



Lower KS2



Destination One: All roads lead to somewhere



Key learning question- How should we live our lives?

Focus -How do some stories from religions and beliefs and the example set by some people show me what to do?

- Skills**
- Talk about what is important to them and to other people with respect for feelings.
 - provide a good reason for the views they have and the connections they make.

Key learning question – How do we celebrate our journey through life?

Focus – who is Jewish and what do they believe ?

- Skills**
- Begin to understand what it means to belong within a family and a community.
 - Talk about things that are about themselves or that happen to them.
 - Can recognise certain people who impact their lives.
 - Begin to think about their community and how it works together.
 - Find out how religious people celebrate a family unit.

Y2 Educational visit – Virtual Synagogue tour

Key learning questions –Where do we belong ?

Focus –What does it mean to belong to a faith community ?

- Skills**
- Children will understand what it means to belong.
 - Recognise symbols of belonging for Christians and Jews.
 - Think about why symbols of belonging matter to believers.

Key learning questions - Why are some times special?

Focus - How and why do we celebrate special and sacred times?

- Skills**
- Understand how significant festivals are celebrated.
 - Discuss significant religious traditions.
 - Discover the reasons behind Easter. .
 - Know similarities and differences between religious events.



Study of the Religions
Christianity
Judaism

Year 2



Key learning questions – How do we celebrate our journey through life?

Focus –who is a Muslim and what do they believe ?

- Skills**
- Recount elements of religious stories
 - Recognise interesting and puzzling aspects of life
 - Express their own experiences and feelings, recognising what is important in their life

Key learning questions – Why are some stories special ?

Focus – What can we learn from sacred books?

- Skills**
- Express what is of value and concern to themselves and others in relation to matters of right and wrong
 - Recount elements of religious stories.

Y1 Educational visit – to visit a mosque

Key learning Questions-Where do we belong?

Focus -What does it mean to belong to a faith community?

- Skills**
- Pupils can express where they feel that they belong.
 - Pupils understand that people feel that they belong to different religions



Key learning questions – Why are some times special?

Focus - How and why do we celebrate special and sacred times?

- Skills**
- Pupils can recount elements of religious stories.
 - Recognise interesting and puzzling aspects of life.
 - Express their own experiences and feelings, recognising what is important in their life.

Study of the Religions
Christianity
Islam

Year 1

EYFS Key learning Questions- Who are we ? Why are sometimes special? Why is our world special ?



EYFS Links
Respond to religious pictures and artefacts and talk about how they feel.
Example - Use a mystery bag to reveal something special to people with religious beliefs e.g. a cross then have a discussion around why this is an important religious symbol for Christians.

Skills progression
Religious practices and lifestyles
Skill – to recognise religious objects people and places.

Study of the Religions
Christianity
Hinduism

EYFS

Early Learning Goals: Understanding the World:
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Development matters:
Making links and noticing patterns in their experience.
Showing curiosity about objects, events and people.

Through child initiated play children to explore religious holidays Easter, Christmas, Diwali, Holi.





Destination One: All roads lead to somewhere

Upper KS2

Key learning questions -How do people express their beliefs, identity and experience?
Focus - How do people express their beliefs, identity and experiences using signs, symbols and the wider arts?
Skills

- Describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others.

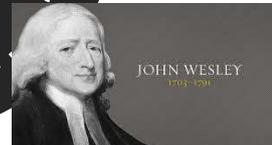
Key learning question- what does it mean to belong to a religion? (Hinduism)
Focus - Does light conquer darkness? What are the colours of God?
Skills

- Explain why Holi is important to Hinduism.
- Describe why colours are important to Hindus and the symbolism behind them.

Key learning questions - How should we live and who should inspire us?
Focus - Could we live by the teachings of Gandhi? Can we live in a 'harmless' way?
Skills

- Apply experiences in life to think about what messages angels might bring today.
- Explain the meanings behind Christian colours and clothing.

Educational visit opportunity
 John Wesley new room



Key learning questions -What does it mean to belong to a religion? (Hinduism)
Focus - What can we learn from Rama and Sita about how to live?? Is family important? Is it important to make time for God?
Skills

- Explain what Hindu Gods represent.
- Explore concepts of love, compassion, hate and acceptance. Explain how different characteristics can show these.

Study of the religions
 Christianity and
 Hinduism



Key learning questions - What can we learn from the life and teachings of Jesus ?
Focus - Who is Jesus and what does it mean to follow him today?
Skills

- Pupils can compare similarities and differences between religions.
- Pupils can talk about why religion is important.
- Pupils can talk about how religion affects them personally .

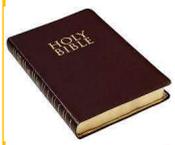
Key learning question - What does it mean to belong to a religion (Judaism) ?
Focus - Is it good to say sorry? Can God free people from slavery? How might Jewish people show commitment to their faith?
Skills

- Pupils can recognise and begin to ask questions about how religious and moral values can influence behaviour.
- Pupils can develop some religious and moral vocabulary to describe key features and beliefs.



Key learning questions - What is important to me?
Focus - Who am I and what does it mean to be human? Where do I belong?
Skills

- Pupils can talk about how religion affects them personally
- Pupils can talk about how there are things that can't be explained .
- Pupils can recognise and begin to ask questions about how religious and moral values can influence behaviour.



Study of the Religions
 Christianity
 Judaism

Skills progression
 Skill - Religious practices and lifestyles
 Know the function of objects/places/ people within Religious practices and lifestyles and have some awareness of key similarities and differences.



Yom Kippur



Destination One: All roads lead to somewhere



Key Questions – How do we make moral choices?

Focus questions - If God forgives you for anything, does it matter if you do bad things? Can we show love to everyone? Do we need God to act morally? If God inspires rules for living –where do humanists look for guidance? Is it easy to decide what to do if you are religious?

Skills

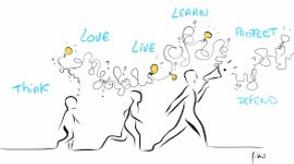
- Talk about what is important to them and to others with respect to what sort of people should have power and how people in power should treat others and whether their gender matters.

Key Questions – What does it mean to belong to a religion? (Christianity)

Focus Questions - Is Christianity still a strong religion 2000 years later? How radical was the teaching of Jesus? What would Jesus do?

Skills

- Talk about some of the things that are the same for different Christians.
- Ask about what happens to others with respect for their feelings.
- Describe some of the things that are the same and different for Christians and others.
- Compare some of the things that influence them with those that influence other people.
- Ask questions about who we are and where we belong, and suggest answers that make reference to people who have inspired them and others.



KS3



Educational visit opportunity
Humanist school
Speaker.

Key Questions - What do people believe about life?

Focus Questions - What do religions say to us when life gets hard? Is death the end? Does it matter? Is religion a map of life?

Skills -

- Talk about some things in stories that make people ask questions.
- Describe what a believer might learn from a religious story.
- Ask important questions about life and compare their ideas with those of other people.
- Make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives.

Study of
Christianity
and
Humanism

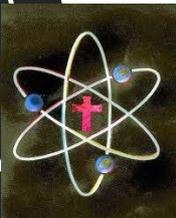
YEAR 6

Key Questions -Why do religious books and teachings matter?

Focus Questions- Can you believe in the Bible and Science? Do holy books still matter today?

Skills -

- I can describe the meaning of a range of religious symbols from different religions.
- I can discuss right and wrong and explain how different beliefs can influence the decisions people make.
- -I can discuss a range of religious beliefs.



Skill progression

Skill - **Religious practises and lifestyles**
Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.

Educational visit
Opportunity
Bristol Muslim
Cultural
society

Key Questions – What does it mean to belong to a religion (Islam)

Focus questions- If God is everywhere – why go to mosque? Does praying 5 times a day make a Muslim a better person?

Skills

- I can talk about the important features of different religions.
- -I can discuss how different religions affect people's lifestyles and behaviour.
- -I can describe the meaning of a range of religious symbols from different religions.
- -I can discuss right and wrong and explain how different beliefs can influence the decisions people make.



Year 5

Key Questions – why are some journeys' special ?

Focus questions- If God is everywhere – why make a special journey? Can journeys change believers?

Skills –

- I can talk about the important features of different religions.
- I can discuss how different religions affect people's lifestyles and behaviour.
- I can discuss what is important about religions to me and other people.
- I can discuss a range of religious beliefs.

Study of the
religions
Christianity
and Islam