



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer Term
EYFS	F5 Where Do We	F4 Which Times are	F6 What is Special	F2 Which People are Special and	F3 Which Places are Special and why?
	Belong?	Special and Why?	about our world &	Why?	
			Why?		Focus: Expressing
	Focus: Living	Focus: Expressing		Focus: Believing	Skills: Discovering
	Skills:	Skills: Discovering	Focus: Living	Skills: Discovering	 I can talk about the things that are
	Discovering	• I can say why	Skills: Discovering		special and valued in a church/mosque
	Recall simply	Sukkot is a special		Recall a story about a special	I can identify some significant
	what happens at	time for Jewish	• I can re-tell the	person in Sikhism (Guru Nanak)	features of churches/mosques
	a traditional	people.	story of creation	and talk about what can be learnt	I can recognise a church
	Christian infant	• I can say why	from Genesis 1,	from it	I can recognise a mosque
	baptism	Diwali is a special	talking about what it	• Identify some of the qualities of a	
	Recall simply	time for Hindus.	says about the	good friend and identify my own	Knowledge:
	what happens	• I can recall a simple	world, God, human	good friends	•Where is special to me?
	when a baby is	story connected with	beings.	Recall and talk about a story of	•Where is a special place for Christians
	welcomed into	Diwali.	• I can express ideas	Jesus as a friend to the disciples	to go?
	the Muslim	• I can give examples	about how to look	Recall and talk about the story of	•Where is a special place for Christians
	tradition	of special occasions	after wildlife in	the feeding of the 5 000	to go? What makes a church special?
	 Share occasions 	and suggest aspects	response to the	Knowledge: • Who is special to you	•Where is a holy place for Muslims to
	when things have	of celebration that	stories of	and why?	go?
	happened in my	are found in more	Muhammad and the	•Why are some people special?	•Where is a special place for Muslims
	life that made me	than one religious	Crying Camel and	●What story do Sikhs tell about a	to go? What makes a mosque special?
	feel special	festival.	Muhammad and the	special person?	•What is important in a church and a
		Knowledge:	Kittens.	What is a good friend like? How	mosque? How are holy buildings
	Knowledge:	What special times	• I can talk about	did Jesus make some very special	similar and different?
	•What makes us	have you had? What	what people do to	friends?	●What is needed to make a truly
	feel special?	do other people	mess up the world	 What can a Christian learn from 	special place of our own?
	What makes	celebrate? •What	and what they do to	actions in a story?	
	Christians feel	happens at Sukkot	look after it.	●What story shows Jesus being a	Key Vocabulary: Special, school, home,
	special to God?	and why?		friend and caring for others?	Christian church Muslim, mosque





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer Term
EYFS	 How do Christians 	What story do	Knowledge:	Key Vocabulary: family,	
	know that children are	Hindu people	What are our favourite	friends, Guru Nanak	
	special to God? ●What	remember at	things about nature?	(Sikhism) snake cobra,	
	groups do we belong	Diwali? What	 Why do some people say 	poisonous, Jesus, loaves,	
	to? How do we know	happens at	the world is special? What	fishes, miracle Zacchaeus	
	we belong to a group?	Diwali and why?	do you think is special about		
	What groups do	What happens	the world? •What story do		
	religious people belong	at Christmas,	Christians tell about how the		
	to? •How do we show	and why?	creation of the world?		
	people they are	What can we	How can we tell the		
	welcome? How are	say about	Christian story of creation?		
	babies welcomed into	Christmas,	 What stories do Muslim 		
	the Christian family?	Diwali and	people tell about God's		
	How is a baby	Sukkot?	creation?		
	welcomed into the		 How does Muhammad 		
	Muslim religion? •How	Key Vocabulary:	show Muslims how to		
	do Hindu brothers and	celebrate	behave in the story of		
	sisters show their love	festival gifts,	Muhammad and the Kittens?		
	for each other at a	food, clothes,	●Is our world 'very good'?		
	festival?	cards Christmas	Key Vocabulary: creation,		
		– Christian,	nature, world, plants,		
	Key Vocabulary:	Mary, Jesus,	animals, camels, kittens,		
	Family, home, church,	Joseph, angel,	God, Allah, Prophet		
	Special, God Christian,	shepherds, king	Muhammad, happy, sad,		
	baptism Muslim, Allah,	Divali – Hindu,	kind, good, care		
	mosque, whisper	Rama Sita, diva,			
	Hindu, brothers, sisters	light Sukkot –			
		Jewish, sukkah			





Rec	F1 Which stories are special and why?
All year	Focus: Believing
	Skills: Discovering
	• Recognise some religious words, e.g. words about God, names of holy texts, Jesus, Muhammad
	• Identify some of my own feelings in the Calming of the Storm and the first revelation of the Qur'an
	Identify and name the Bible and at least one other sacred text
	• Talk about what Jesus teaches about keeping promises in the parable of the two sons and say why keeping promises is a good thing to do
	Knowledge:
	What is your favourite story? What do you like about it, and why?
	• Do you know any Bible stories? What stories do you know that are special to Christians? What do you think Jesus was (is) like?
	•What stories are special to Christians? What happens in a story from the Bible? Does the story tell you about God? What do you learn?
	•What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What do you learn?
	•What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you
	about God?
	•What is the holy book for Muslims?
	•What are the similarities and differences between different people's special stories?
	Key Vocabulary: Bible, Qur'an, God, Jesus, Muhammad, feelings, promises, good, storm, scared, worried, brave





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer Term
Year 1	1.1 Part 1Who is a	1.7 What does it mean	1.2 Part 1 Who is	1.6 Part 1 How and why do we celebrate special	1.5 What makes
	Christian and what	to belong to a faith	Muslim and what	times?	some places
	do they believe?	community?	do they believe?		sacred?
				Recap: F4 Which times are special and why?	
	Recap: Christians	Recap: F5: Where do	Recap: 1.1 Who is		Recap: F3 Which
	see God as Father	we belong?	a Christian and	Focus: Expressing	places are special
	and Creator and		what do they	Skills: Exploring	and why?
	Jesus as the Son of	Focus: Living	believe?	What do you celebrate and why?	
	God	Skills: Exploring		 What might Christians be celebrating at Easter? 	Focus: Expressing
		 Do we all belong to 	Focus: Believing	How do Christians celebrate Easter?	Skills: Exploring
	Focus: Believing	something?	Skills: Exploring	What matters most at Easter?	What Makes some
	Skills: Exploring	 How do Christians 	What do we		places sacred?
	•Who is a Christian	show they belong?	think about God?	Knowledge:	Where Do I feel
	and what do they	How do Muslims show	Who was the	Identify some ways Christians celebrate	Safe?
	believe?	they belong?	Prophet	Christmas/Easter/Harvest/Pentecost and some	 Which place of
	What do	 How do Jewish people 	Muhammad, and	ways a festival is celebrated in another religion	worship is sacred for
	Christians believe	show they belong?	why is he	(A1). • Re-tell stories connected with Christmas/	Christians?
	about God?	 How do Christians 	important to	Easter/Harvest/Pentecost and a festival in another	 Where is a sacred
	What does the	welcome a new baby?	Muslims?	religion and say why these are important to	place for Jewish
	Bible teach us	 How do Muslims 	 What stories of 	believers (A2).	believers to go?
	about God? • Why	welcome a new baby?	the Prophet do	 Ask questions and suggest answers about stories 	 Which place of
	is Jesus important	 How do some people 	Muslims love to	to do with Christian festivals and a story from a	worship is sacred for
	to Christians?	show they belong to	tell?	festival in another religion (B1).	Muslims?
		one another?	 What makes a 	 Collect examples of what people do, give, sing, 	 How are places of
			place or an object	remember or think about at the religious	worship similar and
			special to us? And	celebrations studied, and say why they matter to	different?
			to Muslims?	believers	 Why are places of
					worship important
					to our community?





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer Term
Year 1	Knowledge:	Knowledge:	Knowledge:	Key Vocabulary: Special,	Knowledge:
	 Talk about some 	 Recognise and name some 	 Talk about some simple 	sacred, celebrate, festival,	 Identify special objects and
	simple ideas about	symbols of belonging from	ideas about Muslim beliefs	Harvest, Christmas,	symbols found in a place
	Christian beliefs	their own experience, for	about God, making links with	Easter, Pentecost, Eid-ul-	where people worship and be
	about God and	Christians and at least one	some of the 99 Names of	Fitr Christian, Muslim	able to say something about
	Jesus (A1).	other religion, suggesting	Allah (A1). Re-tell a story		what they mean and how
	•Re-tell a story that	what these might mean and	about the life of the Prophet		they are used (A3).
	shows what	why they matter to believers	Muhammad (A2).		Talk about ways in which
	Christians might	(A3).	Recognise some objects		stories, objects, symbols and
	think about God, in	Give an account of what	used by Muslims and suggest		actions used in churches,
	words, drama and	happens at a traditional	why they are important (A2).		mosques and/or synagogues
	pictures,	Christian infant baptism	 Identify some ways 		show what people believe
	suggesting what it	/dedication and suggest	Muslims mark Ramadan and		(B2).
	means (A2).	what the actions and	celebrate Eid-ul-Fitr and how		Ask good questions during a
	 ◆Talk about issues 	symbols mean (A1).	this might make them feel		school visit about what
	of good and bad,	 Identify two ways people 	(B1). • Find out about and		happens in a church,
	right and wrong	show they belong to each	respond with ideas to		synagogue or mosque (B1).
	arising from the	other when they get married	examples of cooperation		
	stories (C3). ●Ask	(A1).	between people who are		Key Vocabulary: church-altar,
	some questions	 Respond to examples of 	different (C2).		cross, font, lectern, pulpit
	about believing in	co-operation between			mosque-wudu, calligraphy,
	God and offer	different people (C2)	Key Vocabulary: Muslim,		prayer mat/beads, minbar,
	some ideas of their	Vocabulary: Faith,	Islam, Allah, Prophet		mihrab, muezzin synagogue-
	own (C1).	belonging, community,	Muhammad PBUH,		ark, Ner Tamid, Torah scroll,
		symbols, baptism, naming	Qur'an,Ramadan, Eid-ulFitr,		tzitzit (tassels) tefillin, tallit
	Key Vocab: God,	ceremony (Judaism	calligraphy, Arabic,		(prayer sha
	Jesus, Christian,	chuppah) weddings (Jewish	nasheeds, tawid		
	bible, symbols,	ketubah wedding contract)			
	prayer, worship				





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	1.3 Who is Jewish	1.1 Part 2 Who is a	1.2 Part 2 Who is Muslim and	1.6 Part 2 How and	1.4 How can we	1.8 How should we care
	and what do they	Christian and what	what do they believe?	why do we celebrate	learn from sacred	for others and the world
	believe?	do they believe?		special times?	books?	and why does it matter?
			Recap: 1.2 Part 1			
	Recap: 1.1 Who is a	Recap: 1.1 Part 1	What do we think about	Recap: 1.6 Part 1	Recap: F1 Which	Recap: F6. What is special
	Christian and what	Who is a Christian	God?	What do you	stories are special	about our world?
	do they believe?	and what do they	Who was the Prophet	celebrate and why?	and why?	
		believe?	Muhammad, and why is he	What happened at		Focus: Living Skills:
	Focus: Believing	 What do Christians 	important to Muslims?	Easter and how does	Focus: Believing	Exploring • Should we
	Skills: Exploring	believe about God?	What stories of the Prophet	it make people feel?	Skills: Exploring	care for everyone? •What
	What is precious to	 What does the 	do Muslims love to tell?	What might	What is a holy	do Christians believe
	us? What is precious	Bible teach us about	 What makes a place or an 	Christians be	book? Why is the	about caring for people?
	to Jewish people?	God?	object special to us? And to	celebrating at Easter?	bible important to	●What do some religions
	 What does a 	Why is Jesus	Muslims?	 How do Christians 	Christians?	say about caring for other
	mezuzah remind	important to	Focus: Believing Skills:	celebrate Easter?	How are holy	people? How have some
	Jewish people	Christians?	Exploring	 What matters most 	books treated?	people shown they
	about?		What is a mosque, and what	at Easter?	What story is	cared? •How is the
	 How and why do 	Focus: Believing	happens at a mosque? How		special for Jewish	golden rule an
	Jewish people	Skills: Exploring	and why do Muslims pray and	Focus: Expressing	people in the	encouragement to care?
	celebrate Shabbat?	What do the	worship at the mosque?	Skills: Exploring	Torah?	What stories do
	 What does the 	miracles of Jesus	 Mosques near where we 	Why do Jewish	 Which story do 	Christians and Jewish
	story of Chanukah	teach us about what	live: What can we find out?	people tell the story	Muslims tell about	people tell about the
	make us think	is important to	 What can we learn from 	of Passover	the Prophet	beginning of the world?
	about?	Christians?	Muslim holy words?	• (Pesach) every	Muhammad?	What do Christians say
	 How do Jewish 	 Why do Christians 	 What happens at the 	year?	What can be	about how to treat the
	people think about	pray?	celebration of Eid-ul-Fitr, and	 What do Muslims 	learnt from the	world?
	miracles at	• Who is a Christian?	why? • Who is a Muslim, and	celebrate at Id-ul-	story of Jonah?	
	Chanukah?		what do they believe?	Fitr?	What is special	
					about Jonah?	





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
2	 Talk about how the 	Talk about	 Talk about some 	 Identify some ways 	 Recognise that 	• Re-tell Bible stories and
	mezuzah in the home	some simple	simple ideas about	Christians celebrate	sacred texts contain	stories from another faith
	reminds Jewish people	ideas about	Muslim beliefs about	Christmas/Easter/Harvest	stories which are	about caring for others
	about God (A3).	Christian beliefs	God, making links with	/Pentecost and some	special to many	and the world (A2).
	Talk about how	about God and	some of the 99 Names	ways a festival is	people and should be	• Identify ways that some
	Shabbat is a special day	Jesus (A1).	of Allah (A1). • Re-tell a	celebrated in another	treated with respect	people make a response
	of the week for Jewish	Re-tell a story	story about the life of	religion (A1). • Re-tell	(B3).	to God by caring for
	people, and give some	that shows what	the Prophet Muhammad	stories connected with	 Re-tell stories from 	others and the world
	examples of what they	Christians might	(A2).	Christmas/	the Christian Bible and	(B1).
	might do to celebrate	think about God,	Recognise some	Easter/Harvest/Pentecost	stories from another	 Talk about issues of
	Shabbat (B1).	in words, drama	objects used by Muslims	and a festival in another	faith; suggest the	good and bad, right and
	Re-tell a story that	and pictures,	and suggest why they	religion and say why	meaning of these	wrong arising from the
	shows what Jewish	suggesting what	are important (A2).	these are important to	stories (A2).	stories (C3).
	people at the festival of	it means (A2).	 Identify some ways 	believers (A2).	 Ask and suggest 	 Talk about some texts
	Chanukah might think	Talk about	Muslims mark Ramadan	 Ask questions and 	answers to questions	from different religions
	about God, suggesting	issues of good	and celebrate Eid-ul-Fitr	suggest answers about	arising from stories	that promote the 'Golden
	what it means (A2).	and bad, right	and how this might	stories to do with	Jesus told and from	Rule', and think about
		and wrong	make them feel (B1). •	Christian festivals and a	another religion (C1).	what would happen if
	Key Vocabulary: Jewish,	arising from the	Find out about and	story from a festival in	 Talk about issues of 	people followed this idea
	Judaism, Shabbat,	stories (C3).	respond with ideas to	another religion (B1).	good and bad, right	more (C2)
	Mezuzah, Shema	Ask some	examples of cooperation	 Collect examples of 	and wrong arising	 Use creative ways to
	Sukkot, Chanuka, Pesach	questions about	between people who	what people do, give,	from the stories (C3).	express their own ideas
	(Passover) challah	believing in God	are different (C2).	sing, remember or think		about the creation story
	bread, Menorah (7	and offer some		about at the religious	respect Torah, scrolls,	and what it says about
	branched candlestick)	ideas of their		celebrations studied, and	synagogue, Hebrew	what God is like (C1).
		own (C1).		say why they matter to	Bible Qur'an, Arabic,	
				believers	Prophet Muhammad	
					PBUH	





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2		Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:
		God, Jesus,	Muslim, Islam,	Special, sacred,	Christians,	created/creation unique,
		Christian, bible,	Allah, Prophet	celebrate, festival,	Christianity,	important responsibility
		symbols, prayer,	Muhammad PBUH,	Harvest, Christmas,	Muslims, Islam,	
		worship	Qur'an,Ramadan,	Easter, Pentecost,	Jews, Jewish,	
			Eid-ulFitr,	Eid-ul-Fitr Christian,	sacred texts,	
			calligraphy, Arabic,	Muslim		
			nasheeds, tawid			





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year	L2.7 Part 1 What	L2.8 Part 1 What	L2.2 Why is the bible so	L2.5 Why are festivals	L2.1 What do	L2.4 Why do people pray?
3	does it mean to	does it mean to be a	important for Christians?	important to religious	different people	
	be a Christian in	Hindu in Britain		communities? Eid and	believe about	Recap: F3 Which places are
	Britain today?	today?	Recap: F1 Which stories are	Easter focus	God? Christians	special and why? 1.5 What
	Recap: F5 Where		special and why? 1.4 What can		and Muslims	makes some places sacred?
	do we belong?	Recap: F5: Where do	we learn from sacred books?	Recap: F4 Which times		
	1.7 What does it	we belong? 1.7 What		are special and why?	Recap : 1.1-3	Focus: Expressing Skills:
	mean to belong	does it mean to	Focus: Believing Skills:	1.6 How and why do	Who is Christian	Connecting –
	to a faith	belong to a faith	Connecting –	we celebrate special	/ Muslim /	What is prayer? Is prayer
	community?	community? L2.7	 Do we all need wisdom on the 	and sacred times?	Jewish and what	helpful?
		What does it mean	journey of life? How do Christians		do they believe?	What happens in Islamic
	Focus: Living	to be a Christian in	find and use ancient wisdom from	Focus: Expressing	Focus: Believing	prayer? What does this
	Skills:	Britain today?	the Bible?	Skills: Connecting –	Skills:	show us about Muslim
	Connecting-		• The Bible is a big book. How is	-What is worth	Connecting –	beliefs and ways of life?
	• How do	Focus: Living Skills:	it put together? Why is it so	celebrating?	Seeing is	How and why do
	Christians show	Connecting –	popular?	-What do Christians	Believing' – is it?	Christians like to pray?
	their beliefs in	How do Hindus	What does the Bible teach	celebrate at Easter?	What do I think	How do Hindus pray and
	the home? •What	show their faith?	Christian people about God, life,	-What was the	about believing	worship at home and in the
	do Christians do	Faith in what?	the universe and everything? •	meaning of Jesus' last	in God?	Mandir?
	to show their	How do Hindus	How do Christians use Bible	meal with his friends?	 What do 	
	beliefs at Church?	show their faith? Arti	stories such as a story of creation	-What does the	Christians	
	How and why	and bhajans • How	to inspire drama, music, art or	crucifying of Jesus	believe about	
	do different	do Hindus show their	dance?	mean to Christians.	God? God as	
	Christians use	faith? Praying to	How can the Bible help people if	-What do Christians	Love, Father,	
	music in worship?	deities.	they are tempted to do wrong	believe happened on	Light, Creator,	
			things?	Easter Sunday	Trinity, Listener	
			 Can Bible stories of lost and 	morning?	to Prayers	
			found help people today? What			
			makes these stories so popular?			







Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		What are the main	- Why do Muslims	What do the stories of Moses and the	What is similar and
		ways Christians use the	celebrate at the end of	Burning Bush and of Saint Paul's	different in the words of
		Bible? Which ones	Ramadan?	conversion tell us about God in	three prayers (Muslim,
		explain why it is so	- Why do Jewish	Christianity?	Christian, Hindu)
		popular?	people celebrate	• What do Muslims believe about Allah?	• Reflection: What more car
		 What are your 	Pesach every year?	(The Arabic word for God is Allah) •	we discover? Does
		favourite wise words?	-What can we learn	What do Muslims believe about the Holy	reflection matter to me?
		What Bible ideas are	from celebrations and	Quran, Allah's gift to humanity? ● How	Prayer and me: why do
		your favourites? How	festivals	do Hindu people show what they believe	some people pray every
		can you express them?		about gods and goddesses?	day, but others not at all? •
				Why are three of the gods of the Hindu	What have we learned from
				way especially important?	Muslims, Hindus + Christians
				What difference does it make to life if	about prayer, symbols and
				you believe there is no God? Finding out	worship?
				about Humanism • What are the	 Concluding activities: ways
				similarities and differences between	of recording learning
				different ideas about God?	through making up and
				What have we learned about ideas of	exploring their own
				God from Hindus, Christians, Humanists	questions?
				and Muslims? (you may have only	
				studied two or three of these)	
	Autumn 1	Autumn 1 Autumn 2	What are the main ways Christians use the Bible? Which ones explain why it is so popular? What are your favourite wise words? What Bible ideas are your favourites? How	What are the main ways Christians use the Bible? Which ones explain why it is so popular? What are your favourite wise words? What Bible ideas are your favourites? How - Why do Muslims celebrate at the end of Ramadan? - Why do Jewish people celebrate Pesach every year? - What can we learn from celebrations and festivals	 • What are the main ways Christians use the Bible? Which ones explain why it is so popular? • What are your favourite wise words? What Bible ideas are your can you express them? • What are your favourites? How can you express them? • What are the main ways Christians use the Bible? Which ones explain why it is so popular? • Why do Jewish people celebrate Pesach every year? • What do Muslims believe about Allah? (The Arabic word for God is Allah) • What do Muslims believe about the Holy Quran, Allah's gift to humanity? • How do Hindu people show what they believe about gods and goddesses? • What do Muslims believe about Allah? (The Arabic word for God is Allah) • What do Muslims believe about the Holy Quran, Allah's gift to humanity? • How do Hindu people show what they believe about gods and goddesses? • Why are three of the gods of the Hindu way especially important? • What difference does it make to life if you believe there is no God? Finding out about Humanism • What are the similarities and differences between different ideas about God? • What have we learned about ideas of God from Hindus, Christians, Humanists and Muslims? (you may have only





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
	• Describe some examples of	•Describe some	• Make	Make connections	•Describe some of	Describe the practice of
	what Christians do to show	examples of what	connections	between stories,	the ways in which	prayer in the religions
	their faith, and make	Hindus do to show	between stories in	symbols and beliefs	Christians Hindus	studied (A2).
	connections with some	their faith, and make	the Bible and what	with what happens	and/or Muslims	Make connections
	Christian beliefs and	connections with some	Christians believe	in at least two	describe God (A1).	between what people
	teachings (A1).	Hindu beliefs and	about creation, the	festivals (A2).	 Ask questions 	believe about prayer and
	Describe some ways in	teachings about aims	Fall and salvation	 Ask questions and 	and suggest some	what they do when they
	which Christian express their	and duties in life (A1).	(A2). • Give	give ideas about	of their own	pray (A3).
	faith through hymns and	 Describe some ways 	examples of how	what matters most	responses to ideas	Describe ways in which
	modern worship songs (A2).	in which Hindus	and suggest	to believers in	about God (C1). ●	prayer can comfort and
	Suggest at least two	express their faith	reasons why	festivals (e.g. Easter,	Suggest why	challenge believers (B2).
	reasons why being a	through puja, aarti and	Christians use the	Eid) (B2).	having a faith or	Describe and comment on
	Christian is a good thing in	bhajans (A2).	Bible today (B1).	 Identify similarities 	belief in	similarities and differences
	Britain today, and two	 Suggest at least two 	 Describe some 	and differences in	something can be	between how Christians,
	reasons why it might be hard	reasons why being a	ways Christians say	the way festivals are	hard (B2).	Muslims and Hindus pray
	sometimes (B2).	Hindu is a good thing	God is like, with	celebrated within	•Identify how and	(B3).
	• Discuss links between the	in Britain today, and	examples from the	and between	say why it makes a	
	actions of Christians in	two reasons why it	Bible, using	religions (A3).	difference in	
	helping others and ways in	might be hard	different forms of	Explore and	people's lives to	
	which people of other faiths	sometimes (B2).	expression (A1). •	suggest ideas about	believe in God	
	and beliefs.	•Discuss links between	Discuss their own	what is worth	(B1).	
		the actions of Hindus	and others' ideas	celebrating and		
		in helping others and	about why humans	remembering in		
		ways in which people	do bad things and	religious		
		of other faiths and	how people try to	communities and in		
		beliefs, including	put things right	their own lives (C1).		
		pupils themselves,	(C3).			
		help others (C2).				







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary: Believers,
	Bible, cross,	Dharma (duty)	Creation,	significant,	exists/ existence,	atheists, impact Lord's Prayer
	crucifix, charity,	Sanatana Dharma	incarnation,	tradition Pesach,	faith, belief, Trinity,	(Christian) First Surah
	church,	(Eternal Way)	salvation, wisdom,	Rosh Hashanah,	Trimurti, Allah	(Muslim Qur'an)
	community, hymns,	murtis, shrine,	guide, Old/New	Yom Kippur,		
	worship, Anglican,	statue, deities, puja	Testament, Gospels	Harvest Christmas,		
	Baptist, Roman	tray, incense,	Book, chapter,	Easter, Pentecost,		
	Catholic,	Bhagavad Gita,	verse, scripture,	Eid,		
	Pentecostal	OM, aarti, rituals,	temptation			
		karma, moksha,				
		temple, mandir.				
		bhajans				





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year	L2.8 Part 2 What	L2.5 Why are	L2.7 Part 2 What does it	L2.3 Why is Jesus so	L2.9 What can we	L2.6 Why do some
4	does it mean to be	festivals important	mean to be a Christian in	inspiring to some	learn from	people think that life is
	a Hindu in Britain	to religious	Britain today?	people?	religions about	like a journey and what
	today?	communities?			deciding what is	significant experiences
			Recap: L2.7 part 1:	Recap: F2 Which people	right and wrong?	mark this?
	Recap: Part 1 ●	Recap: F4 Which	 How do Christians show 	are special and why?		Recap: FS: Which times
	How do Hindus	times are special and	their beliefs in the home?		Recap: 1.8 How	are special and why? 1.6
	show their faith?	why? 1.6 How and	 What do Christians do to 	Focus: Believing Skills:	should we care for	How and why do we
	Faith in what?	why do we celebrate	show their beliefs at	Connecting –	others and the	celebrate special and
	 How do Hindus 	special and sacred	Church?	What does the word	world, and why	sacred times?
	show their faith?	times? Easter focus	How and why do	'inspiring' mean? Who is	does it matter?	Focus: Expressing Skills:
	Arti and bhajans •		different Christians use	inspiring?		Connecting –
	How do Hindus	Focus: Expressing	music in worship?	 What do we know 	Focus: Living Skills:	 What does a journey
	show their faith?	Skills: Connecting		about Jesus' life story? Is	Connecting-	mean to us? • What is
	Praying to deities.	What is worth		his story inspiring for	What rules are	the significance of
		celebrating?	Focus: Living	some people?	important? How is	Baptism to Christians?
		 Why do Muslims 	Skills: Connecting-	 What does Christianity 	the Golden Rule	 How do Jewish people
	Focus: Living Skills:	celebrate at the end	How and why do	say about how to live a	important? • What	mark becoming an adult?
	Connecting –	of Ramadan?	different Christians	good life?	important	 What ceremonies do
	• A Hindu life; what	 Why do Jewish 	celebrate holy	 Was Jesus inspiring 	messages are in the	Hindus mark in the
	is important?	people celebrate	communion?	because of his actions?	Ten	journey of life? Why do
	Dharma	Pesach every year?	How do Christians make a	What did Jesus teach?	Commandments?	people choose to get
	A Hindu life; what	Why is Divali	difference in their local	Was he a good teacher?	How do they help	married?
	is important?	significant to	community?	Was he an inspiring	Jewish people	 Are all journeys
	Reincarnation and	Hindus? • What can	 Why do people stand up 	teacher?	know how to live?	similar? Can we compare
	moksha	we learn from	against injustice because of	Did Jesus' teachings	What does	the journeys of
	Why is Mahatma	celebrations and	their religion?	inspire people? How and	Christianity say	Christians, Jewish people
	Gandhi a Hindu	festivals		why?	about how to live a	and Hindus?
	Hero?				good life?	





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4				Who did Jesus say he was? Why is he so	How can people	
				important to Christians?	decide what is right	
				 Why do Christians call the day Jesus died 	and wrong without	
				'Good Friday' and the following Sunday his	God's help?	
				'Resurrection day'	 What do religious 	
				• Is Jesus still important today? Why? Who	stories tell	
				to? How does it show?	believers about	
				 What kind of image of Jesus for the 21st 	temptation?	
				Century would pupils like to create? Might it	How have	
				be inspiring to others?	religious teachings	
				Does being inspired by Jesus make a	helped to affect	
				person stronger?	somebody's	
				Who is inspiring for me? Who is inspiring	actions? Desmond	
				for other children in my class? Knowledge:	Tutu	
				 Make connections between some of Jesus' 		
				teachings and the way Christians live today		
				(A1). • Describe how Christians celebrate		
				Holy Week and Easter Sunday (A1).		
				• Identify the most important parts of Easter		
				for Christians and say why they are		
				important (B1).		
				Give simple definitions of some key		
				Christian terms (e.g. gospel, incarnation,		
				salvation) and illustrate them with events		
				from Holy Week and Easter (A2).		





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
4	 Describe some examples of 	 Make connections 	 Describe some 	• Make	 Give examples of 	 Suggest why some
	what Hindus do to show their	between stories,	examples of what	connections	rules for living from	people see life as a
	faith, and make connections	symbols and beliefs	Christians do to show	between some of	religions and	journey and identify
	with some Hindu beliefs and	with what happens in	their faith, and make	Jesus' teachings	suggest ways in	some of the key
	teachings about aims and duties	at least two festivals	connections with	and the way	which they might	milestones on this
	in life (A1). •Describe some	(A2).	some Christian beliefs	Christians live	help believers with	journey (A2).
	ways in which Hindus express	 Ask questions and 	and teachings (A1).	today (A1). •	difficult decisions	 Describe what
	their faith through puja, aarti	give ideas about	 Describe some ways 	Describe how	(B1).	happens in Christian,
	and bhajans (A2).	what matters most	in which Christian	Christians	Make	Jewish, and/or Hindu
	 Suggest at least two reasons 	to believers in	express their faith	celebrate Holy	connections	ceremonies of
	why being a Hindu is a good	festivals (e.g. Easter,	through hymns and	Week and Easter	between stories of	commitment and say
	thing in Britain today, and two	Eid) (B2). ● Identify	modern worship	Sunday (A1).	temptation and	what these rituals me
	reasons why it might be hard	similarities and	songs (A2).	 Identify the most 	why people can	(A3).
	sometimes (B2). •Discuss links	differences in the	 Suggest at least two 	important parts of	find it difficult to	 Suggest reasons who
	between the actions of Hindus	way festivals are	reasons why being a	Easter for	be good (A2).	marking the mileston
	in helping others and ways in	celebrated within	Christian is a good	Christians and say	Give examples of	of life are important t
	which people of other faiths	and between	thing in Britain today,	why they are	ways in which	Christians, Hindus
	and beliefs, including pupils	religions (A3).	and two reasons why	important (B1).	some inspirational	and/or Jewish people
	themselves, help others (C2).	 Explore and suggest 	it might be hard	 Give simple 	people have been	(B2).
		ideas about what is	sometimes (B2).	definitions of some	guided by their	Link up some
		worth celebrating	Discuss links	key Christian terms	religion (B1).	questions and answer
		and remembering in	between the actions	(e.g. gospel,	Discuss their own	about how believers
		religious	of Christians in	incarnation,	and others' ideas	show commitment wi
		communities and in	helping others and	salvation) and	about how people	their own ideas about
		their own lives (C1).	ways in which people	illustrate them with	decide right and	community, belongin
			of other faiths and	events from Holy	wrong (C3).	and belief (C1).
			beliefs.	Week and Easter		Enhancement
				(A2).		







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Key Vocabulary: Dharma (duty)	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Vocabulary:	
	Sanatana Dharma (Eternal Way)	significant,	Bible, cross,	gospel, creation,	teachings,	Key Vocabulary:
	murtis, shrine, statue, deities,	tradition Pesach,	crucifix, charity,	the Fall,	traditions, resist,	metaphor, milestones,
	puja tray, incense, Bhagavad	Rosh Hashanah,	church,	incarnation,	temptation,	commitment, ceremonies,
	Gita, OM, aarti, rituals, karma,	Yom Kippur,	community, hymns,	salvation, parables	dilemmas,	rituals Bar/bat mitzvah
	moksha, temple, mandir.	Harvest Christmas,	worship, Anglican,		inspirational, the	Baptism, confirmation,
	bhajans	Easter, Pentecost,	Baptist, Roman		Ten	communion, confession
		Eid, Divali	Catholic,		Commandments	Humanists
			Pentecostal		Humanists, Siddur,	
					Talmud	





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year	U2.1 Why do some people	U2.6 Part 1 What does	U2.7 What matters	U2.2 What would	U2.4 If God is	U2.10 Green religion?
5	think God exists?	it mean to be a	most to Christians	Jesus do?	everywhere, why go	How and why should
	Recap: 1.1-3 Who is Christian/	Muslim in Britain	and Humanists?		to a place of	religious communities do
	Muslim / Jewish and what do	today?		Recap: F2 Which	worship?	more to care for the
	they believe?		Recap:	people are special		earth?
	L2.1 What do different people	Recap: F5: Where do	1.8 How should we	and why? L2.3 Why	Recap: F3: Which	
	believe about God?	we belong?	care for others and	is Jesus inspiring to	places are special	Recap: 1.8 How should
		1.7 What does it mean	the world, and why	some people?	and why? 1.7: What	we care for others and
	Focus: Believing Skills:	to belong to a faith	does it matter? L2.9		makes some places	the world and why does it
	Connecting –	community? L2.7	What can we learn	Focus: Believing	sacred? L2.5: Why do	matter?
	 How many people 	What does it mean to	from religions about	Skills: Connecting –	people pray?	
	believe in God?	be a Christian in	deciding right and	 Can you work out 		Focus: Living
	 Is God Real? What do 	Britain today?	wrong?	what mattered to	Focus: Expressing	Skills: Connecting
	Christians think?	L2.8 What does it		Jesus from 10	Skills: Connecting –	
	 How do we know 	mean to be a Hindu in	Focus: Living Skills:	things he said?	What is a place of	Knowledge:
	what is true? Why do	Britain today?	Connecting –	What was his	worship? What is it	 Make
	people believe or not		Do rules matter?	mission	for?	connections
	believe in God?	Focus: Living Skills:	Why? What is a code	statement'?	 What is a Christian 	between beliefs
	What do Christians believe	Connecting –	for living?	What is the	place of worship?	about the Earth
	about how the world began?	What helps you	• Who is a	importance of the	What is it for?	and activists
	Do they all share the same	through the journey of	humanist? What	value of love? How	 What is a Hindu 	behaviour in
	idea?	life? What helps	codes for living do	did Jesus teach his	place of worship?	different
	• Is God Real? Why do some	Muslims through the	non– religious	followers to love?	What is it for?	religions. (A1)
	people believe God exists?	journey of life?	people use?	 What do Jesus' 	 What is a Jewish 	 Understand the
	Why do some people believe	What is the key	 What can we learn 	parables about	place of worship?	challenges facing
	God doesn't exist?	belief of Muslims?	from discussion and	forgiveness teach	What is it for? Are	the planet and
		How does this affect	drama about good &	to Christians	people more	responses from
		their life?	bad, right & wrong?	today?	important than the	different
					place?	religions. (B2)







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5		Why does prayer matter to Muslims? How is charity important to Muslims? How is charity important to you?	What codes for living do Christians try to follow? What can we learn from a Values Game? Peace: is it more valuable than any money? Can we create a code for living that would help the world?	How do Christians today try to follow Jesus' teaching about justice and fairness? Mother Teresa What did Jesus teach about being generous and being greedy? What does the teaching of Jesus have to say about some problems people face today? What would Jesus do? What have we learned about living by the values of Jesus in the modern world?	• What is a place of worship? What is it for? What does a place of worship mean to believers?	Discuss their own and others' ideas about the kind of collaboration, activism and commitment needed to "Save the Earth." C3





Knowledge: Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives	Knowledge: • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and	Knowledge: • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and	Knowledge: Outline Jesus' teaching on how his followers should live (A2). Offer interpretations of two of Jesus' parables and say	Knowledge: •Make connections between how believers feel about places of worship in different traditions (A3). •Select and describe the most important	
Christian understanding of what God is like, using examples and evidence (A2). •Give examples of ways in which believing in God is valuable in the lives	connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and	Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe	teaching on how his followers should live (A2). • Offer interpretations of two of Jesus'	between how believers feel about places of worship in different traditions (A3). •Select and describe the most	
understanding of what God is like, using examples and evidence (A2). •Give examples of ways in which believing in God is valuable in the lives	between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and	about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe	his followers should live (A2). • Offer interpretations of two of Jesus'	believers feel about places of worship in different traditions (A3). •Select and describe the most	
what God is like, using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives	practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and	being made in the image of God and being 'fallen', giving examples (A2). • Describe	should live (A2). • Offer interpretations of two of Jesus'	places of worship in different traditions (A3). •Select and describe the most	
using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives	Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe and	image of God and being 'fallen', giving examples (A2). • Describe	• Offer interpretations of two of Jesus'	different traditions (A3). •Select and describe the most	
evidence (A2). •Give examples of ways in which believing in God is valuable in the lives	beliefs about God and the Prophet Muhammad (A2). • Describe and	being 'fallen', giving examples (A2). • Describe	interpretations of two of Jesus'	(A3). •Select and describe the most	
•Give examples of ways in which believing in God is valuable in the lives	and the Prophet Muhammad (A2). • Describe and	giving examples (A2). • Describe	two of Jesus'	describe the most	
ways in which believing in God is valuable in the lives	Muhammad (A2). • Describe and	(A2). • Describe			
believing in God is valuable in the lives	 Describe and 		parables and say	important	
valuable in the lives		come Christian and	'	important	
		Some Christian and	what they might	functions of a place	
	reflect on the	Humanist values	teach Christians	of worship for the	
of Christians, and	significance of the	simply (B3). ●	about how to live	community (B3).	
ways in which it	Holy Qur'an to	Express their own	(B3).	•Give examples of	
can be challenging	Muslims (B1).	ideas about some	 Explain the 	how places of	
(B2). •Express	 Describe the 	big moral concepts,	impact Jesus'	worship support	
thoughtful ideas	forms of guidance a	such as fairness or	example and	believers in difficult	
about the impact of	Muslim uses and	honesty comparing	teachings might	times, explaining	
believing or not	compare them to	them with the	have on Christians	why this matters to	
believing in God on	forms of guidance	ideas of others they	today (B1).	believers (B2).	
someone's life (B1).	experienced by the	have studied (C3). •	Express their	Present ideas	
 Present different 	pupils (A2).	Suggest reasons	own understanding	about the	
views on why	Make	why it might be	of what Jesus	importance of	
people believe in	connections	helpful to follow a	would do in	people in a place of	
God or not,	between the key	moral code and	relation to a moral	worship, rather	
including their own	functions of the	why it might be	dilemma from the	than the place itself	
ideas (C1).	mosque and the	difficult, offering	world today (C3).	(C1). Enhancement:	
	beliefs of Muslims	different points of		Visit to a place of	
	(A1).	view (B2).		worship Rev Sam	
	of Christians, and ways in which it can be challenging (B2). •Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). •Present different views on why people believe in God or not, including their own	of Christians, and ways in which it can be challenging (B2). •Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). •Present different views on why people believe in God or not, including their own ideas (C1). significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims	of Christians, and ways in which it can be challenging (B2). ●Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). ●Present different views on why people believe in God or not, including their own ideas (C1). ■ simply (B3). ● Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). ● Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of	of Christians, and ways in which it can be challenging (B2). •Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). •Present different views on why people believe in God or not, including their own ideas (C1). • Including their own ideas ignificance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering beliefs of Muslims significance of the Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Explain the impact Jesus' example and teachings might have studied (C3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Explain the impact Jesus' example and teachings might have studied (C3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Express their own in the impact Jesus' example and teachings might have on Christians today (B1). • Express their own in deas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they in a such as fairness or honesty comparing them with the ideas of others they in a such as fairness or honesty comparing them with the ideas of others they in a such as fairness or honesty comparing them with the ideas of others they in a such as fairness or honesty comparing them with the ideas of others they in a such as fairness or honesty	of Christians, and ways in which it can be challenging (B2). •Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). •Present different views on why people believe in God or not, including their own ideas (C1). •Significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a about the impact of believers in difficult, offering different pupils (A2). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have on Christians today (B1). • Express their own honesty comparing them with the ideas of others they have on Christians believers (B2). • Present ideas about the impact Jesus' example and teachings might have on Christians own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). (C1). Enhancement: Visit to a place of





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	
	Theist, atheist,	census ibadah	values, valuable,	Love, forgiveness,	pilgrimage shrine,	
	agnostic, census,	(worship and belief	beliefs, code,	justice & fairness,	Hinduism, Mandir,	
	statistics	in action) Shahadah	conduct, morals,	generosity, values,	Orthodox, Reform	
		(belief in 1 God)	morality, compare,	community, moral,	synagogue, church,	
		salat (daily prayer)	Christian,	dilemmas,	Anglican, Baptist,	
		swam (fasting)	Humanist, concepts	interpretation,	believers, worship,	
		zakat (alms giving)	fairness, honesty,	impact, challenges	support, value,	
		hajj (pilgrimmage)	truthfulness,		purpose	
		Ummah (Muslim	kindness, freedom,			
		community)	peace, rank, sort			
		Sunnah (traditions)	order			
		Haddith (sayings)				
		Mosque/ masjid				





	Autumn 1	Autumn 2	Spring Term	Summer Term
Year	U2.6 Part 2 What does it mean to	U2.9 What can be	U2.5 Is it better to express your beliefs in	U2.3 What do religions say to us when life gets
6	be a Muslim in Britain today?	done to reduce	arts and architecture or in charity and	hard?
		racism? Can	generosity?	
	Recap:	religion help?	Recap: Charity in the main religions	Focus: Believing
	 What helps you through the 		Tzedaka - Judaism	Skills: Connecting
	journey of life? What helps	Focus: Expressing	Focus: Expressing	What questions have you got about what happens
	Muslims through the journey of	Skills: Connecting	Skills: Connecting	when we die?
	life?	-What is racism	What makes a place special? What is a	What do some people think carries on after we
	 What is the key belief of 	and why is it	sacred place? Are all places sacred? What	have died? What is our soul?
	Muslims? How does this affect	unfair?	is the value of a sacred place?	Do some people believe that you come back to life
	their life?	-What can we	How do mosque buildings express	as a different thing? What is reincarnation?
	 Why does prayer matter to 	learn from two	Islamic beliefs and values? What makes a	Do you get to heaven if you do things wrong?
	Muslims?	statues in Bristol?	fine mosque? •Muslim calligraphy,	What do Christians think happens when we die?
	 How is charity important to 	-How did Saint	painting and poetry: what is inspiring?	What do people who don't believe in God think
	Muslims? How is charity important	Peter learn that	How do Christians use art in worship	happens when we die?
	to you?	God has no	and in remembering Jesus? What do you	What different ideas are there about what
	Focus: Living Skills: Connecting –	favourites?	admire about some works of art?	happens when we die? What do I think?
	Why do Muslims fast?	-Can following the	Can a Christian place of worship be a	
	Why do Muslims want to go on	golden rule	building for the 'glory of God'? What does	Knowledge:
	pilgrimage?	reduce racism.	this mean?	• Express ideas about how and why religion can help
	Where do people get advice and	-What can we	How and why do Muslim charities try to	believers when times are hard, giving examples (B2).
	guidance from?	learn from anti-	change the world?	Outline Christian, Hindu and/or nonreligious
	What is a special place for	racist people from	How and why does Christian Aid try to	beliefs about life after death (A1).
	Muslims?	different	change the world?	Explain some similarities and differences between
	Can you think of similar	religions?	What matters more to Christians &	beliefs about life after death (B2).
	commitments to the five pillars in	-How can I	Muslims: art and architecture or	Explain some reasons why Christians and
	your life? What matters to	express my own	generosity and charity? What matters	Humanists have different ideas about an afterlife
	Muslims?	vision for justice	more to you?	(B3).
	Muslims?	and equality?	more to you?	(B3).





	Autumn 1	Autumn 2	Spring Term	Summer Term
Year	Knowledge:	Knowledge:	Knowledge:	Key Vocabulary: suffering salvation, heaven,
6	 Make connections between 	Describe examples	Describe and make connections	reincarnation, karma, bereaved/bereavement
	Muslim practice of the Five Pillars	of connections	between examples of religious creativity	
	and their beliefs about God and	between anti –	(buildings and art) (A1).	
	the Prophet Muhammad (A2).	racism and religion.	 Show understanding of the value of 	
	 Describe and reflect on the 	(A1)	sacred buildings and art (B3).	
	significance of the Holy Qur'an to	Understand the	• Suggest reasons why some believers see	
	Muslims (B1).	challenges that	generosity and charity as more important	
	 Describe the forms of guidance 	racism presents to	than buildings and art (B2).	
	a Muslim uses and compare them	human	 Apply ideas about values and from 	
	to forms of guidance experienced	communities and	scriptures to the title question (C2)	
	by the pupils (A2).	consider different		
	 Make connections between the 	religions responses	Key Vocabulary: expressing beliefs,	
	key functions of the mosque and	(B2)	perspectives, compare, contrast, arts,	
	the beliefs of Muslims (A1).	Discuss their own	architecture, charity, generosity, sacred	
		and others ideas	buildings, poverty, generous/generosity,	
	Key Vocabulary: census ibadah	about reducing	impact, significance	
	(worship and belief in action)	racism and		
	Shahadah (belief in 1 God) salat	prejudice, informed		
	(daily prayer) swam (fasting)	by rich knowledge		
	zakat (alms giving) hajj	of case studies (C3)		
	(pilgrimmage) Ummah (Muslim			
	community) Sunnah (traditions)			
	Haddith (sayings) Mosque/ masjid			