



EYFS	Knowledge	Skills
F5: Where do we belong?	<ul style="list-style-type: none"> <li>Re-tell the story of Jesus blessing the children, making connections with personal experiences</li> <li>Recall simply what happens at a traditional Christian infant baptism</li> <li>Recall simply what happens when a baby is welcomed into the Muslim tradition</li> </ul>	<ul style="list-style-type: none"> <li>Share occasions when others have made them feel special</li> <li>Share and record occasions when they belong to a group</li> <li>Share occasions when things have happened in their lives that made them feel special</li> </ul>
F4: Which times are special and why?	<ul style="list-style-type: none"> <li>Say why Sukkot is a special time for Jewish people.</li> <li>Say why Diwali is a special time for Hindus.</li> <li>Recall a simple story connected with Diwali.</li> <li>Say why Christmas is a special time for Christians.</li> <li>Recall a simple story connected with Christmas.</li> <li>Recall simple stories connected with festivals.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of special occasions that they and others have experienced and suggest features of a good celebration.</li> <li>Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival.</li> <li>Say why festivals are special times for members of faith communities.</li> </ul>
F6: What is special about our world?	<ul style="list-style-type: none"> <li>Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings.</li> <li>Express ideas about how to look after wildlife in response to the stories of Muhammad and the Crying Camel and Muhammad and the Kittens.</li> <li>Talk about what the stories of Muhammad and the Crying Camel and Muhammad and the Kittens say about God, the world and human beings.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world.</li> <li>Think about the wonders of the natural world, expressing ideas about how it was made and my feelings towards nature.</li> <li>Talk about what people do to mess up the world and what they do to look after it.</li> <li>Talk about their own experiences and feelings about when the world is and is not looked after.</li> </ul>
F3: Which places are special and why?	<ul style="list-style-type: none"> <li>be aware that churches have special meaning for Christians</li> <li>be aware that mosques have special meaning for Muslims</li> <li>talk about the things that are special and valued in a church/mosque</li> <li>identify some significant features of churches/mosques</li> <li>recognise a church</li> <li>recognise a mosque</li> </ul>	<ul style="list-style-type: none"> <li>talk about somewhere that is special to you, saying why</li> <li>get to know and use appropriate words to talk about their thoughts and feelings when visiting a church/ a mosque/ a special place</li> </ul>



Year 1	Knowledge	Skills
1:1 Who is a Christian and what do they believe?	<ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>
1.5 What makes some places sacred?	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>• Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel (C1).</li> </ul>
1.6 How and when do we celebrate special and sacred times?	<ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li> <li>• Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
1.7 What does it mean to belong to a faith community?	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>• Identify two ways people show they belong to each other when they get married (A1).</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to examples of co-operation between different people (C2)</li> </ul>



Year 2	Knowledge	Skills
1.2 Who is a Muslim and what do they believe?	<ul style="list-style-type: none"> <li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</li> <li>• Re-tell a story about the life of the Prophet Muhammad (A2).</li> <li>• Recognise some objects used by Muslims and suggest why they are important (A2).</li> <li>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</li> </ul>	
1.4 What can we learn from sacred books?	<ul style="list-style-type: none"> <li>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</li> <li>• Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> </ul>
1.6 How and when do we celebrate special and sacred times?	<ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li> <li>• Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
1.8 How should we care for the world and why does it matter?	<ul style="list-style-type: none"> <li>• Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</li> <li>• Identify ways that some people make a response to God by caring for others and the world (B1).</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</li> <li>• Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</li> </ul>



Year 3	Knowledge	Skills
L2.1 What do different people believe about God?	<ul style="list-style-type: none"> <li>Describe some of the ways in which Christians, Hindus and/or Muslims describe God (A1).</li> <li>Suggest why having a faith or belief in something can be hard (B2).</li> <li>Identify how and say why it makes a difference in people's lives to believe in God (B1).</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and suggest some of their own responses to ideas about God (C1).</li> </ul>
L2.2 Why is the Bible so important for Christians today?	<ul style="list-style-type: none"> <li>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</li> <li>Give examples of how and suggest reasons why Christians use the Bible today (B1).</li> <li>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</li> </ul>
L2.4 Why do people pray?	<ul style="list-style-type: none"> <li>Describe the practice of prayer in the religions studied (A2).</li> <li>Make connections between what people believe about prayer and what they do when they pray (A3).</li> <li>Describe ways in which prayer can comfort and challenge believers (B2).</li> <li>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</li> </ul>	
L2.5 Why are festivals important to religious communities?	<ul style="list-style-type: none"> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li> <li>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li> </ul>	<ul style="list-style-type: none"> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> </ul>
L2.7 What does it mean to be a Christian in Britain today?	<ul style="list-style-type: none"> <li>Describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings (A1).</li> <li>Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>



Year 4	Knowledge	Skills
<p>L2.3 Why is Jesus inspiring to some people?</p>	<ul style="list-style-type: none"> <li>• Make connections between some of Jesus' teachings and the way Christians live today (A1).</li> <li>• Describe how Christians celebrate Holy Week and Easter Sunday (A1).</li> <li>• Identify the most important parts of Easter for Christians and say why they are important (B1).</li> <li>• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</li> </ul>	
<p>L2.5 Why are festivals important to religious communities?</p>	<ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li> <li>• Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> </ul>
<p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</p>	<ul style="list-style-type: none"> <li>• Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</li> <li>• Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</li> <li>• Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</li> </ul>	<ul style="list-style-type: none"> <li>• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</li> </ul>
<p>L2.8 What does it mean to be a Hindu in Britain today?</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</li> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
<p>L2.9 What can we learn from religions about what is right and wrong?</p>	<ul style="list-style-type: none"> <li>• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li> <li>• Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> <li>• Give examples of ways in which some inspirational people have been guided by their religion (B1).</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their own and others' ideas about how people decide right and wrong (C3).</li> </ul>



Year 5	Knowledge	Skills
U2.1 Why do people think God exists?	<ul style="list-style-type: none"> <li>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>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).</li> <li>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> </ul>	<ul style="list-style-type: none"> <li>Present different views on why people believe in God or not, including their own ideas (C1).</li> </ul>
U2.2 What would Jesus do?	<ul style="list-style-type: none"> <li>Outline Jesus' teaching on how his followers should live (A2).</li> <li>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</li> <li>Explain the impact Jesus' example and teachings might have on Christians today (B1).</li> </ul>	<ul style="list-style-type: none"> <li>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</li> </ul>
U2.4 If God is everywhere, why go to a place of worship?	<ul style="list-style-type: none"> <li>Make connections between how believers feel about places of worship in different traditions (A3).</li> <li>Select and describe the most important functions of a place of worship for the community (B3).</li> <li>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</li> </ul>	<ul style="list-style-type: none"> <li>Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1).</li> </ul>
U2.6 What does it mean to be a Muslim in Britain today?	<ul style="list-style-type: none"> <li>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</li> <li>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</li> <li>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li> <li>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</li> </ul>	
U2.9 What does it mean to be a Sikh in Britain today?	<ul style="list-style-type: none"> <li>Make connections between the lives of at least one of the Gurus and some actions Sikhs take today (A1).</li> <li>Describe and reflect on the significance of the Guru Granth Sahib to Sikhs (B1).</li> <li>Describe the forms of guidance a Sikh uses and compare them to forms of guidance experienced by the pupils (A2).</li> </ul>	<ul style="list-style-type: none"> <li>Explain why equality, service and honest work are so important to Sikhs and apply these ideas to what matters in the local area and the wider world today (C3).</li> </ul>





Year 6	Knowledge	Skills
<p>U2.3 What do religions say to us when life gets hard?</p>	<ul style="list-style-type: none"> <li>• Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</li> <li>• Outline Christian, Hindu and/or non- religious beliefs about life after death (A1).</li> <li>• Explain some similarities and differences between beliefs about life after death (B2).</li> <li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</li> </ul>	
<p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>	<ul style="list-style-type: none"> <li>• Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>• Show understanding of the value of sacred buildings and art (B3).</li> <li>• Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</li> </ul>	<ul style="list-style-type: none"> <li>• Apply ideas about values and from scriptures to the title question (C2).</li> </ul>
<p>U2.7 What matters most to Christians and Humanists?</p>	<ul style="list-style-type: none"> <li>• Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</li> <li>• Describe some Christian and Humanist values simply (B3).</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</li> </ul>	<ul style="list-style-type: none"> <li>• Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</li> </ul>
<p>U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?</p>	<ul style="list-style-type: none"> <li>• Make connections between beliefs and behaviour in different religions (A1)</li> <li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</li> <li>• Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</li> <li>• Consider similarities and differences between beliefs and behaviour in different faiths (B3).</li> </ul>	