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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Nursery | **Topic: All about Me.**  **Strand: Living**  **Key Question: F5 Where do we belong?**  **Expected Outcomes**  -Share and record occasions when things have happened in their lives that made them feel special.  - Respond imaginatively and expressively to stories about new babies.  - Recall simply what happens when a baby is welcomed into a religion other than Christianity.  **Enrichment: Baptist Puppet shows.** | **Topic: Christmas**  **Strand: expressing**  **Key Question: F4 Which times are special and why?**  **Expected Outcomes**  -Give example of special occasions and suggest features of a good celebration.  - Recall simple stories connected with Christmas/Easter and a festival from another faith.  - Say why Christmas/Easter and a festival from another faith is a special time for Christians/members of another faith.  **Topic: Diwali**  **Strand: Believing**  **Key Question: F2 Which people are special and why?**  **Expected Outcomes**  -Talk about people who are special to them.  - Hold conversations about what makes their family and friends special to them.  -Know about some similarities and differences between religious communities in Britain.  - Recall stories about special people in other religions and talk about what we can learn from them.  **Enrichment: Nativity play.** | **Topic: Chinese New Year**  **Strand: Believing**  **Key question: F1 Which stories are special and why?**  **Expected Outcomes**  -Know about some similarities and differences between religious communities in Britain.  - Recall stories about special people in other religions and talk about what we can learn from them.  - Identify a sacred text.  -Talk about some religious stories using new vocabulary.  **Topic: People who help us**  **Strand: Believing**  **Key question: F2 Which people are special and why?**  **Expected Outcomes**  **-**Reflect on the question ‘Am I a good friend?’  -Talk about people who are special to them.  - Hold conversations about what makes their family and friends special to them.  **Enrichment:** | **Topic: Easter**  **Strand: Believing**  **Key question: F1 Which stories are special and why?**  **Expected Outcomes**  -Talk about some religious stories using new vocabulary.  -Recognise some religious words e.g. about God, holy books or places of worship.  -Know about some similarities and differences between religious communities in Britain.  -Hold conversations about what Jesus teaches us about saying ‘Thank you’ and why it is good to thank and be thanked.  **Topic: Spring**  **Strand: Living**  **Key question: F6 What is special about our world and why?**  **Expected Outcomes**  -Express ideas about how to look after animals and plants.  -Think about the wonders of the natural world, expressing ideas and feelings.  -Respond imaginatively and expressively to the beauty and delight of the natural world.  **Enrichment: Easter Egg Hunts.** | **Topic: Monkey King**  **Strand: Believing**  **Key question: F2 Which people are special and why?**  **Expected Outcomes**  -Know about some similarities and differences between religious communities in Britain.  - Recall stories about special people in other religions and talk about what we can learn from them.  **Enrichment:** | **Topic: Travel**  **Strand: Expressing**  **Key question: F3 Which paces are special and why?**  **Expected Outcomes**  -Talk about somewhere that is special to themselves, saying why.  - Be aware that some religious people have places which have special meaning to them.  - Recognise two different places of worship using new vocabulary.  **Enrichment:** |
| Reception | **Topic: All about Me / Belonging.**  **Strand: Living**  **Key Question: F5 Where do we belong?**  **Expected Outcomes**  -Talk about members of their immediate family and community.  -Name and describe people who are familiar to them.  -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  /Share and record occasions when things have happened in their lives that made them feel special.  **BIG QUESTION**  Where do you belong? How do you know you belong?  **Enrichment: Baptist Puppet shows.**  **Harvest Festival**  **Black History Month** | **Topic: Christmas.**  **Strand: expressing**  **Key Question: F1 Which stories are special and why?**  **Expected Outcomes**  -Recognise that people have different beliefs and celebrate special times in different ways.  /Talk about some religious stories using new vocabulary.  /Recognise some religious words, e.g. about God, holy books or places of worship.  /Identify some of their own feelings in the stories they hear.  **BIG QUESTION**  What stories do you know about Jesus?  **Topic: Diwali.**  **Strand: Believing**  **Key Question: F2 Which people are special and why?**  **Expected Outcomes**  -Recognise some similarities and differences between life in this country and life in other countries.  /Recall stories about special people in other religions and talk about what we can learn from them.  **BIG QUESTION**  What stories to other people tell from another religion?  **Enrichment: Nativity play**  **Baptist Puppet Shows**  **Remembrance Day** | **Topic: Chinese New Year.**  **Strand: Believing**  **Key question: F4 Which times are special and why?**  **Expected Outcomes**  -Compare and contrast characters from stories, including figures from the past.  /Give examples of special occasions and suggest features of a good celebration.  /Say why religious and cultural festivals are a special time for the members of the community or faith.  **BIG QUESTION**  What are the similarities and differences between different people’s special times?  **Topic: People who help us.**  **Strand: Believing**  **Key question: F2 Which people are special and why?**  **Expected Outcomes**  -Talk about the lives of the people around them and their roles in society.  /Talk about people who are special to them.  /Hold conversations about what makes their family and friends special to them.  **BIG QUESTION**  Who is special to you and why?  **Enrichment:**  **Baptist Puppet Shows** | **Topic: Easter.**  **Strand: Believing**  **Key question: F1 Which stories are special and why?**  **Expected Outcomes**  -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  /Talk about some religious stories using new vocabulary.  /Recognise some religious words, e.g. about God, holy books or places of worship.  **BIG QUESTION**  What stories do you know that tell you how to behave towards other people?  **Topic: Spring.**  **Strand: Living**  **Key question: F6 What is special about our world and why?**  **Expected Outcomes**  -Explore the natural world around them, making observations and drawings.  -Understand some similarities and differences between the natural world around them and contrasting environments.  /Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.  /Respond imaginatively to the beauty and delight of the natural world.  **BIG QUESTION**  What are the similarities and differences between different people’s ideas about the world?  **Enrichment: Baptist Puppet Shows**  **Easter Egg Hunts** | **Topic: Monkey King.**  **Strand: Believing**  **Key question: F2 Which people are special and why?**  **Expected Outcomes**  -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.  /Know some similarities and differences between religious communities in Britain.  **BIG QUESTION**  What stories to other people tell from another religion?  **Enrichment: Baptist Puppet Shows** | **Topic: Travel.**  **Strand: Expressing**  **Key question: F3 Which paces are special and why?**  **Expected Outcomes**  -Draw information from a single map.  -Understand that some places are special to members of their community.  /Talk about somewhere that is special to themselves, saying why.  /Be aware that some religious people have places which have special meaning for them.  **BIG QUESTION**  Where is a special place to me? Why is it special?  **Enrichment: Baptist Puppet Shows** |
| Year 1 | **What does it mean to belong to a faith community?**  **Expected Outcomes**  Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).  Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).  Identify two ways people show they belong to each other when they get married (A1).  Respond to examples of co-operation between different people (C2)  **BIG QUESTIONS**  Who am I? Where do I belong? Exploring identity.  **Enhancement opportunities**  Harvest festival  Black history month | **Who is a Christian and what do they believe?**  **Expected Outcomes**  Talk about some simple ideas about Christian beliefs about God and Jesus (A1).  Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).  Talk about issues of good and bad, right and wrong arising from the stories (C3).  Ask some questions about believing in God and offer some ideas of their own (C1).  **CHRISTIANS**  An Amazing Baby- Moses    **Enhancement opportunities**  Nativity  Remembrance day  Baptist church | **What makes some places sacred?**  **Expected Outcomes**  Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).  Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).  Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).  **BIG QUESTIONS**  What happens if everyone is peaceful?  **Enhancement opportunities**  Church visit | **How & why do we celebrate special and sacred times**  **Expected Outcomes**  Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).  Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).  Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).  Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).  **Enhancement opportunities**  Baptist church | **Right and Wrong**  **Expected Outcomes**  **How can we be good?**  To talk about our own behaviour and its consequences.  Show sensitivity to others needs and feelings  **If you do something wrong can it be put right?**  Explain how the lives of people in the story changed.  Retell the stories and say what they might teach others  **Enhancement opportunities** | **Inspirational People**  **Expected Outcomes**  Identify ways in which a person can be inspirational.  Give examples of how a particular person is considered to be inspirational and explain why some people find this inspiring.  Some people are inspired to live their lives in certain ways by certain individuals they think are inspirational.  **Enhancement opportunities**  Baptist church |
| Year 2 | **What does it mean to belong to a faith community?**  **Expected Outcomes**  Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).  Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).  Identify two ways people show they belong to each other when they get married (A1).  Respond to examples of co-operation between different people (C2)  **BIG QUESTIONS**  Who am I? Where do I belong? Exploring identity.  **Enhancement opportunities**  Harvest festival  Black history month  Protected rights council | **Who is a Christian and what do they believe?**  **Expected Outcomes**  Talk about some simple ideas about Christian beliefs about God and Jesus (A1).  Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).  Talk about issues of good and bad, right and wrong arising from the stories (C3).  Ask some questions about believing in God and offer some ideas of their own (C1).  **CHRISTIANS**  An Amazing Baby- Moses  **Enhancement opportunities**  Nativity  Remembrance day  Baptist church  Protected rights council | **What makes some places sacred?**  **Expected Outcomes**  Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).  Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).  Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).  **BIG QUESTIONS**  What happens if everyone is peaceful?  **Enhancement opportunities**  Church visit  Protected rights council | **How & why do we celebrate special and sacred times**  **Expected Outcomes**  Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).  Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).  Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).  Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).  **Enhancement opportunities**  Baptist church  Protected rights council | **Right and Wrong**  **Expected Outcomes**  **How can we be good?**  To talk about our own behaviour and its consequences.  Show sensitivity to others needs and feelings  **If you do something wrong can it be put right?**  Explain how the lives of people in the story changed.  Retell the stories and say what they might teach others  **Enhancement opportunities**  Protected rights council | **Inspirational People**  **Expected Outcomes**  Identify ways in which a person can be inspirational.  Give examples of how a particular person is considered to be inspirational and explain why some people find this inspiring.  Some people are inspired to live their lives in certain ways by certain individuals they think are inspirational.  **Enhancement opportunities**  Baptist church  Protected rights council |
| Year 3 | **L2.1 What do different people believe about God?  Expected Learning Outcomes:**   |  | | --- | | •Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).  • Ask questions and suggest some of their own responses to ideas about God (C1).  • Suggest why having a faith or belief in something can be hard (B2).  • Identify how and say why it makes a difference in people’s lives to believe in God (B1).  **ENRICHMENT**  **HARVEST**  **BAPTIST PUPPETS** | | **L2.1 Why is the Bible important for Christians today?**   |  | | --- | | **Expected Learning Outcomes:**  • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).  • Give examples of how and suggest reasons why Christians use the Bible today (B1). •Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).  • Discuss their own and others’ ideas about why humans do bad things and how people try to put things right (C3).  **ENRICHMENT**  **HARVEST**  **BAPTIST PUPPETS** | | **L2.4: Why do people pray?**  **Expected Learning Outcomes:**  •Describe the practice of prayer in the religions studied (A2)  •Make connections between what people believe about prayer and what they do when they pray (A3)  •Describe ways in which prayer can comfort and challenge believers (B2)  •Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).  **ENRICHMENT**  BAPTIST PUPPETS | **L2.7 What does it mean to be a Christian in Britain today?**  **Expected Learning Outcomes:**   |  | | --- | | • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).  • Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).  • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).  • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).  **ENRICHMENT**  BAPTIST PUPPETS | | **L2.5a How do people from religious and non-religious communities celebrate festivals?**  **Expected Learning Outcomes:**  • Describe how the way some people celebrate festivals might show something about their beliefs. (A2)  •Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews.  • Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons. (B1)  •Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live. (C1)  **ENRICHMENT**  BAPTIST PUPPETS | **What do Hindus believe happens when you die?**  **Expected Learning Outcomes:**  •Recognise that samsara is the cycle of birth, death and rebirth.  •Give an example of how Hindu beliefs may affect how a Hindu lives their life.  •Identify some different ways in which Hindus respond to big questions about the purpose of life and the fact of death.  •Identify the terms ‘dhama’, ‘atman’ and ‘moksha’ and say what they mean.  **ENRICHMENT**  BAPTIST PUPPETS |
| Year 4 | **Why is Jesus inspiring to some people?**  **Expected Learning Outcomes:**  • 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).  **ENRICHMENT**  **HARVEST**  **BAPTIST PUPPETS** | **Why are festivals important to religious communities?**  **Expected Learning Outcomes:**  • Make connections between stories, symbols and  beliefs with what happens in at least two festivals  (A2).  • Ask questions and give ideas about what matters  most to believers in festivals (e.g. Easter, Eid) (B2).  • Identify similarities and differences in the way  festivals are celebrated within and between  religions (A3).  • Explore and suggest ideas about what is worth  celebrating and remembering in religious  communities and in their own lives (C1).  **ENRICHMENT**  BAPTIST PUPPETS  Baptist Church Christmas Visit | **What does it mean to be a Hindu in Britain today?**  **Expected Learning Outcomes:**  Describe some examples of what Hindus do to show  their faith, and make connections with some Hindu  beliefs and teachings about aims and duties in life (A1).  Describe some ways in which Hindus express their faith  through puja, aarti and bhajans (A2).  Suggest at least two reasons why being a Hindu is a  good thing in Britain today, and two reasons why it  might be hard sometimes (B2).  Discuss links between the actions of Hindus in helping  others and ways in which people of other faiths and  beliefs, including pupils themselves, help others (C2).  **ENRICHMENT**  BAPTIST PUPPETS | **Why do some people think that life is a journey? What significant experiences mark this?**  **Expected Learning Outcomes:**   Suggest why some people see life as a  journey and identify some of the key  milestones on this journey (A2).   Describe what happens in Christian, Jewish,  and/or Hindu ceremonies of commitment  and say what these rituals mean (A3).   Suggest reasons why marking the milestones  of life are important to Christians, Hindus  and/or Jewish people (B2).   Link up some questions and answers about  how believers show commitment with their  own ideas about community, belonging and  belief (C1).  **ENRICHMENT**  BAPTIST PUPPETS | **What can we learn from religions about deciding what is right and wrong?**  **Expected Learning Outcomes:**  Give examples of rules for living from religions and  suggest ways in which they might help believers  with difficult decisions (B1).  Make connections between stories of temptation  and why people can find it difficult to be good  (A2).  Give examples of ways in which some inspirational  people have been guided by their religion (B1).  Discuss their own and others’ ideas about how  people decide right and wrong (C3).  **ENRICHMENT**  BAPTIST PUPPETS | **How do family life and festivals show what matters to Jewish people?**  **Expected Learning Outcomes:**   * Make links between the exodus story and Jewish beliefs about god and his relationship with the Jewish people (A3) * Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1) * Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, in pupil’s own lives (C1)   **ENRICHMENT**  BAPTIST PUPPETS |
| Year 5 | **Why do some people believe God exists?**  ***Expected Learning Outcomes:***  • 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 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).  ***Living without God***  What happens when you die?  Pg. 28 - Activity 4  **ENRICHMENT**  **HARVEST**  **BAPTIST PUPPETS** | **What would Jesus do? Can we live by the values of Jesus in the twenty-first century?**  **Expected Learning Outcomes:**  • Outline Jesus’ teaching on how his followers should live (A2).  • Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live (B3).  • Explain the impact Jesus’ example and teachings might have on Christians today (B1).  • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).  ***Christians***  What do ‘parables of the kingdom’ teach Christians?  Pg. 28 - Activity 3  **ENRICHMENT**  BAPTIST PUPPETS  REMEMBRANCE DAY | **What do religions say to us when life gets hard?**  ***Expected Learning Outcomes:***  • Express ideas about how and why religion can help believers when times are hard, giving examples (B2).  • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).  • Explain some similarities and differences between beliefs about life after death (B2).  • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).  ***Hindus***  How does the dharma at each stage of life help Hindus to be good?  Pg.28 - Activity 2  **ENRICHMENT**  BAPTIST PUPPETS | **If God is everywhere, why go to a place of worship?**  ***Expected Learning Outcomes:***  • Make connections between how believers feel about places of worship in different traditions (A3).  • Select and describe the most important functions of a place of worship for the community (B3).  • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).  • Present ideas about the importance of people in a place of worship, rather than the place itself (C1).  ***Sikhs***  What does it mean to be a Sikh in Britain today?  Pg. 18 - Activity 3  **ENRICHMENT**  BAPTIST PUPPETS | ***Inspirational People***  **How and why might these Jewish women be considered inspirational?**  Pg.29 - Activities 1-4  ***Expected Learning Outcomes:***  • Explain the significance of the Bar and Bat Mitzvah.  • Explain why some people thought the first public Bat  Mitzvah was a good idea and others thought it was a bad idea.  • Give one reason why Julia Neuberger can be seen as an inspirational figure.  **ENRICHMENT**  BAPTIST PUPPETS | ***Big Questions***  **What are religions and worldviews?**  Pg. 28-29 - Activities 1-6  ***Expected Learning Outcomes:***  • Describe some aspects of a religious worldview.  • Explain how and why a person’s worldview often influences their views about how they want to live their life.  **ENRICHMENT**  BAPTIST PUPPETS |
| Year 6 | **Is it better to express your religion in arts and architecture or in charity and generosity?**  ***Expected Learning Outcomes:***  • Describe and make connections between examples of religious creativity (buildings and art) (A1).  • Show understanding of the value of sacred buildings and art (B3).  • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).  • Apply ideas about values and from scriptures to the title question (C2).  ***BIG QUESTIONS***  P.22 Activity 4 – Deeper thinking more knowledge ( Artwork that is a reflection of Hindu visions)  **ENRICHMENT**  **HARVEST**  BAPTIST PUPPETS | **U2.6 What does it mean to be a Muslim in Britain today?**  ***Expected Learning Outcomes:***  • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).  • Describe and reflect on the 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 (A1).  ***Muslims***  Hadith for Guidance p.28  **ENRICHMENT**  BAPTIST PUPPETS  REMEMBRANCE DAY  NORBURY CAROL SERVICE | **What matters most to Christians and to Humanists?**  ***Expected Learning Outcomes:***  • Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples (A2).  • Describe some Christian and Humanist values 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 view (B2).  **Christians**  Stepping into the story p.29  **ENRICHMENT**  BAPTIST PUPPETS | **What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?**  ***Expected Learning Outcomes:***  • Make connections between beliefs and behaviour in different religions (A1).  • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).  • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).  • Consider similarities and differences between beliefs and behaviour in different faiths (B3).  **Big Questions**  p.29 People’s Views  **ENRICHMENT**  BAPTIST PUPPETS | **Inspirational people**  **How and why might these Jewish women be**  **considered inspirational?**  ***Expected Learning Outcomes:***  Explain the significance of the *Bar* and *Bat Mitzvah*.  • Explain why some people thought the first public *Bat*  *Mitzvah* was a good idea and others thought it was a  bad idea.  • Give one reason why  **ENRICHMENT**  BAPTIST PUPPETS | **Living without God**  **What happens when you die?**  ***Expected Learning Outcomes:***  • Describe non-religious beliefs about life after death.  • Describe a link between a reading, poem or  aspect of a non-religious funeral and belief about  life and death.  • Explain some reasons why a religious and a nonreligious  person might have different ideas about  an afterlife.  **ENRICHMENT**  BAPTIST PUPPETS  BAPTIST TRANSITION |