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|  | **Foundation**  (Discovering) | **Key stage 1**  (Exploring) | | **Lower key stage 2**  (connecting) | | **Upper key stage 2**  (connecting) | |
| Topics | Unit 1: Which **stories** are special and why?  Unit 2: Which **people** are special and why?  Unit 3: Which **places** are special and why?  Unit 4: What **times** are special and why?  Unit 5: **Being special**: where do we belong?  Unit 6: What is special about **our world**? | Unit 1: Who is a **Christian** and what do they believe?  Unit 2: Who is a **Muslim** and what do they believe?  Unit 3: Who is **Jewish** and what do they believe?  Unit 4: What can we learn from **Sacred books**?  Unit 5: What makes some **places** sacred?  Unit 6: How should we **care for others** and the world, and why does it matter? | | Unit 1: What do people **believe about God**?  Unit 2: Why is Jesus **inspiring** to some people?  Unit 3: Why do people **pray?**  Unit 4: Why are **festivals** important to religious communities?  Unit 5: What does it mean to be **a Hindu** in Britain today?  Unit 6: What can we learn from religions about deciding what is **right and wrong?** | | Unit 1: Why do some people **believe God exists**?  Unit 2**: What would Jesus do**? Can we live by the values of Jesus in the twenty-first century?  Unit 3: What do religions say to us when **life gets hard**?  Unit 4: God is everywhere. Why go to a **place of worship?**  Unit 5: What does it mean to be a **Muslim** in Britain today?  Unit 6: What matters most to **Christians and Humanists**? | |
| Skills  Skills  Skills | Begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration.  Listen to and talk about stories.  Be introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.  reflect upon own feelings and experiences.  use imagination and curiosity to develop appreciation and wonder of the world in which we live. | **Year 1**  Remember a religious story and talk about it.  Use the right names for things that are special to Christians, Muslims and Jews.  Recognise religious art, symbols and words, and talk about them.  Talk about things that happen to me.  Talk about what I find interesting or puzzling.  Talk about what is important to me and to other people. | **Year 2**  Tell a religious story and say some things that people believe.  Talk about some of the things that are the same and different for religions.  Say what some Christian, Jewish and Muslim symbols stand for and say what some of the art is about.  Ask about what happens to others with respect for their feelings.  Talk about some things in stories that make people ask questions.  Talk about what is important to me and to others with respect for their feelings. | **Year 3**  Begin to describe what a believer might learn from a religious story.  Start to describe some of the things that are the same and different for religious people.  Use religious words related to the topic to describe some of the different ways in which people show their beliefs.  Begin to compare some of the things that influence me with those that influence other people.  Start to ask important questions about life and compare my ideas with those of other people.  Link things that are important to me and other people with the way I think and behave. | **Year 4**  Describe what a believer might learn from a religious story.  Describe some of the things that are the same and different for religious people.  Use religious words to describe some of the different ways in which people show their beliefs.  Compare some of the things that influence me with those that influence other people.  Ask important questions about life and compare my ideas with those of other people.  Link things that are important to me and other people with the way I think and behave | **Year 5**  make links between the beliefs teachings and sources of different religious groups and show how they are connected to believers’ lives.  use the religious language accurately to describe and compare  describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.  ask questions about who we are and where we belong,  ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religions  ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions. | **Year 6**  suggest reasons for the variety of beliefs which people hold, and explain how religious sources are used to provide answers to important questions.  describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities  use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.  give my own and others’ views on questions about who we are and where we belong and on the challenges of belonging to a religion  ask questions about things that are important to me and to other people and suggest answers which relate to my own and others’ lives. |