

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	Dinosaurs/ Traditional Tales	London	London	Disappearing Rainforests	Disappearing Rainforests
<b>Skills:</b>					
<b>AT1 Learning about religion</b>  Beliefs, teachings and sources	Chn can listen with enjoyment to a Christian (Hindu, etc) story and ask questions <i>(Easter story)</i>	Chn can remember a Christian (Muslim, etc) story and talk about it <i>(Matthew the Tax Collector; Easter story)</i>	Chn can tell a Christian (Jewish etc) story and say some things that people believe <i>(Matthew the Tax Collector; Easter story)</i>	Chn can describe what a believer might learn from a religious story <i>(Sikh beliefs - Mool Mantar, all humans are equal to God; Pentecost - “kingdom of God on Earth)</i>	Chn can make links between the beliefs (teachings, sources, etc) of different religious groups and show how they are connected to believers’ lives <i>(Sikh beliefs - Mool Mantar, all humans are equal to God; Pentecost - “kingdom of God on Earth)</i>
Practices and ways of life	Chn begin to know about their own cultures and beliefs and those of other people <i>(God as creator; Easter traditions , symbols of palm leaves, cross &amp; eggs, and new life)</i>	Chn can use the right names for things that are special to Christians (Jews, etc) <i>(charity, confession, “good news”, resurrection, incarnation, salvation)</i>	Chn can talk about some of the things that are the same for different religious people <i>(charity, confession, salvation)</i>	Chn can describe some of the things that are the same and different for religious people <i>(What it means to lead a good life; following God today)</i>	Chn can use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups <i>(Sikh beliefs: Waheguru and Sewa. Pentecost)</i>
Form of expression	Chn can use their imagination to represent their own ideas, thoughts and feelings <i>(Wonders of natural world; what people do to mess up the world/look after it)</i>	Chn can recognise religious art, symbols and words and talk about them <i>(Holy week; Easter symbols)</i>	Chn can say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about <i>(Holy week; Easter symbols)</i>	Chn can use religious words to describe some of the different ways in which people show their beliefs. <i>(Sikh: equality, community, tradition and respect. Christian: Holy Spirit, Kingdom of God, worship)</i>	Chn can express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean. <i>(Sikh: equality, community, tradition and respect. Christian: Holy Spirit, Kingdom of God, worship)</i>
<b>AT2 Learning from religion</b>  Identity and belonging	Chn can talk about how they and others show feelings. <i>(Things they find interesting, puzzling or wonderful; celebration of Easter)</i>	Chn can talk about things that happen to them <i>(Forgiveness, charity, confession, Easter celebrations)</i>	Chn can ask about what happens to others with respect for their feelings <i>(Forgiveness, charity, confession, Easter celebrations)</i>	Chn can compare some of the things that influence them with those that influence other people. <i>(Sikh: sacred texts and practice in provision of food and care; Kingdom of God and following God today)</i>	Chn can ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced them and others. <i>(Sikh ideas and values; Christian beliefs about Holy Spirit)</i>
Meaning , purpose and truth	Chn can think and talk about issues of right and wrong and why these questions matter. <i>(Thanking their creator)</i>  Chn understand that they can expect others to treat their needs, views, cultures and beliefs with respect. <i>(Why Easter is special for Christians)</i>	Chn can talk about what they find interesting or puzzling <i>(Story links to hope - Matthew; sadness &amp; heaven - Easter)</i>	Chn can talk about some things in stories that make people ask questions <i>(Is the “Good news” only for Christians? Easter story - what does it say about sadness, hope or heaven?)</i>	Chn can ask important questions about life and compare their ideas with those of other people. <i>( Sikh: identity in dress, behaviour and values)</i>	Chn can ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups or individuals. <i>(What it means to live a good life: Sikh &amp; Christian)</i>
Values and commitments	Chn talk about similarities and differences between themselves	Chn can talk about what is important to them and to other	Chn can talk about what is important to them and to others with respect	Chn can link things that are important to them and other people with the way	Chn can ask questions about the moral decisions they and other people make,

	<b>and others</b> <i>(How people care/don't care for the world; Easter celebrations)</i>	<b>people</b> <i>(How to behave/live their lives)</i>	<b>for their feelings.</b> <i>(Is the good news just for Christians? Idea of salvation)</i>	<b>they think and behave.</b> <i>(How Sikhs show identity; How Pentecost influences how Christsans live now)</i>	<b>and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values.</b> <i>(Sikh values of equality, community, tradition and respect; Christian beliefs and values)</i>
<b>Knowledge</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<p>Throughout EYFS children encounter Christianity and other faiths as part of their growing sense of self and community.</p> <p><b>Why is the word “God” special to Christians?</b> Things they find interesting, puzzling or wonderful &amp; own experiences and feelings about the world Re-tell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world How and when Christians may like to thank their Creator What people do to mess up the world and what they do to look after it.</p> <p><b>Why is Easter special for Christians?</b> Re-tell stories connected with celebration of Easter; why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., Make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter</p>	<p>Throughout KS1 pupils are taught the religious traditions of the following groups: Christians, Jews, Muslims</p> <p><b>What is the "good news" Christians believe Jesus brings?</b> Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ (what Bible texts such as the story of Matthew the tax collector) mean to Christians) Recognise that Jesus instructs people about how to behave Ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless How Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) Whether Jesus’ ‘good news’ is only for Christians, or if there are things for anyone to learn about how to live</p> <p>-----</p> <p><b>Why does Easter matter to Christians?</b> Recognise that incarnation and salvation are part of a ‘big story’ of the Bible Bible stories of Holy Week and Easter and links with the idea of salvation (Jesus rescuing people) How Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter Whether the story of Easter has anything to say to pupils about sadness, hope or heaven</p>	<p>Throughout KS2 pupils are taught the religious traditions of the following groups: Christians, Muslims, Hindus, Jews, Sikhs</p> <p><b>How is faith expressed in Sikh communities and traditions?</b> Key Sikh beliefs and values including Waheguru and Sewa Explain examples of texts such as the Mool Mantar Consider the belief that all humans are equal to God Connections between sacred texts and practice, e.g. in provision of food and care for those ‘left out’. How people show their Sikh identity in dress, behaviour and values What it means to live a good life and examine Sikh answers Make links between own ideas and values and those held dear in Sikh communities The importance of values such as equality, community, tradition and respect</p> <p>-----</p> <p><b>For Christians what was the impact of Pentecost?</b>  The story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth What the events of Pentecost in Acts 2 might mean What Pentecost means to some Christians now Make links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now How Christians show their beliefs about the Holy Spirit in worship Make links between ideas about the kingdom of God in the Bible and what people believe about following God today</p>		