

	Christianity				
EYFS	In EYFS teachers help the children to reflect upon and articulate their understanding of self, family, community and the world around them. We start with the children's own experiences and explore these main themes throughout the year: Self and Others, Celebrations and Commemorations, Symbols and Rituals, Living Things and Right and Wrong. In EYFS all learning areas are connected and themes are either approached through Teacher led input or the children's own interests and fascinations. Some specific topics related to Festivals, Symbols and Rituals will be covered in the term in which they occur and other general themes are woven through all learning areas throughout the year.				
	Autumn 1 <u>Self and Others</u> Children begin to develop a sense of self and of what it is to be a member of a community with differing beliefs. They begin to develop an ability to express their own beliefs and ideas in a supportive environment. They become more aware of other people's beliefs and ideas and show sensitivity to others. <u>Festivals and celebrations:</u> Sunday Services Harvest Festival	Autumn 2 <u>Festivals and Celebrations</u> Children explore how different religions and belief systems mark significant dates and events. By involving families and other members of the local community aspects are introduced through food, decoration, and role play. Advent Christmas	All Year <u>Symbols and Rituals</u> Children begin to identify symbols and rituals that are part of everyday life such as washing, daily routines, rituals in religion, prayer, stories with meaning, special places of worship and key artefacts and special objects. Easter	Summer 1 <u>Living Things</u> Children explore aspects of caring and sharing and of their relationship with the natural world. They begin to value nature, growth and new life and explore indoors and outside.	All Year <u>Right and Wrong.</u> Children explore questions about right and wrong, fairness and justice through learning about faith communities and their rules and ethical codes and practices. Through stories about moral issues they learn about cause and effect and the feelings of themselves and others.
Year 1	Autumn 1 - What does it mean to belong? Important Times and Days Discuss and explore Baptism - Babies are welcomed in to the Christian family through baptism - Explore what it means to belong to a Christian community - I can talk about my own feelings and experiences	Autumn 2 - How does a celebration bring a community together? <i>Linked with Judaism</i> Important Times and Days Advent, Christmas and Epiphany - Advent is when Christians get ready for Christmas - Christians celebrate Jesus being born at Christmas - The epiphany is when 3 wise men arrived to see baby Jesus - I know there are special people and times	Spring 1 - Who made the world? Linked with Humanism Living the Faith Creation, care of animals and environmental issues as well as stories from the old and New Testament The Bible It's books and stories, and how it is used in public worship and private devotions Well known Christian prayers and other texts used for worship - Christians believe God created the universe - God created the universe in 6 days and rested on the 7th day - I can talk about puzzling ideas	Spring 2 - Why is new life important? Jesus rose from the dead, symbolises new life Baby lambs	Summer 2 - What do we learn from visiting a church? Buildings and Places Visit to local Church and other Christian places of worship Talk to local Priests Be able to give reasons for the respect shown to certain symbols and artefacts Develop personal responses to local places of worship Develop an understanding about how and why such places should be treated with respect - A church is a special place for Christians - Many churches have a cross because Jesus died on a cross I can identify the key symbols and artefacts in a religious building
Vocab	Tier 2: Hopeful, belong, thankful Tier 3: Baptism	Tier 2: Prepare, community, celebration Tier 3: Advent, Epiphany	Tier 2 Tier 3:		Tier 2: respect, artefacts, symbols, worship, Tier 3: Crucifix, Altar, a bible, a lectern, a pulpit

Year 2	Autumn 2 – Why is light important in many festivals? <i>Linked with Hinduism</i> - When children are baptised they are given a candle - Light is important to Christians because Jesus said “I am the light of the world” - The star was a bright light that guided the shepherds and the 3 wise men to baby Jesus - What does the advent wreath symbolise for Christians? - How can I be like a light? - I can talk about the meaning of the symbol of light in a religious celebration and how it makes me feel	Spring 2 - What is Easter really about? Important Times and Days Lent, Holy Week and Easter - To know the key events in the Easter Story - Lent was when Jesus fasted in the desert - Palm Sunday Jesus rode into Jerusalem on a donkey - Maundy Thursday was the last supper - Good Friday was Jesus’ crucifixion - Easter Sunday Jesus rose from the Dead - To be able to name Some Easter traditions and their significance - I can identify important symbols and use words correctly when describing religious festivals and celebrations	Summer 2 – What can we learn from Jesus’ stories? Sacred Texts The Bible – Its books and stories and how it is used in public worship and private devotions To know that the Bible is a special book for Christians - To understand the importance of Jesus for Christians - To know the message from 2 of the Bible stories The Good Samaritan - To understand the importance of helping others The Lost sheep – To know that all people are equally important to God Zaccheus – To understand that sometimes you have to do something really difficult to be a better person The Prodigal son - To know how the actions of each character created a need for forgiveness - I can talk about the meaning of a range of religious stories
Vocab	Tier 2: Guided, wreath, symbolise Tier 3: Christingle	Tier 2: Fasted, desert, rose, significance Tier 3: crucifixion,	Tier 2: situations, forgiveness Tier 3:
Year 3	Spring 2 - What do signs and symbols mean in Christianity Look at the stories, signs and symbols associated with key events To think about what signs and symbols mean in religion? To identify some Christian Symbols Revisit Noah’s Arc and identify symbols – (From Judaism in year 1) The Dove is a symbol of peace A cross reminds Christians that Jesus was crucified I can recognise and describe some of the symbols found in Christianity and explain their meaning	Summer 2 – How do people live their faith? Linked with Humanism Living the Faith – Significant People Significant people from History and Significant people from today (international, national and local figures) - To know about the life of Mother Teresa - Mother Teresa was inspired by Jesus’ words ‘Love one another as I have loved you’. - To know about the life of Nelson Mandela - Nelson Mandela campaigned for equality In what way do your beliefs influence your daily life? I can give examples of how different people show that religion is important to them	
	Tier 2: Symbolism, peace, Tier 3:	Tier 2: equality, campaigned, beliefs, influence, significant Tier 3:	
Year 4	Autumn 2 - What might Jesus think about Christmas? How is Christmas celebrated within the family and the community - Evaluate the real meaning of Christmas for Christians - Christians believe Christmas is a holy day that marks the birth of Jesus, who Christians believe to be the Son of God. - How is Christmas celebrated by Christians? - Children should reflect on experiences of gift giving and consider what is the ‘spirit’ of Christmas? What can they do to help? - Children should empathise with how different people may feel about Christmas (including Jesus) - Children should consider ways in which the true meaning of Christmas may have been lost - I can use religious vocabulary to interpret and show understanding of key religious beliefs and traditions		
	Tier 2: Value, empathise Tier 3:		

Year 5	<u>Year 5</u> Autumn 2 – How do religious groups contribute to society and culture across the world? <i>Linked with Islam</i> Living the Faith – Organisations: Christian Aid, Salvation Army, CaFOD, Tearfund I can describe some practical ways that Christians and Muslims might care for the world	<u>Year 5</u> Spring 2 – What can we learn from the Old and New testament? <i>Linked with Judaism</i> Living the Faith – Significant People Sacred Texts – The Bible – Old and New Testament - To identify the Old and New Testament - To know how to look up bible references (book, Chapter, verse) The Bible is divided into the Old and New Testament, books, chapters and verses - To know that Christians believe that all people should be treated equally - To know that stories can be used to teach something beyond their face value - To understand how the Ten Commandments influence how Christians live their life - How can non-religious people relate to these Ten Commandments? - I can draw meaning from symbols, stories and sacred texts to interpret religious beliefs
	Tier 2: Tier 3:	Tier 2: Tier 3:
Year 6	<u>Year 6</u> Spring 1 What did Jesus do to save Human beings? - To know what happened at Jesus’ baptism and to understand the symbolism of events at Jesus baptism Water is a symbol of washing away the sins and starting a new life. - To understand the importance of Shrove Tuesday and Lent - To understand the events of Holy Week - Palm Sunday – Jesus rode into Jerusalem on a donkey - To analyse The last Supper and describe its symbolism - Maundy Thursday – Jesus shared his Last supper with his disciples, breaking bread and drinking wine - Good Friday - Jesus was crucified on a cross - Easter Sunday - Jesus’s tomb was found empty, he had risen from the Dead I can give an accurate account of some aspects of Jesus’ life	<u>Year 6</u> Summer 2 Does religion bring Peace, conflict or both? I can make links and consider the impact of religion on human experience and respond to religious issues through a variety of media

	Hinduism	Buddhism	Sikhism
EYFS	Festivals and celebrations: Diwali Uttarayan Holi	Festivals and celebrations: Wesak Day	Festivals and celebrations: Diwali
KS1	<u>Year 2</u> Autumn 2 – Why is light important in many festivals? <i>Linked with Christianity</i> Living the Faith Religious ceremonies practised in the home Important Times and Days Divali - Hindus believe light is a guide - Hindus believe light is a sign of joy - Hindus celebrate Divali with: rangoli patterns, festival food, dressing up, making and lighting diva lamps and fireworks (remember 3)	<u>Year 1</u> Spring 2 - Why is new life important? – <i>Linked with Christianity</i> The story of the Buddha Buddha taught people how to live their lives Buddhists believe in showing respect for all living things Buddhists are vegetarian Awareness and kindness are important to Buddhists How would Buddha expect children to look after their own pets?	<u>Year 2</u> Spring 1 – What makes a place special? Buildings and Places Develop an understanding about how and why such places should be treated with respect Develop personal responses to local places of worship - The Gurdwara is a place of worship for Sikhs - Visitors to a Gurdwara should take off their shoes, cover their heads and wash their hands - I can explain how a holy place can be treated with respect.
	Tier 2: guide, festival, Hindu Tier 3: Divali, Rangoli patterns, diva lamps	Tier 2: Respect, vegetarian Tier 3: Buddhism, Rebirth, Buddha	Tier 2: worship, respect, pray Tier 3: Gurdwara, Langar,
			Summer 1 – What do Sikhs believe? Living the Faith Religious ceremonies practiced in the home Explore aspects of identity and what it means to be Sikh Sacred Texts Guru Granth Sahib - The founder of Sikhism was Guru Nanak, - Guru Nanak, believed all people are equal to God - Sikhs believe in sharing everything: food, time, talents and money - The Guru Granth Sahib is more than a book - I can talk about some of the things people believe about their religion
Vocab			Tier 2: charity, deeds, sharing, commands, commandments, believe Tier 3 Gurdwara, Langar, Waheguru, Ik Onkar, The Guru Granth Sahib, Sewa, Guru Nanak

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Lower Key Stage 2	<u>Year 4</u> Spring 1 How and why do Hindus worship? Hinduism –Important times, Worship at home and Puja Statues of the Gods Sacred Texts – Vedas, a collection of hymns praising the Vedic gods - The ‘Aum’ symbol is a special sign for God - Hindus believe in one god called Brahman - Hindus worship God in many forms - Brahma – the creator, Shiva – the destroyer, Vishnu – the preserver - Hindus have shrines in their homes which is a special place - To identify a special place for them and to say why it is special. - Puja is a form of Hindu worship - Learn about the actions in worship and their symbolic meanings - There is more than one Holy books for Hindus - The vedas is a collection of hymns - I can identify and explain the significance of symbols in worship.	<u>Year 4</u> Spring 2 Is it possible for everyone to be happy? - Living the Faith - Worship at home and the temple - Important Times and Days – Wesak - Buildings for Worship - Buddhist Temple, The statue of Buddha, Flowers, Lights and Incense - What do you know about Buddha and how he lives his life? The Enlightenment Story (The Courageous Prince) - Buddhists believe they will be born again until they reach enlightenment - Buddhists believe in rebirth - To be enlightened means to have knowledge, wisdom or understanding - What features of the Buddhist temple help Buddhists to remember the Buddhists teachings? - Why do Buddhists celebrate Wesak? - Wesak celebrates the Buddha's birthday Wesak takes place on the full moon in May) - Buddhists believe happiness does not come from wealth or hardship - Is it possible for everyone to be happy? - Visit a Buddhist Temple or talk to Monk/Nun from the local Buddhist community - I am beginning to explain simply the links between different features of a religion	<u>Year 4</u> Summer 1 What does it mean to be a Sikh? Langar and 5Ks Sikhism – Living the Faith – Initiation, 5Ks, Religious dress, Dietary Laws, - To learn about the 5Ks and in the importance of them to Sikhs - To understand the significance of The Golden Temple to Sikhs - What rules do Sikhs follow when they visit a temple or Gurdwara? - Sikhs are vegetarian - Sikhs wear the 5Ks to show that they are dedicated to Sikhism - I can describe how special places or experiences are important to some people
Vocab	Tier 2: Nirvana, symbolic, creator, preserver, destroyer Tier 3: Shrine, Puja, Aum,	Tier 2: Karma, hardship, wealth, wisdom, knowledge, Nirvana Tier 3: Enlightenment, , Siddhartha, Wesak	Tier 2: Tier 3: Langar, Kesh, Kanga, Kachera, Kara, Kirpan, Turban
Upper Key Stage 2	<u>Year 6</u> Spring 1 How can Hinduism and Buddhism practises impact on our daily lives? <i>Linked with Buddhism</i> Living the faith – Worship in the home - Why do Hindus meditate? - Many Hindus believe that through experience and meditation they can gain knowledge of Brahman - The spiritual goal of a Hindu is to become one with Brahman - Through meditating Hindus can connect with the Divine on a spiritual level - I can show an insight and understanding into some of the ways religion can influence a person's life	<u>Year 6</u> Spring 1 How can Hinduism and Buddhism practises impact on our daily lives? <i>Linked with Hinduism</i> Living the faith - Meditation - Buddha taught people how to life their life through the Noble Eightfold Path - To understand the importance of meditation to Buddhists - Prayer wheels and flags are used in meditation - Buddhists use mandalas as symmetrical patters to focus on - Children create their own Mandalas	<u>Year 6</u> Autumn 1 – How do beliefs shape identity for Sikhs? (Equality) - To know the story of ‘The Founding of the Khalsa’ - To understand about the meaning of rituals - To understand how the Sikh community live out their beliefs and actions in the wider world - I can empathise with the challenges of belonging to a religion in terms of values and commitments
Vocab	Tier 2: contemplation, meditation Tier 3: Brahman, Divine	Tier 2: Meditation Tier 3: Noble Eightfold Path	Tier 2: Nirvana, ritual Tier 3: Khalsa, Baisakhi

	Humanism	Islam	Judaism
EYFS	Festivals and celebrations: Humanism -Birthday Assemblies, family celebrations	Festivals and celebrations: Ramadan and Eid Ul-Fitr	Festivals and celebrations: Rosh Hashanah and Hanukkah
KS1	Year 1 Autumn 1 What does it mean to belong? <i>Linked with Christianity</i> Living the Faith - Family and community celebrations in the home and beyond. - To understand how we welcome a new baby into the family - Humanists do not believe in a God - Know a Humanist family might celebrate the birth of a child and/or the naming of a baby - Belonging means feeling connected - At Collis we follow the 5Cs: Care, Creativity, collaboration, Challenge, Courage	Year 2 Autumn 1 – Why is the Qur’an important to Muslims? Sacred Texts <i>How and why the Qur’an is in Arabic and is treated as the word of Allah</i> <i>The use of the Qur’an in the Mosque and in the home</i> <i>The Hadith</i> Living the Faith <i>Significant people – Stories from the Qur’an and other Muslim sources, such as Hadith</i> - The Qur’an is written in Arabic - The Qur’an is treated as the word of Allah - Islam is the religion of Muslims - Muslims call God Allah - I can give examples of how religious texts are special to people	Year 1 Autumn 2 How does a celebration bring a community together? <i>Linked with Christianity</i> Important Times and Days Hannukah - Hannukkah is the Jewish festival of lights - A miracle occurred when the Menorah burned for 8 days
	Atheist, belonging, Baptism, Naming ceremony	Tier 2: endangered, Arabic, Islam, Muslims, will, peace, deed, responsibilities Tier 3: Allah, Qur’an, Mosque	Tier 2: Miracle Tier 3: Menorah, Maccabees,
	Year 1 Spring 1 - Who made the world? <i>Linked with Christianity</i> Humanists use science the big bang theory to explain creation	Year 2 Spring 1 – What makes a place special? <i>Linked with Sikhism</i> Buildings and Places <i>Develop an understanding about how and why such places should be treated with respect</i> <i>Develop personal responses to local places of worship</i> - The Mosque is a place of worship for Muslims - In a Mosque you would remove your shoes before entering	Year 1 Summer 1 What is the Torah and why is it important to Jews? Living the Faith - Stories from the Hebrew scriptures, particularly the Torah - The Importance of the rules given in the Torah - The Torah is written in Hebrew - The Torah means ‘teaching’ - Stories in the Torah have morals which guide Jews. - The story of Noah’s Ark - I can recognise and describe things that are special to others
		Tier 2: worship, respect, pray Tier 3: Mosque, Allah, Iman	

	Humanism	Islam	Judaism
Lower Key Stage 2	<u>Year 3</u> Summer 2 – How do people live their faith? Linked with Christianity Living the Faith – Significant People Scientists who have increased our knowledge and understanding of the world, or thinkers, writers and philosophers who have expanded our ideas and understanding of ourselves - What can we learn from David Attenborough? - What did Stephen Hawking teach us? - Humanists believe we have one life to live, there is no afterlife - Humanists believe they have a duty to support each other	<u>Year 3</u> Summer 1 –Why do Muslims stop and pray? Living the Faith – Islam Important times - Prayer; in the home and at the Mosque Religious dress for Prayer - Hijab - Muslims pray five times a day - Muslims always pray towards Mecca - Muslims always wash before praying – this is called wudu - Women wear a Hijab to pray - The story of Bilal - Why is prayer important to Muslims? - I can use religious vocabulary to describe and begin to interpret key religious beliefs	<u>Year 3</u> Autumn 2 –What does the Synagogue mean to Jews? Buildings for worship – Judaism The role of the Synagogue as a place of study as well as a place of Worship - Place of Bimah - Ark containing scrolls - Menorah - Ner Tamid The star of David is the Jewish symbol - I can explain the meaning of a range of terms used in Judaism
		Tier 2: Prayer, Belief, commitment, Call to prayer Tier 3: Minaret, five pillars, Topi, Mecca, Wudu, Hijab	Tier 2: study Tier 3: Place of Bimah, Menorah, Ner Tamid
Upper Key Stage	<u>Year 5</u> Summer 2 – Do you need to follow a religion to have a good and happy life? Multi faith Living the Faith – Significant People - How do Humanists know what to believe? - What are humanists' views on happiness? - What do humanists celebrations tell us about the things humanists value? - What do humanists value in life? - I can ask a range of good questions and explore some of the ways in which people show that religion is important to them	<u>Year 5</u> Autumn 1 – Why is Mohammed (pbuh) important to Muslims? Living the Faith – Significant People – Muhammad and other prophets To understand why Muslims call Mohammad 'the messenger of god' Muslims see Mohammad as a role model and 'the messenger of god' - To recognise the influence of Mohammad on the followers of Islam - To know some of the teachings that Mohammad gave - Investigate why Muslims see Mohammad as a role model - What role models do they have in their lives and why? - I can research the role of an important religious person Autumn 2 – How do religious groups contribute to society and culture across the world? <i>Linked with Christianity</i> Living the Faith – Organisations Muslim Aid/Islamic relief/Penny Appeal/ Zakat - To understand the significance of Zakah for Muslims in the Qu'ran Zakat: is a pillar of Islam and it means giving money away to charity	<u>Year 5</u> Spring 2 – What can we learn from the Old and New testament? <i>Linked with Judaism</i> Living the Faith – Significant People Sacred Texts – The Torah - To identify the links between the Old Testament for Christianity and the Torah - Know the Torah is never touch by human hands - a special pointer is used. - Investigate why is it important to read the Torah out loud? - To understand how the Ten Commandments and how they influence and impact how Jews live their life - How can non-religious people relate to these Ten Commandments?
	Tier 2: certain, definite, probable, possible Tier 3: Atheism, agnosticism		Tier 2: Commandments Tier 3: Tanakh

	Humanist, Humanism, Humanity, The Golden Rule, Empathy, Happy Human, Celebrant, Respect, Responsibility, Dignity Compassion Curiosity, Science , Evidence, Reason, The Big Bang, Evolution, Natural selection Atheism, Agnosticism	Shahada, Hajj, Qu'ran, Salah, Zakah, Hadith, pbuh.		Gospel, testament
6	Autumn 2 What can we find out about the birth of Jesus? The children will learn: - The Christmas story from different perspectives - Prepare readings for Carol Service at local church Spring 1&2 Exploring the Christian calendar Symbolism in Christianity The children will learn: - The significance of Epiphany to Christians - To revise the meaning of Christian symbols studied to date. - What happened at Jesus' baptism and to understand the symbolism linked to it. Water is a symbol of washing away the sins and starting a new life. Doves symbolise peace, hope and purity - To understand the importance of Shrove Tuesday and Lent to Christians. To know the events of Holy Week Palm Sunday - Jesus rode to Jerusalem on a Donkey Maundy Thursday – Jesus had the last supper with his disciples Good Friday – Jesus was crucified Easter Sunday – Jesus rose from the dead - Ascension Day - Pentecost		Autumn 1 Sikhism To understand the key features of worship within Sikhism To recognise the significance of stories and rituals The children will learn: - The founder of Sikhism was Guru Nanak The Sikh Holy book is the Guru Granth Sahib - About the founding of the Khalsa - The 5 articles of faith – The 5K's Sikhs display their commitment to their belief by wearing 5Ks Kesh, Kanga, Kara, Kirpan, Kaccha Sikhs worship at home and in the Sikh temple called the Gurdwara Golden Temple - About the Langar - About the significance of the Golden Temple to Sikhs	Summer 1 Comparing World Religions This unit of work is a culmination of their learning of the 7 different religions throughout their primary school. Christianity, Sikhism, Hinduism, Islam, Judaism, Humanism, Buddhism For each religion the children should be able to identify the main features for each religion: - The holy book - Place of Worship - Symbol - Important person or Founder - Any other significant information They also will focus on one particular aspect in more detail and complete a self-directed project on either: <i>buildings,</i> <i>leader,</i> <i>food,</i> <i>celebrations,</i> <i>clothing,</i> <i>main principles,</i> <i>symbols/meaning</i>
	Epiphany, Mardi Gras, Eucharist, Resurrection, Ascension, Pentecost Trinity,		Guru Nanak, The Khanda, Guru Granth Sahib, Khalsa, Story of Basaikh/Vaisakhi, Kesh, Kara, Kirpan, Kangha, Kachera, langar, Gurdwara	

