity Essence Ganesha Lakshmi	Torah Kosher Mitzvah / mitzvot Passover Seder Plagues Authority	Jewel Refuge Value Dhamma Sangha Monastery Monastic	Guidance Free will Consequences Interpret / interpretation Kursi Ayat
Skills		This will be the foundation for investigations into texts for every worldview in the	This enquiry focusses on stories, using a selection of some religious and some secular stories to show the children that people learn from a	Children will: - say what day might be special to them and explain what they might do on that day and who they might spend it with	Children will: - say what might make somebody important or special - say who is special to them and why - say what qualities	Children will: - explain how people show different aspects of their personalities - explain how different aspects of their character help others	Children will: - discuss why they would choose to follow an instruction not to eat certain foods, whom they would listen to and why	Children will: - decide what might be important to them and understand that might be different to other people - explain why greed,	Children will: - consider how written guidance might impact on their behaviour - explain what they have learnt from a text and how they might

	primary phase.	variety of texts. This will be the foundation for investigations into texts for every worldview in the primary phase.	- explain why having a regular time of peace or rest might be good for me and others - begin to apply knowledge to the enquiry question and understand that there could be more than one answer	they find important in special people - say why they have chosen certain facts about Muhammad's life above others - begin to apply knowledge to the enquiry question	see who they really are - explain how they could show more of their positive aspects - explain why or how these deities might tell Sanatanis more about God - apply knowledge to the enquiry question	- show how some people choose to show respect for those in authority by following the rules - start to identify how it might feel to keep Kashrut - apply knowledge to the enquiry question	hatred and ignorance might cause problems in life - explain the characteristics of a safe space and consider how to make one in school - say which of the 3 Jewels or Refuges they think would help a Buddhist show commitment to their beliefs	care for things which are important to them - explain how they would like something important to them to be respected and treated - explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today - apply knowledge to the enquiry question
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Summer 2									
		EYFS		KS1		LKS2		UKS2	
Prior Learning			This builds on the children's understanding of special places from nursery.	Children are familiar with the creation story and what happens on Shabbat. They have learnt about Abraham, Moses and the Ten Commandments.	Children have learnt about some of the attributes (names) of Allah. They have found out about the life and importance of the prophet Muhammad.	This is the first time that children will be learning about Sikhi. They may remember the Sikh story of the Crocodile and the Priest from EYFS.	This builds on the children's deepening understanding of Christianity. Can be linked to learning in T1 (prayer, worship and the significance of the mosque in Islam).	This builds on the children's deepening understanding of Christianity. Can be linked to learning in T3 (What is the best way for a Muslim to show commitment to God?)	This is the first time that children will learn about Humanism.
		Nursery	YR	Y1	Y2	Y3	Y4	Y5	Y6
Religion, Theme, Enquiry Question		Christianity, Islam, Judaism Special places and me: What makes places special to me and others?	Christianity, Islam, Judaism Special places: What makes places special?	Judaism Prayer and Worship: Does visiting the Synagogue help Jewish children feel closer to God?	Islam The Qur'an - holy book: How important is the Qur'an to Muslims?	Sikhi Belief into action: What is the best way for a Sikh to live a good life?	Christianity Prayer and Worship: Do people need to go to church to show they are Christians?	Christianity Beliefs and Practices: What is the best way for a Christian to show commitment to God?	Humanism Humanist role models: How do inspirational people impact on how Humanists live today?
Knowledge	Children will know (key learning)	<i>Me and My Home</i> <i>Special Places and Me</i> <i>Special Places for Christians</i> <i>Special Places for Muslims</i> <i>Special Places for Jews</i> <i>Our World and Me</i> This enquiry focusses on special places	As well as praying, there are lots of other events that happen at a church e.g. wedding and baptism. Many Christians like to look at candles in a church. The mosque is a special place for Muslims to feel close to Allah. Many Jews wear prayer shawls and kippah (skull cap). The Synagogue will always have the Torah kept in an Ark.	Children will: - know that Jerusalem and the synagogue are special to Jews and say what they might see at the Synagogue - talk about the Jewish Holy Book and explain how it is used - talk about special clothing Jews wear when visiting the synagogue - explain what happens when Jews visit the synagogue for worship and prayer	Children will: - say how a Muslim might show respect to the Qur'an - order events from the Night of Power and say what they think is important - say some of the instructions a Muslim might follow that are in the Qur'an - explain why a Muslim might think the Qur'an is important	Children will: - understand some of the ways that Sikhs show commitment to God - describe some of the ways Sikhs practise their faith - describe how the teachings in the Guru Granth Sahib help Sikhs make decisions about how they live their life - describe how some Sikh actions and beliefs help them live a good life	Children will: - discuss some events or services that might happen at a church (Baptism) - discuss some events or services that might happen at a church (Holy Communion) - discuss how a church might support a Christian with prayer and worship in their lives today. - describe some of the ways Christians use Churches to	Children will: - describe how practices enable Christians to show their commitment to God (The 10 Commandments) - describe how practices enable Christians to show their commitment to God ('Love your neighbour as yourself') - describe how practices enable Christians to show their commitment to God (prayer and	Children will: - discuss how Albert Einstein might inspire a Humanist and say why - explain why Charles Darwin might inspire a Humanist - explain why and how Alice Roberts might inspire a Humanist - explain what a Humanist might find as an inspiration and say why

		especially places of worship and is therefore the foundation for understanding these terms in subsequent enquiries.					worship and pray	worship)	
	Vocabulary	We start with houses and other personal special places before moving on to places of worship: We also discuss the world as a special place to include all worldviews.	Church Mosque Allah Qur'an Synagogue Torah	Synagogue prayer worship Torah scrolls Hebrew Kippah	Qur'an Angel Angel Jibr'il Khadija Allah Makkah / Mecca	Commitment Responsibility Guru Granth Sahib Waheguru Gurdwara Seva / Sewa	Communion Baptism Rites of passage Diversity Evangelical Significant	Commitment Ideals Denominations Commandment Trinity Communion Confirmation	Humanism Atheist Non-religious Inspiration Evolution Anthropologist Ethical
Skills			This enquiry focusses on special places especially places of worship and is therefore the foundation for understanding these terms in subsequent enquiries. Children start by talking about houses and other special places around the world. They consider why places of worship are special to people.	Children will: - start to explain feelings they have when they visit a place that is special to them - think about how the synagogue might give special feelings to Jews, and include similar features in a special place they have designed - talk about how Jewish children may feel closer to God if they visit the synagogue	Children will: - talk about something they have learnt from a story - give examples of good things they could do in their lives - consider how some of the things they think are important might be similar to instructions in the Qur'an - explain how instructions in the Qur'an might impact on the life of a Muslim today	Children will: - talk about different ways that they show commitment - explain how committing to some things can help them lead a good life - explain how they can increase their commitment to living a good life - start to evaluate which ways may or may not help Sikhs to live a good life according to their beliefs	Children will: - describe the feelings they associate with a special place - explain some of their feelings about a special place and suggest why they exist - explain some of their feelings about a special place and suggest why they exist - apply knowledge to the enquiry question - say why a Church may have an impact on a Christian.	Children will: - show an understanding of why people may show commitment in different ways to something they believe in - apply knowledge to the enquiry question - explain why they think some ways of showing commitment to God might be better than others for Christians	Children will: - discuss the characteristics of a role model - explain something which has inspired them and how they live - say whether the people we have studied might be a role model to me and others - explain how Humanists might act as a result of being inspired - apply knowledge to the enquiry question