



Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
KS1	Y1 Africa	My town. My school. My road.	United Kingdom	Toys	Paws, Claws and Whiskers	Kenya	Seaside Holidays!		
		Year 1							
		Religious Enquiry (inc Worldviews)							
		Christianity What do Christians believe about God?	Christianity What can we learn from Creation stories?	Islam What is Islam?	Worldview Why is prayer important for many people?	Judaism What does it mean to be a member of the Jewish community?	Worldview What role do festivals and holy days play in the life of faith?		
		Knowledge and Understanding: End Point Assessment							
		<ul style="list-style-type: none"> • Talk about the importance of belief in God for Christians. (AT1) • Identify and discuss the distinctive attributes of the three persons of the Holy Trinity: Father, Son and Holy Spirit (for example, Creator, Saviour, Sustainer). (AT1) • Articulate the meaning of the statement 'God is love' and discuss how belief in this principle shapes the lives and actions of Christians today.(AT2) 	<ul style="list-style-type: none"> • Retell more than one Creation story and identify the religious traditions that they belong to. (AT1) • Identify the most important aspects of the Creation accounts in different religious belief systems. (AT1) • Express their ideas about how we all share a responsibility for looking after our planet and how this expectation is understood within different religious traditions. (AT2) 	<ul style="list-style-type: none"> • Retell some stories about the Prophet Mohammad. (AT1) • Explain what the Five Pillars of Islam are and how these shape the lives of Muslims. (AT1) • Speak about the Islamic belief in Allah, as the sole and true God who is alone as the creator, sustainer and judge of all. (AT1) • Show an appreciation of Islamic design, architecture and calligraphy. (AT2) 	<ul style="list-style-type: none"> • Describe what prayer is and why people of faith may pray. (AT1) • Recognise and describe what forms a prayer. (AT1) • Identify the common elements of prayer within different religious traditions whilst also recognising those features that are distinctive to each religion. (AT2) 	<ul style="list-style-type: none"> • Understand the role of the synagogue in Jewish religious life and be able to identify its main features. (AT1) • Identify the importance of Shabbat. (AT1) • Identify and describe the function of the principal religious artefacts associated with Judaism. (AT1) • Understand the significance of the first five books of the Bible: the Torah. (AT1) • Discuss the place of Jewish practices in the home and family life. (AT2) 	<ul style="list-style-type: none"> • Identify the main festivals or holy days that are associated with the world's major religious traditions. (AT1) • Identify the key elements of certain key festivals, such as Christmas and Easter. (AT1) • Re-call the stories that form the foundations for festivals and holy days. (AT1) • Speak about their own experience of marking religious or non-religious ceremonies and special days. (AT2) 		



	Fighting Fit!	Around the World	Fire, Fire!	Land Ahoy!	Nightingale and Seacole	Go Wild!
	Year 2					
	Religious Enquiry (inc Worldviews)					
	Christianity What is the place of the Church in Christianity?	Hinduism What does it mean to be a Hindu?	How do we mark stages in the human journey?	Sikhism What does it mean to be a Sikh?	Buddhism What is Buddhism?	How do sacred scriptures inform religious beliefs?
	Knowledge and Understanding: End Point Assessment					
Y2 UK, Australasia and Oceania	<ul style="list-style-type: none"> • Speak about the importance of the church for Christians. (AT1) • Identify the most significant features, objects and symbols of church buildings. (AT1) • Identify the principal types of service and ceremony that take place in churches. (AT1) • Identify the roles played by different people involved in the life of a church. (AT2) 	<ul style="list-style-type: none"> • Demonstrate an understanding of Hindu worship in the mandir and in the home. (AT1) • Recall some of the principal Hindu festivals and their associated stories. (AT1) • Identify and speak about the main Hindu deities, symbols and artefacts. (AT1) • Identify the similarities and differences between Hindusim and other religious traditions. (AT2) 	<ul style="list-style-type: none"> • Describe the principal stages and events in the human journey. (AT1) • Use religious vocabulary to describe the principal rituals and ceremonies involved in the human journey. (AT1) • Discuss the religious importance of the prayers and ceremonies for the admission of new members of a faith tradition. (AT1) • Make connections between the stages and ceremonies in the human journey and their own lives. (AT2) 	<ul style="list-style-type: none"> • Explain how Sikhs practice their faith through prayer, worship and service.(AT1) • Articulate an understanding of what the Guru Granth Sahib is and why it is so important for Sikhs. (AT1) • Explain the symbolism of the Khanda (the Sikh Emblem). (AT2) 	<ul style="list-style-type: none"> • Speak about who the Buddha was, what he taught and how he achieved enlightenment. (AT1) • Identify and talk about the elements of the Eightfold Path. (AT1) • Identify the Three Jewels (or Three Refuges): the Buddha, the dharma and the Sangha. (AT1) • Make connections between the Dharma (the Buddha’s teachings) and their experience of life. (AT2) 	<ul style="list-style-type: none"> • Identify the sacred scriptures that are associated within each of the world’s principal religious traditions. (AT1) • Identify the central purpose and key themes in each sacred scripture. (AT1) • Describe the way in which sacred scriptures are used, both in personal prayer and devotion, and in acts of public prayer and worship in religious buildings. (AT1)
	KS1					
	Beliefs and Practices	Stories and Writing		Symbols and Actions		
	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.		Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.		



LKS2	Y3 Europe	Tribal Tales	Mountains, Volcanoes and Natural Disasters	Plants of the World	Espana	Gods and Mortals		
		Year 3						
		Religious Enquiry (inc Worldviews)						
		What can we learn from different symbols?	Humanism What is Humanism and what do Humanists believe?	Why is pilgrimage important in some religious traditions?	Christianity What is the significance of Easter within Christianity?	Judaism Why are festivals, celebrations and High Holy Days so important within Judaism?	Sikhism What does Sikhism teach us about selfless service?	
		Knowledge and Understanding: End Point Assessment						
		<ul style="list-style-type: none"> Explain what is meant by a religious symbol. (AT1) Understand why symbols play an important role within religious traditions for people of faith. (AT1) Describe the role of artefacts within religious ceremonies and acts of worship. (AT1) Speak about the common themes in religious symbolism (e.g. water, oil, fire, light) as well as the distinctive place of individual symbols within different religious traditions. (AT2) 	<ul style="list-style-type: none"> Say what is meant by Humanism and what Humanists believe. (AT1) Identify the key ethical principles that govern life for Humanists: responsibility, truth, honesty, integrity, cooperation, thoughtfulness and compassion. (AT1) Identify the ceremonies and celebrations available to Humanists. (AT1) Explain why a growing number of people now describe themselves as Humanists. (AT2) 	<ul style="list-style-type: none"> Explain what is meant by pilgrimage in the context of religious life. (AT1) Describe what is involved for pilgrims in taking part in a pilgrimage. (AT1) Describe the challenges, as well as the benefits, of taking part in a pilgrimage (e.g. it's physical, financial and spiritual demands). (AT2). 	<ul style="list-style-type: none"> Describe the key events within the Christian season of Lent, the events of Holy Week and the celebration of Easter Day. (AT1) Express the significance of Jesus' death and resurrection for Christians. (AT1) Articulate their own response to the stages in the Easter narrative and identify where these connect with personal experiences of sorrow, lament, joy and celebration. (AT2) 	<ul style="list-style-type: none"> Recognise the importance of celebration within Judaism and be able to identify when this takes places (Shabbat, feativals, Bar Mitzvah). (AT1) Talk about the importance of repentance on Rosh Hashanah and Yom Kippur. (AT1) Describe how festivals and holy days are marked both in the home and in the synagogue. (AT1) Identify both the similarities and differences between key Jewish and Christian events. (AT2) 	<ul style="list-style-type: none"> Explain what is meant by sewa and explain why it is so central within Sikhism. (AT1) Understand that sewa has three different dimensions: Tan, Man and Dhan.(AT1) Connect the principle of sewa with the teachings of the Gurus and the texts in the Guru Granth Sahib. (AT1) Explain how the generosity, sacrifice, compassion and social responsibility shown by Sikhs in practicing sewa has parallels in religions and other worldviews. (AT2) 	



	The Roman Rule	Electricity	Water World	Tomb Raiders	India	The Sound of Music
	Year 4					
	Religious Enquiry (inc Worldviews)					
	How can significant figures inspire us?	Buddhism What does it mean to follow the Buddha?	Islam What do Muslims believe?	Judaism What do Jewish people believe about God?	Hinduism What do sacred texts within Hinduism say about God?	What contribution can religion and non-religious beliefs make to our society?
	Knowledge and Understanding: End Point Assessment					
Y4 Asia	<ul style="list-style-type: none"> Identify and name the principle foundational figures and leaders that are associated with each major religious and non-religious tradition. (AT1) Describe the way in which key figures including Abraham, the Buddha, Jesus, the Prophet Muhammad, Guru Nanak, Albert Einstein and Nehru have exerted an influence on many people. (AT1) Interpret the way in which special religious people have been presented in works of art and sacred scripture. (AT2) 	<ul style="list-style-type: none"> Describe who the Buddha was and the main events in his life. (AT1) Identify and discuss the meaning of The Four Noble Truths. (AT1) Speak about why the Buddha is one of the world's most influential and inspirational religious leaders. (AT2) 	<ul style="list-style-type: none"> Explain what Muslims believe about the nature of God. (AT1) Speak about the active revelation in Islam and the importance of the Qur'an to Muslims. (AT1) Describe how each of the Five Pillars is a reflection of the Islamic belief. (AT1) Speak about the contributions that Islam makes to the development of social well-being. (AT2) 	<ul style="list-style-type: none"> Speak about the place of God within Judaism and the qualities that Jewish people believe belong to God. (AT1) Speak about the Bible stories that reveal the nature of God (eg the Creation and Exodus and those associated with Moses and King David. (AT1) Outline the role of a Rabbi (teacher) in helping Jewish people better understand their faith and practice. (AT1) Speak about the similarities and differences in the Jewish understanding of God from that held within other religious traditions (AT2) 	<ul style="list-style-type: none"> Explain how Hindus conceive of God (Brahman) as the ultimate foundation of and ever-present reality within the universe. (AT1) Retell some of the most important Hindu stories and comment on their symbolic importance. (AT1) Describe how Hindus perform acts of worship in the home and temple. (AT1) Articulate their personal reflections on Hindu conceptions of Brahman, the symbolic importance of avatars and the themes in the main Hindu stories. (AT2) 	<ul style="list-style-type: none"> Describe some of the ways in which religious communities contribute to tackling social deprivation and promoting social wellbeing (AT1) Explain why belief commitment motivates many religious and non-religious people to engage in charitable giving and activities (AT1) Speak about the contributions Humanists make to our society. (AT2)



Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Anglo-Saxons	Vikings	Extreme Environments	The Ancient Maya	Natural Resources	Star Gazers
Year 5							
Religious Enquiry (inc Worldviews)							
		Christianity What is significant to Christians about Jesus' life and teaching?	Hinduism What place do festivals, worship and celebrations have within Hinduism?	Buddhism What does Buddhism teach us about human experience?	Islam What does it mean to be a Muslim?	In what ways can the art and design express different beliefs?	How is human identity and belonging shaped by faith and non-religious beliefs?
Knowledge and Understanding: End Point Assessment							
UKS2	Y5 North America	<ul style="list-style-type: none"> Explain why the events associated with the Annunciation, nativity and early life of Jesus are so important to Christians. (AT1) Recall and describe some of the parables that Jesus used in his teaching and explain their meaning. (AT1) Explain how Jesus' life and the stories and events that are associated, are connected with the life of the church (teaching). (AT1) Outline what people, both Christians and those of other, or no faith may learn from Jesus' parables. (AT2) 	<ul style="list-style-type: none"> Recount the principle stories that are associated with gods, goddesses and festivals in Hinduism. (AT1) Identify the most important Hindu festivals within the year and speak about how these are marked. (AT1) Describe the Major Features of and the activities that take place within a Hindu temple or mandir. (AT1) Discuss how and why all of the senses are involved in Hindu worship, celebrations and festivals. (AT2) 	<ul style="list-style-type: none"> Understand how Buddhism promotes right behaviours, actions and attitudes that lead to the wellbeing of self and others. (AT1) Recognise that the eight-spoked Wheel can be grouped into three sections: body, speech and mind. (AT1) Identify how the key principles and teachings of Buddhism have relevance for human society today. (AT2) 	<ul style="list-style-type: none"> Identify and explain the function of the main features within a Mosque. (AT1) Identify the principle festivals within Islam and explain how these are celebrated (AT1). Identify the similarities and differences between Islamic faith and practice and the beliefs and behaviours associated with other faith traditions. (AT2) 	<ul style="list-style-type: none"> Identify the way in which a variety of forms of art and design has, and continues to, play in the world's religious tradition. (AT1) Identify how painting, sculpture, music, drama and poetry have features within the Christian tradition and how they continue to be used in worship. (AT1) Discuss the symbolic importance of elements of artistic expression (e.g. colour, light, shadow, mood, tone, order). (AT2) 	<ul style="list-style-type: none"> Identify the rites of passage that are associated with each of the major religious traditions. (AT1) Speak about the importance of welcoming babies into religious communities and the ceremonies and actions that are part of this process. (AT1) Discuss how faith or belief plays a role in their own lives and that of their family. (AT2)



	Life in Tudor Times	Heart Beaters	Brazil, Biomes and Urbanisation	Crime and Punishment	Global Trade
	Year 6				
	Religious Enquiry (inc Worldviews)				
	Humanism What can we learn from Humanism?	Christianity In what ways do Christians in different denominations worship?	Judaism Why is the Torah so important within Judaism?	How can religion promote peace and justice in our society?	Sikhism What happens in the Gurdwara?
	Knowledge and Understanding: End Point Assessment				
Y6 South America	<ul style="list-style-type: none"> Define Humanism and articulate what Humanists believe about human origins, values, purpose and destiny. (AT1) Discuss the value that Humanists attribute to the visual arts, music, cinema, comedy, architecture and other aspects of human culture. (AT1) Speak about how Humanists embrace the 'Golden Rule' and how this perspective is shared with people who have a religious faith. (AT2) 	<ul style="list-style-type: none"> Explain why different Christian denominations emphasise different elements of worship. (AT1) Describe the role of the church space, art, objects and artefacts within Christian worship. (AT1) Describe the form of Christian worship during the occasional offices (baptisms, weddings, funerals). (AT1) Talk about the place of worship in major national events (e.g. coronations or Royal weddings). (AT2) 	<ul style="list-style-type: none"> Explain what the Torah is and what role it has within Judaism. (AT1) Describe some of the main elements of the Torah (e.g. the stories of Creation, the Patriarchs, Joseph, Moses, the Exodus, the giving of the Ten Commandments). (AT1) Describe the ways in which the Torah scroll is treated and why these are important (e.g. dressing and storage, procession, burial). (AT2) 	<ul style="list-style-type: none"> Explain what peace means and its different layers: inner, interpersonal and communal. (AT1) Describe what injustice and justice mean and how religious communities seek to promote justice. (AT1) Reflect upon and describe their own experiences of peace and those circumstances that promote it. (AT2) Identify some of the attributes and skills that can promote peace (e.g. empathy, open-mindedness, social responsibility, dialogue, meditation, active listening, negotiation, teamwork and reflection). (AT2) 	<ul style="list-style-type: none"> Identify and describe the role of the principle features of a gurdwara (washing rooms, shoe racks, Diwan Hall, takht, manji, chauri, Sach Khand, Nishan Sahib, pictures of the Gurus, kitchen, langar). (AT1) Describe what happens in an act of worship within a gurdwara and the roles of those involved in this. (AT1) Describe how the Guru Granth Sahib is comprised of nearly 6,000 poetic compositions called Shabads within 1430 pages. (AT1) Describe and explain the reasons for the behaviours that are expected in the gurdwara (e.g. taking off shoes, covering one's head, not turning one's back or pointing one's toes at the Guru Granth Sahib). (AT2)
	KS2				
	Beliefs and Practices	Stories and Writing		Symbols and Actions	
	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.		Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.	