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EYFS	Special times: How and why do we celebrate? What times are special to different people and why? Harvest, Diwali and Christmas		Special stories: Why are some stories special? What special messages can we learn from stories? Chinese New Year and Easter		Special places: What buildings and places are special to different people? Weddings and places of worship.	
	Vocabulary: Christian, Hindu, Muslim, Christianity, Hinduism, Islam, Celebration, Harvest, Christmas, Diwali, special, family, Religion, fasting, Diya Lamp, Rangoli.		Vocabulary: Christian, Muslim, Christianity, Islam, Sacred, Holy, Bible, God, Jesus, trust, brave, strong, weak, thankful, foundations, message/messenger, Angel Jibril, prophet		Vocabulary: Christian, Muslim, Hindu, holy, worship, pray/er, minaret, dome, star, moon, prayer mat, altar, font, pulpit, Bible, pew, candle, bells, spire, steeple, mosque, church, mandir, respect, deity, murti, namaste, aum, puja, prashad.	
	Attainment target: <ul style="list-style-type: none"> Give examples of special occasions and suggest features of a good celebration Recall simple stories connected with Christmas/Harvest and Diwali Say why festivals are special times for believers of different faiths 		Attainment target: <ul style="list-style-type: none"> Talk about/ recall some religious stories e.g. through role play, art, model making Share features of a story that they like and explain why Identify a sacred text e.g. Bible Identify that the Bible is special 		Attainment target: <ul style="list-style-type: none"> Talk about their special place and explain why it is special Be aware that some Christians, Muslims and Hindus have places that are special to them Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu Identify some significant features/ objects found inside and outside a Church or Mosque Identify new vocabulary Talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque 	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 Key Question for the Year: What do people say about God?	Christianity  <p>What do some people do because they believe in God?</p>	Christianity  <p>What stories are told about God? Why are they told?</p>	Islam  <p>Why do some people think that God/Allah made the world?</p>	Christianity  <p>How and why are some stories about God special/sacred and important in religion?</p>	Hindu Dharma  <p>What is God like?</p>	Judaism  <p>How and why do symbols help some people understand God? What do some people do because they believe in God?</p>

	Key Vocabulary: Symbol, baptism, bible, vicar, font, god parents	Key Vocabulary: Nativity, Mary, Joseph, Jesus, Angel Gabriel, Wise men, Shepherds, King Herod	Key Vocabulary: Creation, natural, environment, community, Allah, Muslims	Key Vocabulary: Last Supper, Palm Sunday, Easter Sunday, Good Friday.	Key Vocabulary: Ganesh/Ganesha, Brahman, karma, Puja (worship), mandir (temple)	Key Vocabulary: Celebration, Shabbat, Pesach (Passover), Sabbath, Jewish
	Attainment Target 1: Learning about religion and belief <ul style="list-style-type: none"> - explore a range of religious stories, events and sacred writings and talk about their meanings and what they say about God. - explore how religious beliefs and ideas about God can be expressed through the arts and communicate their responses. - identify and suggest meanings for religious symbols of God and begin to use a range of religious words. 					
	Attainment Target 2: Learning from religion and belief <ul style="list-style-type: none"> - reflect on and consider religious and spiritual feelings, experiences and concepts such as God, worship, wonder, praise, thanks, concern, joy and sadness. - ask and respond imaginatively to puzzling questions about God, communicating their ideas. - respond sensitively to other people's ideas, thoughts and comments about God. 					
Y2 Key Question for the Year: How do we respond to the things that matter?	Judaism  Does worship have to happen in a special place/at a certain time? Does worship help people?	Christianity  What do special stories from God teach worshippers and others? How and why do symbols show us what is important in religion?	Christianity  Why do some people have religious rituals?	Islam  <small>shutterstock.com • 290643002</small> Does worship have to happen in a special place/at a certain time?	Christianity  How and why is celebrating important in religion and worship?	Hindu Dharma  Can worship help people remember what is important?
	Key Vocabulary: Hannukah, Sukkot, festival, menorah, star of David, dreidel, latkes, Maccabees	Key Vocabulary: Symbol, Nativity, Wise Men, gifts, frankincense, myrrh	Key Vocabulary: Prayer, grace, power	Key Vocabulary: Ritual, prayer ritual – Salah, Muslim, Allah, commitment	Key Vocabulary: Celebration, Pentecost, Holy Spirit, Trinity,	Key Vocabulary: Shrine, puja, worship, Mandir, Arti,
	Attainment Target 1: Learning about religion and belief <ul style="list-style-type: none"> - name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. - identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. - enquire into and explore how religious beliefs and ideas can be expressed through the arts in worship and communicate their responses. - identify and suggest meanings for religious symbols and begin to use a range of religious words. 					
	Attainment Target 2: Learning from religion and belief <ul style="list-style-type: none"> - reflect on and consider religious and spiritual feelings, experiences and concepts such as thanks, joy and sadness, worship, wonder, praise and concern. 					

	<ul style="list-style-type: none"> - enquire into and identify what matters to others and themselves including those with religious commitments, and communicate their responses. - recognise that things we consider of worth, including religious teachings and ideas about worship, can make a difference to individuals, families and the local community. 					
Y3 Key Question for the Year: Who should we follow?	Hindu Dharma  What is expected of a person in following a religion or a belief?	Christianity  Who has the X factor?	Judaism  Who inspires you?	Christianity(2 units combined)  What makes a good leader?	Buddhism  What can we learn from the life of people who started a religion?	Islam  What qualities make a good leader?
	Key Vocabulary: Krishna, Trimurti, Vishnu (preserver), Shiva (destroyer), Brahma (creator)	Key Vocabulary: Jesus, humanity, charity, inspiration, qualities	Key Vocabulary: Leader, trust, qualities, Moses, Pharaoh, covenant	Key Vocabulary: Role model, leader, Salvation, saviour, resurrection	Key Vocabulary: Wesak, festival, Shangha (monastic community), Prince Siddhartha Gautama, Buddha,	Key Vocabulary: Mohammed, Muslim, Allah, prophet, role model, leader
	Attainment Target 1: Learning about religion and belief <ul style="list-style-type: none"> · describe the ways in which founders and those we follow influence the beliefs and values of members of the faith; · describe some links between stories of founders and leaders and the beliefs and teachings of a religion; · consider the meaning of believers' responses to leaders and religious founders, including artistic or musical responses; · begin to use specialist vocabulary in communicating their knowledge and understanding. · use and suggest the meaning of information about religious founders and leaders from some different sources. 					
	Attainment Target 2: Learning from religion and belief <ul style="list-style-type: none"> · respond to the challenges of commitment to following leaders and religious founders; · discuss their own and others' views of those we follow including religious founders and leaders expressing their own ideas. · reflect on sources of influence and inspiration in their own and others' lives. 					
Y4 Key Question for the Year: How should we live our lives?	Hindu Dharma  What is it to 'do our duty'?	Christianity  What lights our way? How do religious families practice their faith?	Judaism  How do religious families and communities practice their faith and what	Christianity (2 units combined)  What are we prepared to	Buddhism  What do religions say about doing good?	Islam  What is expected of a person in following a religion or belief?

			contributions does this make to society?	sacrifice/never sacrifice?		
	Key Vocabulary: Duty, Raksha Bandhan, festival, divine, debt, rakhi, Karma Yoga, Jnana Yoga and Bhakti Yoga	Key Vocabulary: Celebration, preparation, Christingle, symbolism	Key Vocabulary: Charity, community, synagogue, ark, Sefer Torah, bimah, menorah, lamp, 10 Commandments, Shema (prayer) tzevekah (charitable giving)	Key Vocabulary: Last Supper, Sacrifice, Eucharist, communion	Key Vocabulary: Rules, Five precepts, refugee,	Key Vocabulary: Commitment, sacrifice, duty, Allah, Ramadam, sawn, Muhammed, purpose, plliars
	Attainment Target 1: Learning about religion and belief <ul style="list-style-type: none"> · describe and consider the variety of practices and ways of living the faith in up to two religions and understand where these practices come from, and are closely connected with, beliefs and teachings. · consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. · use specialist vocabulary in communicating their knowledge and understanding of living the faith. · use different sources to find information about living the faith and discuss its meaning. 					
	Attainment Target 2: Learning from religion and belief <ul style="list-style-type: none"> · reflect on what it means to belong to a faith community, communicating their own and others' responses. · respond to the challenges of commitment both in their own lives and within religious traditions. · recognize ways in which commitment to a religion is shown in a variety of ways. · make links between their attitudes to their own lives and values and the lives and values of local religious communities. 					
Y5 Key Question for the Year: Where can people find guidance on how to lead their lives?	Hindu Dharma  What different kind of writings and stories are important to belief/religions?	Christianity  What different kind of writings and stories are important in Christianity?	Judaism  Can words have power?	Christianity  What do religious texts and teachings say about God and human life?	Christianity  What do guidance should I follow?	Buddhism/Islam  What guidance should I follow?
	Key Vocabulary: Tradition, festival, Diwali, Shruti, Smriti, Ramayana	Key Vocabulary: Message, gift, special, gospels	Key Vocabulary: Rules, consequence, synagogue, Sefer Torah, Simchat Torah, mezuzah, 10 commandments	Key Vocabulary: Respect, Easter, human,	Key Vocabulary: Guidance, authority, Bible, worship	Key Vocabulary: Oral tradition, scripture, Qur, Qur'an, Dharma, Allah, Sutta Pitaka, laws
	Attainment Target 1: Learning about religion and belief <ul style="list-style-type: none"> · describe the importance and nature of revered literature showing its influence on beliefs and values. · identify and begin to describe the similarities and differences within and between religions with regard to sacred texts [max two religions]. · consider the meaning of a range of forms of religious expression, in revered literature, understand why these are important in religion and begin to explore questions of truth and symbolism. · describe and begin to understand religious and other responses to ultimate and ethical questions. 					

<div>Y6</div> <div>Key Question for the Year: In what way is life like a journey?</div>	<div>· use specialist vocabulary in communicating their knowledge and understanding.</div> <div>Attainment Target 2: Learning from religion and belief</div> <div>· discuss their own and others' views of issues addressing truth and belief as they are expressed in revered literature, expressing their own ideas.</div> <div>· identify and explain non-religious sources of guidance and truth that they turn to. Consider the connections to and differences from religious writings.</div> <div>· reflect on ideas of right and wrong found in revered literature, and on their own and others' responses to them.</div> <div>· reflect on sources of inspiration and guidance in their own and others' lives.</div>					
	<div>Christianity</div> <div></div> <div>Is life like a journey? What do we commit ourselves to on our journey?</div>	<div>Christianity</div> <div></div> <div>What is worth celebrating?</div>	<div>Judaism</div> <div></div> <div>How do religions make 'signposts' and the 'turning points' on the journey of life?</div>	<div>Christianity</div> <div></div> <div>Can saying sorry change things?</div>	<div>Islam</div> <div><div>shutterstock.com • 290643002</div></div> <div>What should our attitudes be on our journey?</div>	<div>Hindu Dharma</div> <div></div> <div>What should our attitudes be on our journey?</div>
	<div>Key Vocabulary:</div> <div>Commitment, Baptism</div>	<div>Key Vocabulary:</div> <div>Preparation, celebration, newcomer, Advent</div>	<div>Key Vocabulary:</div> <div>Responsibility, maturity, Bar Mitzvah, ceremony,</div>	<div>Key Vocabulary:</div> <div>Forgiveness, reconciliation, confession,</div>	<div>Key Vocabulary:</div> <div>Submission, rights, responsibility, accountability, slavery, forbidden, permitted, halal, haram, hajj</div>	<div>Key Vocabulary:</div> <div>Milestones, Ashramas (Hindu stages of life), rebirth, reincarnation, Samskara (steps of life)</div>
	<div>Attainment Target 1: Learning about religion and belief</div> <div>· identify and ask questions about key aspects of religions in terms of life's journey (e.g. birth, growing up, marriage, death and beyond).</div> <div>· describe and question some steps on the journey of life in religions making links to beliefs (e.g. where does the soul come from? Where is the soul going?).</div> <div>· identify and begin to describe some similarities and differences between different peoples' journeys through life;</div> <div>· describe and begin to understand religious and other responses to ultimate and ethical questions Identity: Who am I? Origin: Where do we come from? Destiny? Where are we going?</div> <div>· use specialist vocabulary in communicating their knowledge and understanding.</div> <div>· use different sources to find information about life's journey and consider its meaning.</div>					
	<div>Attainment Target 2: Learning from religion and belief</div> <div>· reflect on what it means to belong to a faith community, communicating their own and others' responses;</div> <div>· respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;</div> <div>· reflect on sources of inspiration and guidance in their own journey of life.</div>					