



# Religious Education Curriculum Map

In Y5, I will learn about the Christian views around science and faith. I will learn about the Christian belief that Jesus is the Messiah, as well as looking at how Christmas is celebrated in different parts of the world. I will make comparisons between the beliefs of Buddhism and Christianity comparing them with my own personal beliefs. I will also be learning about the noble eightfold path. I will learn how Jewish people show their belief that God is present in the synagogue. Additionally, I will learn about what kind of king Jesus is.



Y5



Y6

In Y6, I will compare the role of God and humans in creation. I will also learn about how Jesus' actions made him a humble peacemaker. I'll be learning about the transfiguration and the role and significance of Christmas. As well as that, I will be learning about the importance of traditions and customs in Jewish life, as well as the significance of Hanukkah. I will explore the accounts of Jesus' death and resurrection. I'll be learning about how Hajj makes Muslims feel they are part of one family. I will be making connections between biblical texts and the concept of the Kingdom of God



Y4

In Y4, I will learn about the story of Adam and Eve and the importance of 'the fall' for Christians. I will investigate the concepts of Incarnation and the Trinity. I will explore the different forms of the Hindu God, as well as learning about the last supper and how it is important to the disciples. I will also develop my understanding of the 5 K's of the Sikh belief and how they contribute towards spirituality and faith.



Y2

In Y3, I will explore what Christians believe about God's world and how the world can be looked after, through the harvest and creation story. I will learn about how Hindus show that family is important and why visiting sacred places is particularly important to Hindus. I will learn about how Christians and different churches celebrate Holy Week. I'll be learning how Muslims show respect for Allah in everyday life. I will also be learning about Pentecost and the reactions of the disciples.



In Y2, I learn about how Christians are inspired by the story of creation to care for the environment. I'll explore the importance of giving at Christmas. I will learn about the importance of Rama and Sita in Hinduism and the concept of forgiveness as part of the Salvation story. I will learn about the Shabbat in Judaism, as well as the nature of God.

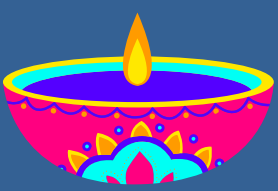
Y1



In Y1, I will explore the idea of a Creator, as well as investigating the message of Jesus' arrival and the impact of the Christmas story. I learn about the different gurus in Sikhism and the five pillars of Islam. I'll use my understanding of emotions to connect to the Easter story and the concept of Salvation.

EYFS

In EYFS, I learn about my own beliefs, as well as others. I do this, through asking questions, exploration and reflection. I also explore specific traditions and celebrations, such as Easter, Christmas and the festival of light: Diwali. I learn how to compare the traditions of Christianity and Hinduism.



# Reception

## Autumn Term 1 – Creation

### National Curriculum Coverage

- Comment on images of familiar situations in the past.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Understand that some places are special to members of their community.
- 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.

### What I Learn

In this unit, pupils learn about God’s special creations. They learn about how Christians say thank you for what God has been created through the festival of Harvest. Pupils understand that other religions and cultures say thank you to their God, this includes Jews and the Nigerian Igbo tribes thanking God for the natural world. They will also look at different ways we are thankful through our own traditions and festivals.

### Progression pathway

In Year 1, pupils will build upon EYFS learning when they further explore the creation story. They will look at what the bible says about creation and Harvest. Pupils will build on their knowledge of thankfulness and look at different ways Christians say thank you.

## Autumn Term 2 – Incarnation

### National Curriculum Coverage

- Understand that some places are special to members of their community.
- Compare and contrast characters from stories, including figures from the past.
- 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.

### What I Learn

In this unit, pupils learn about the story of Rama and Sita. They gain an understanding of the Hindu festival Diwali and learn about the traditions and customs of another faith. Parents of Hindu faith make diwali cards and diva lamps with pupils in school. They also learn about the importance of worship and find out about the importance of a church to Christians. They learn about the significance of advent and visit the local church. They also learn about the meaning of Christingle and light christingles in preparation for Christmas. Pupils explore and retell the Nativity story of Jesus Christ and take part in the school’s Christmas nativity performance.

### Progression pathway

In Year 1, pupils will take this learning further by looking at each part of the nativity story in more detail. Pupils will look at the message of Jesus's Arrival and the importance of Advent and the lead up to Christmas.

# Reception

## Spring Term 1 – Fruits of the Spirit/School Values

### National Curriculum Coverage

- Comment on images of familiar situations in the past.
- Recognise that people have different beliefs and celebrate special times in different ways.
- 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.

### What I Learn

In this unit, pupils learn about the fruits of the spirit (patience, joy, kindness, self control and love) and how they have been gifted to us from God. They learn that our school values derive from these fruits and gain an understanding of how these are incorporated into their everyday life through their experiences, stories and school life.

### Progression pathway

This focus on Christian values in the EYFS will prepare pupils for their unit on Christianity and God in Year 1, where they will learn to better understand the way Christians show they love God, as well as a Christians understanding of prayer and forgiveness.

## Spring Term 2 – Salvation

### National Curriculum Coverage

- Understand that some places are special to members of their community.
- 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.

### What I Learn

In this unit, pupils learn about the Easter story. They learn about making sacrifices and giving up something they like for lent. They learn about the customs and key dates and traditions that lead up to Easter, these include Shrove Tuesday, Ash Wednesday, Palm Sunday and Easter Sunday. Children also explore the similarities and differences of the religious and cultural festivals of Buddhism and Hinduism through Chinese new year and Holi festival.

### Progression pathway

This unit introduces pupils to the festival of Easter and Chinese New Year and the Hindu festival of Holi. They also begin to make comparisons between these festivals.

In Year 1, pupils will build upon their knowledge of what they have learnt about the Easter story so far. They will look closely at the important traditions already explored in EYFS in more detail, understanding the deeper meanings of each one. They will look at symbols and emotions connected to Easter.

# Reception

## Summer Term 1 – Other Religions

### National Curriculum Coverage

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling
- 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.

### What I Learn

In this unit, pupils learn about other religions including Hinduism and Islam . They use their knowledge to start making some comparisons. Pupils have the opportunity to understand these religions' special customs and symbols, including Ramadan. They draw on their past experiences and talk about their own traditions and special occasions. Pupils will visit local temples and draw on stories from the past to understand that people may have different beliefs.

### Progression pathway

This unit introduces the pupils to other religions. In Year 1, pupils will build on their knowledge of Islam and their special festivals. They will look beyond symbols and gain a deeper understanding of the five pillars and why Muhammed is important to muslims.

In year 2, pupils will revisit the story of Rama and Sita and the festival of Diwali learnt in EYFS and look at what it means to be Hindu.

## Summer Term 2 – God – Biblical Stories

### National Curriculum Coverage

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling
- 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.

### What I Learn

In this unit, pupils learn about God and the teachings of Jesus. Children encounter biblical stories and gain an understanding of the teachings of God through people and stories of the past. They will be introduced to the story of Joseph and his technicoloured raincoat, the story of the Good Samaritan, the story of Jesus and Bartimeus and Jesus and Zacchaeus. Pupils will use these stories to think about how they can make good choices and improve themselves.

### Progression pathway

This unit introduced the pupils to Bible stories. In Year 1, pupils will explore other biblical stories such as Jonah's Whale. They will build on their skills developed through the biblical stories that have already learnt and unpick their meanings and special messages.

## Autumn Term 1 – Creation

### National Curriculum Coverage

- explore a range of religious stories and sacred writings and talk about their meanings
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.

### What I Learn

In this unit, pupils explore the idea of a Creator, retell the story of creation and look at what the creation story tells us about God. In addition, pupils investigate what the Bible says about Harvest and consider ways in which Christians show thankfulness and express their own views on creation. Pupils also learn about the Christian Harvest festival.

### Progression pathway

This unit builds upon prior knowledge gained in EYFS in which pupils learn through asking questions and exploration.

They build upon those skills this half term by investigating God the creator, the harvest festival, as well as looking at ways in which Christians show thankfulness.

This leads on to exploring how Christians are inspired by the story of creation to look after the environment.

## Autumn Term 2 – Incarnation

### National Curriculum Coverage

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas.

### What I Learn

In this unit, pupils explore the understanding that Jesus is God and that He was born as a baby in Bethlehem. They explore the significance of the different parts of the nativity story as well as considering the importance of Advent for Christians. They explore how Christians feel thankfulness, learning about the message of Jesus' arrival and the impact of the Christmas story on Christmas cards.

### Progression pathway

This unit builds upon prior knowledge gained in EYFS in which pupils learn about the different traditions and celebrations, such as the Christmas story.

They build upon those skills in this unit exploring the significance of the different parts of the nativity story, the importance of Advent and the lead up to Christmas, using their reflection and discussion skills to explore the impact of Jesus arrival.

This leads on to a deeper understanding of the importance of giving at Christmas in year 2.

## Spring Term 1 – Sikhism

### National Curriculum Coverage

- explore a range of religious stories and sacred writings and talk about their meanings
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.

### What I Learn

In this unit, pupils are introduced to aspects of Sikhism. They begin to understand what Sikhs believe in and what they believe about God, including looking at what a Guru is. Additionally, pupils explore the Sikh belief that all people are equal. In this unit pupils look at the holy places from different religions and make comparisons between them.

### Progression pathway

This unit builds upon prior knowledge gained in EYFS in which pupils compared different religious celebrations.

They build upon those skills in this unit, by investigating and comparing the different traditions, beliefs and celebrations of another religion: Sikhism.

This leads on to exploring a different religion: Hinduism in year 2 and looking at the origins and concepts of other religions.

## Spring Term 2 – Easter and Holy week

### National Curriculum Coverage

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas.

### What I Learn

In this unit, pupils explore the stories of Holy Week and Easter and discuss the emotions that Christians feel in connection to the Easter story. They also explore other Christian beliefs. In addition, pupils investigate the Christian traditions linked to Easter, as well as Christian symbols and the Easter story.

### Progression pathway

This unit builds upon prior knowledge gained in EYFS in which pupils learn about the Easter story.

They build upon those skills this half term by exploring the significance of the different parts of the Easter story, as well as the importance of Jesus dying on the cross, for Christians.

This leads on to a deeper understanding of the importance of forgiveness, as part of the Easter story in year 2.

## Summer Term 1 – Islam

### National Curriculum Coverage

- reflect on how spiritual and moral values relate to their own behaviour
- recognise that religious teachings and ideas make a difference to individuals, families and the local community.

### What I Learn

In this unit, the pupils explore Islam. The pupils explore what Muslims believe in and why the prophet Muhammed is important to all Muslims. They are introduced to the Holy Book of Islam and understand its significance to Muslims, comparing it to the Holy Books from other religions. They learn about the five pillars of Islam and how they guide the lives of many Muslims.

### Progression pathway

This unit builds upon prior knowledge gained in EYFS in which pupils compared different religious celebrations.

They build upon those skills in this unit by investigating and comparing the different holy books and values that other religions have, in this case: Islam.

This leads on to a broader understanding of different religions in the community. They will also be studying Judaism in Year 2.

## Summer Term 2 – God / World View Religions

### National Curriculum Coverage

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas.

### What I Learn

#### God:

In this unit, pupils explore the story of 'The Lost Son', the hidden meaning of the parable and the ways in which Christians show their love for God. Furthermore, pupils investigate why some Christians believe God is forgiving and how they show this belief. They also explore the ways Christians pray and the significance of this.

#### World View Religions:

The pupils will be introduced to the concept of world view. They will learn about Zoroastrian beliefs and will look at the relationships between worldview, other religions and humanism

### Progression pathway

This unit builds upon prior knowledge gained in EYFS in which pupils explore their own beliefs and spirituality.

They build upon those skills in this unit by exploring the way Christians show they love God, as well as a Christian's understanding of prayer and forgiveness. This leads on to a deeper understanding of the importance of forgiveness and reconciliation, in year 2.

The pupils will revisit worldview and humanism in Y2 where they will also be introduced to Shinto as a world faith.

## Autumn Term 1 – Creation

### National Curriculum Coverage

- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate

### What I Learn

In this unit Pupils explore the story of creation in Genesis and discussing what this story tells us about God. Pupils discuss why God rested on the seventh day and how Christians are inspired by the story to look after the world. They make links with Christian's ideas about the world's creation and describe God using evidence from the Creation story. Pupils also understand what the Bible says about sharing Harvest and look at how we can help others during Harvest

### Progression pathway

This unit builds upon prior knowledge gained in Year 1 in which pupils shape their beliefs, based on knowledge and understanding, as well as their background, family and culture.

In this unit they build upon those skills by making links with Christian's ideas about the world, as well as exploring how they can help others.

This leads on to exploring who Christians can help, as well as the different ways Christians can help others that is covered in many other units.

## Autumn Term 2 – Incarnation

### National Curriculum Coverage

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas.

### What I Learn

Throughout this unit, pupils explore the importance of Jesus for Christians, the significance of how He was born and some of the ways in which Christians celebrate Jesus' birth. Pupils also discover how Christians express the meaning of Christmas and Incarnation, as well as looking at the importance of 'giving' at Christmas.

### Progression pathway

This unit builds upon prior knowledge gained in Year 1 in which pupils learn about the importance of Advent for Christians as well as thankfulness.

In this unit they build upon those skills, understanding the significance of how Jesus was born as well as examining the ways in which Christians express love at Christmas.

This leads on to a deeper understanding of Incarnation in the year 3, unit as pupils learn about the Holy Trinity and impact this has on Christians.



## Spring Term 1 – Hinduism

### National Curriculum Coverage

- explore a range of religious stories and sacred writings and talk about their meanings
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.

### What I Learn

In this unit, pupils learn about the beliefs of Hindus and investigate what it means to be a Hindu. Pupils also discover what Hindus believe about God and consider the importance of the story of Rama and Sita. They also consider the importance of prayer in worship.

### Progression pathway

This unit builds upon prior knowledge gained in Year 1 in which pupils compared the different traditions and beliefs of other religions (Sikhism).

In this unit they build upon those skills by investigating what it means to be religious, as well as comparing the importance of prayer in worship.

This leads on to exploring and comparing other religions further, looking at the places of worship of differing religions, this is included in the year 3 unit, Hinduism.

## Spring Term 2 – Salvation

### National Curriculum Coverage

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas.

### What I Learn

In this unit, pupils explore the stories of Holy Week and Easter, linking both with the concept of Salvation. Pupils also discover the impact Salvation has had on some Christians, whilst looking at forgiveness and its importance.

### Progression pathway

This unit builds upon prior knowledge gained in Year 1 in which pupils learn about the significance of the main parts of the Easter story, as well as the importance of Jesus' death for Christians.

In this unit they build upon those skills by exploring the impact Salvation has had on Christians as well as the impact of forgiveness.

This leads on to a deeper understanding of the symbolic meaning of the cross, in the year 3 Salvation unit, as well as learning about how different churches celebrate Holy Week.

## Summer Term 1 – Judaism

### National Curriculum Coverage

- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- reflect on how spiritual and moral values relate to their own behaviour
- recognise that religious teachings and ideas make a difference to individuals, families and the local community.

### What I Learn

During this unit, pupils explore Judaism, making comparisons to Christianity. Pupils explore Jewish beliefs and traditions, such as Havdalah, as well as the importance of the Shabbat to Jews. They also find out about synagogues, identifying features and understanding their meaning.

### Progression pathway

This unit builds upon prior knowledge gained in Year 1 in which pupils compared the different traditions and beliefs of other religions.

In this unit they build upon those skills by exploring the importance of rest in the form of Shabbat as well as analysing a different place of worship: the synagogue.

This leads on to a greater respect and acceptance of different beliefs and traditions, as well as further comparison of Christianity and other religions, in Year 3 in units on Hinduism and Islam.

## Summer Term 2 – God / World View Religions

### National Curriculum Coverage

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas.

### What I Learn

**God:**  
In this unit, pupils explore Pentecost and discuss the question 'What do Christians believe God is like?' By reading the story of Jonah and the Whale, they consider what this story tells us about the nature of God and how Christians can use the story to guide their beliefs and improve themselves; also considering the roles and responsibilities of God. Pupils express the nature of God through song and look at how art and images depict the nature and love of God

**World View Religions:**  
Pupils will look at how worldviews are shaped. will study Shinto religion and consider how humanism is linked to science.

### Progression pathway

This unit builds upon prior knowledge gained in Year 1 in which pupils explore the way that Christians show their love for God.

In this unit they build upon those skills by exploring the nature of God using biblical stories, as well as comparing the roles and responsibilities of God.

This leads on to a deeper understanding in year 3, as the pupils investigate the Christian belief of the Holy Spirit and look at what some Christians believe the Kingdom of God should be like.

Pupils will develop ideas of world view and humanism from Y1. They will go on to develop these in Y3 when they are introduced to the Sant Mat faith.

# Year Three

## Autumn Term 1 – Creation

### National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- discuss their own and others' views of religious truth and belief, expressing their own ideas

### What I Learn

In this unit pupils think about the world that they live in and exploring the creation story and the story of Adam and Eve. Pupils explore what Christians believe about God's world and how the world can be looked after. At harvest time, pupils consider who we should help and the many ways that we can do this, understanding and applying what the Bible says about Harvest.

### Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils make links with Christian's ideas about the world.

In this unit they build upon those skills by exploring how humans can look after the world, as well as looking at the story of Adam and Eve and how this has impacted the world.

This leads on to exploring differing versions of the creation story, as well as the importance of 'the fall' story, relating to Adam and Eve in the year 4 Creation unit.

## Autumn Term 2 – Incarnation

### National Curriculum Coverage

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings

### What I Learn

Throughout this unit, pupils explore all aspects of the Trinity including the Father, Son and Holy Spirit, understanding that Jesus' birth is part of the Trinity. They investigate Baptism in churches today and make links with the concept of incarnation. Additionally, pupils discover what Christians believe God does, the Christian practice of 'the grace' and the impact it has on Christian's lives. They explore how Christians celebrate Christmas.

### Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils learn about the significance of how Jesus was born as well as examining the ways in which Christians express love.

In this unit they build upon those skills by exploring aspects of the Trinity and how it links to Incarnation and the birth of Jesus.

This leads on to a deeper understanding of Incarnation in the year 4, as pupils dive deeper into the concepts of Incarnation and the Trinity, through studying the gospels.

## Spring Term 1 – Hinduism

### National Curriculum Coverage

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

### What I Learn

During this unit, pupils learn about the teachings of Hinduism and how to ask questions about what Hindus believe. They also explore how Hindus show that family is important and why visiting sacred places is particularly important to Hindus. They explore the Hindu belief that divine images help worship.

### Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils investigated what it means to be religious, as well as exploring the importance of prayer.

In this unit they build upon those skills by exploring how Hindus show that family is important as well as comparing Hindu and Christian places of worship.

This leads on to exploring the different forms of the Hindu God in the year 4 Hindu unit, as well as looking at how Hindus show respect to God and endeavour to live a good life.

## Spring Term 2 – Salvation

### National Curriculum Coverage

- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

### What I Learn

In this unit, pupils explore the meaning of the cross and take a look at Holy Week using extracts from the Gospels, writing about the events that take place. Pupils also learn about how Christians and different churches celebrate Holy Week and discuss emotions related to the events.

### Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils learn about the impact Salvation has had on Christians as well as the impact of forgiveness.

In this unit they build upon those skills by exploring Holy week using extracts from the gospels, as well as learning about how some churches celebrate the events of Holy Week.

This leads on to a deeper understanding in Year 4 Salvation unit, when pupils will look at specific events in holy week, such as why the last supper was important to the Disciples as well as looking at the events of Maundy Thursday and remembrance.

## Summer Term 1 – Islam

### National Curriculum Coverage

- identify and begin to describe the similarities and differences within and between religions
- investigate the significance of religion in the local, national and global communities
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them

### What I Learn

In this unit, pupils explore Islam by asking questions about what Muslims believe. Pupils explore how Muslims show respect for Allah in everyday life. They will also describe the different ways in which people express their faith, pupils understand why Muslims fast during Ramadan and celebrate Eid-al-Fitr.

### Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils learnt about Judaism, analysing the different traditions.

In this unit they build upon those skills by exploring how Muslims show respect for Allah, as well as the celebration of Ramadan and Eid.

This leads on to a greater understanding of tolerance of different beliefs and traditions, as well as a deeper dive into spirituality and faith, comparing to Sikhism in Year 4.

## Summer Term 2 – Kingdom of God / World View Religions

### National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding

### What I Learn

#### Kingdom of God:

In this unit, pupils explore the idea of the Kingdom of God, learning about the Disciples' emotions on the day of Pentecost, as well as the story of Pentecost itself. Pupils will also investigate the Christian belief of the Holy Spirit and look at what some Christians believe the Kingdom of God should be like, considering the impact of Pentecost and the Holy Spirit.

#### World View Religions:

Pupils will look at how worldviews are developed. They will study the Sant Mat faith and consider humanist beliefs and behaviours.

### Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils explored the nature of God using biblical stories, as well as comparing the roles of God.

In this unit they build upon those skills by exploring the idea of the Kingdom of God, as well as the Christian belief in the Holy Spirit. This leads on to a deeper understanding in the year 4 Kingdom of God unit, as the pupils investigate the fundamental role of Jesus in Christianity.

Pupils further consider how worldviews are influenced developed from Y2 ideas. They go on to develop these and are introduced to another world faith Taoism.

## Year Four

### Autumn Term 1 – Creation

#### National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- discuss their own and others' views of religious truth and belief, expressing their own ideas

#### What I Learn

Pupils explore the differing stories of creation, the story of Adam and Eve and the importance of 'the fall' for Christians. They explore the actions of Adam and Eve and the importance of 'the fall' for Christians. Pupils also learn about the Christian belief that God always offers forgiveness and they consider why Christians say sorry to God. In addition they discover what stories in the Bible say about human beings, Harvest and Government; linking the idea of equality to Harvest.

#### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learn about how humans can look after the world, as well as beginning to look at the story of Adam and Eve.

In this unit they build upon those skills by exploring the differing stories of creation, the story of Adam and Eve and the importance of 'the fall' for Christians.

This leads on to the year 5 unit Creation, where they explore the different interpretations of what the Bible says (Genesis 1) about creation, as well as a comparison between science and faith.

### Autumn Term 2 – Incarnation

#### National Curriculum Coverage

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings

#### What I Learn

In this unit, pupils explore the teachings of John 1, exploring Jesus as the light, as well as studying Jesus' birth according to the gospels of Matthew, Luke and John and investigate the concepts of Incarnation and the Trinity from Bible verses. They explore the impact of Incarnation and Trinity on how some Christians live their lives and the importance of Christmas to some Christians and to themselves.

#### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learn about the aspects of the Trinity and how it links to Incarnation and the birth of Jesus.

In this unit they build upon those skills by exploring the impact of Incarnation and Trinity, as well as comparing their own beliefs and importance of Christmas to those of Christians.

This leads on to a deeper understanding in the year 5 Incarnation unit, as pupils learn about the concept of Jesus as the Messiah.

## Spring Term 1 – Hinduism

### National Curriculum Coverage

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

### What I Learn

In this unit, pupils learn about the teachings of Hinduism and begin to understand what Hindus believe in, as well as exploring the different forms of the Hindu God. Pupils also look at how Hindus show respect to God and endeavour to live a good life. They also consider the Hindu place of worship and compare it to the Christian place of worship.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils explored how Hindus show that family is important as well as comparing Hindu and Christian places of worship.

In this unit they build upon those skills by exploring how Hindus show respect to God and how they believe you should live a good life.

This develops in the units in years 5 and 6 when pupils explore and make comparisons between other religions, including Buddhism and Christianity and their own personal beliefs.

## Spring Term 2 – Salvation

### National Curriculum Coverage

- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

### What I Learn

In this unit, pupils explore why the events of the last supper were important to the Disciples as well as looking at the events of Maundy Thursday and remembrance - looking how they are linked. Pupils will consider, discuss and share different views about communion on Maundy Thursday. They describe how some Christians show their beliefs about Jesus in their everyday lives and link remembrance to the story of Easter

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils explored Holy week using extracts from the gospels, as well as learning about how some churches celebrate the events of Holy Week.

In this unit they build upon those skills by delving into the events of the last supper and why it was so important to the disciples, as well as looking at specific events in detail (Maundy Thursday and Remembrance).

This leads on to a deeper understanding in year 5, when pupils explore the accounts of Jesus' death and resurrection and discuss who might be responsible for Jesus' death.

## Summer Term 1 – Sikhism

### National Curriculum Coverage

- identify and begin to describe the similarities and differences within and between religions
- investigate the significance of religion in the local, national and global communities
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them

### What I Learn

In this unit, pupils learn about the different facts of Sikhism, exploring what Sikhs believe in, how Sikhs use the Gurdwara and how this demonstrates their values. Pupils will look closely at the values (5 K's) of the Sikh belief and how they contribute towards spirituality and faith. Pupils will explore the importance of Guru Gobind Singh and his impact on the Sikh community.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt about other religions (Islam) exploring how Muslims show respect for Allah (God).

In this unit they build upon those skills by exploring the different facets of Sikhism. Pupils will look closely at the values (5 K's) of the Sikh belief and how they contribute towards spirituality and faith.

This leads on to a greater understanding of all religions in Year 5, when they explore what Jewish people believe, how those views are different to those of Christians.

## Summer Term 2 – Kingdom of God / World View Religions

### National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding

### What I Learn

**Kingdom of God:**  
Throughout this unit, pupils study the meaning of 1 Corinthians 12:12-26, exploring what it might mean for Christians, making links between it and the ways some Christians live their lives and the view of the 'perfect' body. They explore the idea of the Kingdom of God, gaining a deeper understanding into the concept of Pentecost and what it means for Christians, as well as the importance of the role of Jesus in Christianity.

**World View Religions:**  
Pupils consider religious and non-religious worldviews. They are introduced to Taoism as a world view and find out about Humanist decision making.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils explored the idea of the Kingdom of God, as well as the Christian belief in the Holy Spirit.

In this unit they build upon those skills by gaining a deeper understanding into the concept of Pentecost and what it means for Christians, as well as the importance of the role of Jesus in Christianity.

This leads on to a deeper understanding in the year 5 Kingdom of God unit, as the pupils investigate the Lord's prayer and parables that we can draw life lessons from.

Pupils develop the understanding of worldview and humanism that they have learned in previous years. This will lead to a focus on Confucianism in Y5



## Autumn Term 1 – Creation

### National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- discuss their own and others' views of religious truth and belief, expressing their own ideas

### What I Learn

In this unit pupils explore the differing stories of the Creation, the role of God as the Creator of all things and the different interpretations of what the Bible says (Genesis 1) about creation. Pupils also learn about the Christian views around science and faith. They look at the messages from the old testament and consider their relevance today and consider whether God is with us during difficult times.

### Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored the differing stories of creation, the story of Adam and Eve and the importance of 'the fall' for Christians.

In this unit they build upon those skills by exploring the different interpretations of what the Bible says about creation, as well as beginning to compare Science and Faith.

This leads on to critically analysing the impact of the creation story and looking at whether science and faith are complimentary or contradictory, in Year 6.

## Autumn Term 2 – Incarnation

### National Curriculum Coverage

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings

### What I Learn

In this unit, pupils learn about the Christian belief that Jesus is the Messiah and why this is so important to Christians. They also explore what life was like at the time of the end of the Old Testament. In addition, pupils will also look at how Christmas is celebrated and recognised in different parts of the world, exploring the Christian belief that Christmas is a time of celebration for the arrival of the Messiah

### Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explore the impact of Incarnation and Trinity, as well as comparing the beliefs and importance of Christmas.

In this unit they build upon those skills this half term by learning about the Christian belief that Jesus is the Messiah and why this is so important to Christians, as well as exploring how Christmas is celebrated in different parts of the world.

This leads on to a study of how Jesus' actions made him a humble peacemaker, as well as a study on the transfiguration, in Year 6.

## Spring Term 1 – Buddhism

### National Curriculum Coverage

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

### What I Learn

During this unit, pupils learn about the beliefs and teachings of Buddhism and make comparisons between those of Christianity and their own personal beliefs. Pupils explore the noble eightfold path and how Buddhists try to follow the teachings of Buddha. They look at the significance of a temple or Buddhist centre and discuss how Buddhists try to grow towards enlightenment.

### Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored how people from other religions show respect to God and how they believe you should live a good life.

In this unit they build upon those skills by comparing Buddhist, Christian and their own personal beliefs. Pupils will explore the noble eightfold path.

This will lead on to a deeper understanding of the importance of traditions and customs in a multitude of religions and specifically Judaism, in Year 6.

## Spring Term 2 – Salvation

### National Curriculum Coverage

- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

### What I Learn

Throughout this unit, pupils explore the accounts of Jesus' death and resurrection and discuss who might be responsible for Jesus' death, discussing the reasons why Jesus died – developing debating skills, as well supporting their own beliefs in relation to the topic. Pupils explore and compare the Christian celebration of Communion and Eucharist; making a connection between Jesus' sacrifice and the sacrifices of others.

### Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored the events of the last supper and why it was so important to the disciples, as well as looking at specific events in detail (Maundy Thursday and Remembrance).

In this unit they build upon those skills by exploring the accounts of Jesus' death and resurrection and discussing who might be responsible for Jesus' death, developing debating skills.

This leads to a deeper understanding in Year 6, when pupils explore the impact and significance of the resurrection and how artistic representations link with Christian concepts.

## Summer Term 1 – Judaism

### National Curriculum Coverage

- identify and begin to describe the similarities and differences within and between religions
- investigate the significance of religion in the local, national and global communities
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them

### What I Learn

In this unit, pupils explore what Jewish people believe, as well as how those views are different to those of Christians and how Jews show their belief that God is present in the synagogue. They recognise the importance of the Torah in Judaism and the importance of the Shema. They study the importance of a Bar/Bat Mitzvah for Jewish people and investigate the benefits of rules in religion.

### Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils learnt about the values (5 K's) of the Sikh belief and how they contribute towards spirituality and faith.

In this unit they build upon those skills by exploring what Jewish people believe, as well as how those views are different to those of Christians and how Jews show their belief that God is present in the synagogue.

This leads on to a greater understanding of community and respect in Year 6, when they learn about how Hajj makes Muslims feel they are part of one family and how Muslim faith communities are like world-wide families.

## Summer Term 2 – Kingdom of God / World View Religions

### National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding

### What I Learn

#### Kingdom of God:

In this unit, pupils explore what kind of King Jesus is, looking at the Lord's prayer and discussing its meaning. They investigate parables that we can draw life lessons from, such as 'the Parable of the Feast' and 'the Parable of the Tenants in the Vineyard'; exploring the kind of kingdom that Jesus intended. They investigate the connection between belief in the Kingdom of God and how Christians serve the community, relating Christian teachings to their own lives and the lives of their local community.

#### World View Religions:

Pupils will look at how worldviews can be broken down into parts. They will find out about Confucianism and will find out about humanists past and present.

### Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored the concept of Pentecost and what it means for Christians, as well as the importance of the role of Jesus in Christianity.

In this unit they build upon those skills by gaining a deeper understanding into what kind of King Jesus is, looking at the Lord's prayer and parables that we can draw life lessons from, using wisdom from the parables.

This leads on to a deeper understanding in Year 6, as the pupils analyse the connections between biblical texts and the concept of the Kingdom of God. The ideas relation to worldview and humanism that the pupils have considered in previous years, will be developed, They will go on to look at Jainism in Y6.

## Autumn Term 1 – Creation

### National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- discuss their own and others' views of religious truth and belief, expressing their own ideas

### What I Learn

In this unit pupils explore the role of God and humans in creation, the impact that Psalm 8 has on the actions of a group of Christians and the role of God as Creator of all things. They discuss the Christian view of human responsibility over the Earth and understand how the Bible links harvest to salvation. Pupils also compare the ways Christians and Jewish people celebrate Harvest and Sukkot.

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils explored the different interpretations of what the Bible says about creation, as well as beginning to compare Science and Faith.

In this unit they build upon those skills by exploring the role of God and humans in creation, the impact that Psalm 8 has on the actions of a group of Christians and the role of God as Creator of all things.

This leads on to a deeper understanding of the creation story and how Christians, Jewish people and people with no faith believe the earth came into existence.

## Autumn Term 2 – Incarnation

### National Curriculum Coverage

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings

### What I Learn

In this unit, pupils explore the links between Biblical texts and the life of Jesus, as well as learning about how Jesus' actions made him a humble peacemaker. Pupils also look at the transfiguration and the role and significance of Christmas, understanding what makes Jesus the Messiah. They also explore the links between sponsorship and Christianity.

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils explore the Christian belief that Jesus is the Messiah and why this is so important to Christians.

In this unit they build upon those skills by the exploring the links between Biblical texts and the life of Jesus, as well as learning about how Jesus' actions made him a humble peacemaker. Pupils will also look at the transfiguration.

This leads on to a greater understanding of the topic of Incarnation, as well as Christian values and traditions that surround the themes of love and forgiveness.

## Spring Term 1 – Judaism

### National Curriculum Coverage

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

### What I Learn

In this unit, pupils learn about what Jewish people believe, the importance of traditions and customs in Jewish life, as well as the significance of Hanukkah in the lives of Jewish people. They explore the importance of the synagogue to Jewish people and compare Jewish and Christian beliefs

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils compared Buddhist, Christian and their own personal beliefs. Pupils will explore the noble eightfold path.

In this unit they build upon those skills by learning about what other religions (Judaism) believe, the importance of traditions and customs in Jewish life, as well as the significance of Hanukkah.

This leads on to a deeper understanding of the significance of traditions and customs in a multitude of religions, as well as a greater acceptance and tolerance of other beliefs, enabling pupils to go on to be respectful in society.

## Spring Term 2 – Salvation

### National Curriculum Coverage

- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

### What I Learn

In this unit, pupils explore the accounts of Jesus' death and resurrection; understanding the impact and significance of this to Christians. They investigate how artistic representations link with Christian concepts and look at the Christian concepts within hymns. They also look at and investigate the different views of Jesus.

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils explored the accounts of Jesus' death and resurrection and discussing who might be responsible for Jesus' death, developing debating skills.

In this unit they build upon those skills by further exploring the accounts of Jesus' death and resurrection in more depth looking at the impact and significance of the resurrection and how artistic representations link with Christian concepts.

This leads on to a deeper understanding the concept of Salvation and what it means to be saved and redeemed for Christians. Pupils will take this value of forgiveness with them into the rest of their childhood.

## Year Six

### Summer Term 1 – Islam

#### National Curriculum Coverage

- identify and begin to describe the similarities and differences within and between religions
- investigate the significance of religion in the local, national and global communities
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them

#### What I Learn

In this unit, pupils learn about Islam and what Muslims believe. Pupils also learn about how Hajj makes Muslims feel they are part of one family and how Muslim faith communities are like world-wide families, exploring the contributions that Muslims make to their local community, considering what it is like to be a Muslim today. In addition the pupils explore why people of faith, pray.

#### Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils learnt about what Jewish people believe, as well as how those views are different to those of Christians and how Jews show their belief that God is present in the synagogue.

In this unit they build upon those skills by exploring how Hajj makes Muslims feel they are part of one family and how Muslim faith communities are like world-wide families.

This leads on to a greater understanding of the community that we live in, why and how other religions do things, as well as a strong relatability to the religious make-up of their own community.

### Summer Term 2 – Kingdom of God / World View Religions

#### National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding

#### What I Learn

##### Kingdom of God:

In this unit, pupils will look at the connections between biblical texts and the concept of the Kingdom of God. They study forgiveness and how forgiveness is a Christian concept. They explore the concept of forgiveness in terms of redemption and identify it in Jesus' message, understanding the significance of the story of Pentecost. They consider the impact of Jesus' actions on the Kingdom of God on Earth, analysing the type of King that Jesus is.

##### World View Religions:

Pupils will consider the 3 major systems which make up a worldview. They will learn about Jainism and will consider the 5 core features of humanism.

#### Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored what kind of King Jesus is, looking at the Lord's prayer and parables that we can draw life lessons from, using wisdom from the parables.

In this unit they build upon those skills by gaining a deeper understanding into the connections between biblical texts and the concept of the Kingdom of God, forgiveness and how forgiveness is a Christian concept, as well as understanding the impact of Jesus' actions.

This leads on to a deeper understanding the Kingdom of God, godly characteristics and the impact Christians believe Jesus' life has had on our lives today.

Pupils have studied worldview with a focus on one particular approach, from Y1 – Y6. They also look at the increasing popularity of humanism. All these will be further investigated in KS3.