



Foundation Stage

Reception	Autumn	Spring	Summer
1	<p><u>Celebrations</u> Aims- listen to and respond to a range of faith stories in a variety of ways and talk about celebrations of special occasions in their own lives, the lives of others and religious communities.</p>	<p><u>Change & growth in the natural world</u> What do Christians believe about the creation of the world? Aims- experience aspects of the natural world, develop their sense of enquiry and curiosity about life and death and show how feelings are expressed.</p>	<p><u>Special Places- Our special places, religious special places</u> Aims- listen to and respond to a range of faith stories, learn about key figures, explore local places which are important for people including a religious family and own special places.</p>
2	<p><u>The Christian celebration of Christmas</u> Aims- talk about the preparations, how Christians celebrate and share the enjoyment of the celebration.</p>	<p><u>Easter</u> Aims- develop sense of curiosity about life and death and show how feelings are expressed. Listen to and respond to faith stories in a variety of ways.</p>	

Key Stage 1

Year 1 and 2	Autumn	Spring	Summer
1	<p><u>Signs and symbols</u> Reflect on thankfulness at harvest (Spiritual Development) Signs and symbols in everyday life, symbols</p>	<p><u>Religious leaders- Qualities of a good leader</u> Leaders from different religions; Vicar, Rabbi, Iman. Roles and</p>	<p><u>Talking about God. Easy questions, difficult answers</u> Puzzling questions. What is God like? Ask and respond to questions</p>

	<p>of the 6 principal faiths. Christian signs and symbols.</p> <p>Aims- to learn about how and why symbols express religious meaning. To explore how religious beliefs and ideas can be expressed through the arts. Learn about and where possible handle items of religious significance. Listen to and talk with people who belong to a faith community and about how belonging affects their life.</p>	<p>responsibilities. Biblical leaders e.g Moses, Jesus.</p> <p>Aims- to learn about authority figures that influence their lives and find out about religious leaders and their work within local faith communities. To reflect on how spiritual and moral values relate to own behaviour.</p>	<p>arising from the Biblical creation story.</p> <p>Aims- to learn about beliefs including belief in God/Gods, relationships, considering their own experience. Questions raised about some religious stories about the natural world.</p>
<p>2</p>	<p><u>Bringing stories to life</u></p> <p>The Christmas story. Giving and receiving. To give is better than to receive. Who brought gifts for Jesus? Jesus, a gift from God. What can we give at Christmas? Aims-to learn about a variety of ways of celebrating and the meaning of special occasions in faith communities, the importance for those participating, and how and why religious people care for each other. To focus on the Christian belief in the importance of 'giving' rather than receiving. To reflect on how spiritual and moral</p>	<p><u>It's amazing!!! Importance of Easter</u></p> <p>Significance for Christians of Holy week events. Why is Easter important for Christians? How do Christians celebrate Easter?</p> <p>Aims- to learn about some of the beliefs people hold including belief in God. Talk about the meaning of stories from special books, beliefs, the variety of ways of celebrating special occasions within faith communities, their meaning and the importance for those participating, how and why religious people show care and concern for humanity .</p>	<p><u>Pentecost</u></p> <p><u>Talking about God. Easy questions, difficult answers.</u></p> <p><u>Journeys.</u></p> <p>Questions for God. How Christians answer puzzling questions through Bible stories and prayer. Jesus' journeys. New Testament stories. Aims- as above</p>

	values influence their behaviour, choices and those of others.		
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Key Stage 2

Year 3 and 4 Christianity and Sikhism	Autumn	Spring	Summer
1	<p><u>Founders of Christianity and Sikhism</u> Symbolism of Jesus' 'I am' statements. Why do some people think Jesus is inspirational? (life story, teacher, friend, miracle maker). Aims- to learn about stories and the significance of the lives of key religious people on own life and lives of believers. Symbolic and non-symbolic expression of meaning in sacred texts.</p>	<p><u>Epiphany</u> <u>Investigating concepts of belonging and commitment in Christianity and Sikhism.</u> Signs of belonging in Sikhism. Baisaikhi. The 5 k's. Celebrations of belonging in Christianity and Sikhism Baptism and naming ceremonies. Aims- to learn about stories of lives of key religious people and their significance in own and believers' lives today. Similarities and differences between religions. Use of symbolic verbal and non-verbal expression. Examples of personal beliefs influencing behaviour. Important landmarks in life. Belonging to a</p>	<p><u>Sacred writings and stories</u> Why sacred books and stories are special to believers. Holy books from different faiths; the Torah, the Qur'an. Ultimate and non-ultimate questions. Aims- to learn about books which are precious or important and religious codes of conduct, rules of living and their effect on daily living. Be made aware of ways in which sacred texts are regarded, handled, and read by members of faith groups. Learn about the difference between ultimate and non-ultimate questions including raising questions, suggesting</p>

		group, commitment to a faith group. Festivals with common themes but meaning unique to each faith.	answers and recognising that they may give followers answers to mysteries of life.
2	<p><u>Bringing stories to life</u> Sikh and Christian stories. The Christmas story. Symbols in Christmas art. Feeling accepted. Feelings of Mary and Joseph. The meaning of Christmas to Christians.</p> <p>Aims- learn about the significance of expressive and visual arts for religious believers. Religious symbolism. How religious practices stem from beliefs, similarities and differences between religions. The use of expressive and visual arts, main rituals within acts of worship and recognise that shared feelings are part of worship. Places of religious importance. Stories of lives of key religious people, significance of these in own and believers' lives today. Religious festivals with common themes but meaning unique to each faith. Significance</p>	<p><u>Sharing food/service</u> The Sikh Langar. The Last Supper. Holy Communion. How is food used to celebrate the Easter story? Pancakes, hot cross buns, Simnel cake, Easter eggs.</p> <p>Aims- to learn about how religious practices stem from beliefs and similarities and differences between religions. The use of expressive and visual arts, the main rituals within acts of worship and to recognise that shared feelings are part of worship. Stories of the lives of key religious people, the significance of these in their own and believers' lives today. How religious festivals are related to key figures, stories and events and how they are celebrated. Religious festivals with common themes but meaning unique to each faith. The significance of their own religious, cultural and family traditions in the light of the traditions of others.</p>	<p><u>Sacred writings and stories</u> Journeys. Pentecost. How sacred books and stories are special to believers. The Bible. Gurdwara visit. The Guru Granth Sahib. Why people make journeys to spiritual/religious places</p> <p>Aims- to learn about the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship. Books which are precious or important and be made aware of ways in which sacred texts are regarded, handled and read by members of faith groups. Places of religious importance, how they are used and their meaning and significance.</p>

	of own religious cultural and family traditions in the light of the traditions of others of messages in stories. How religious festivals are related to key figures, events and stories and how celebrated within families and religious communities. Spiritual: reflect on stories, artefacts, values (own and others). Moral: consider how religious stories and values lead to actions. Cultural: learn about Sikh way of life, stories from different cultures		
Year 5 and 6 Christianity and Hinduism	Autumn	Spring	Summer
1	<u>Christianity, Hinduism, Buddhism</u> How do people express ideas about God? The origins of Christianity, Hinduism and Buddhism. Expression through helping the needy (harvest). Aims- to describe key aspects of religions and traditions that influence beliefs and values of	<u>Epiphany</u> Investigating how people express their ideas about God in art and architecture – holy buildings, Christian art. Hindu and Buddhist belief shown through worship. Aims- to learn about stories of the lives of key religious people and the significance for their own and	<u>How do people express ideas about God, joy and thanks in creative/expressive arts?</u> The Creed, the Trinity. Use of music and dance in worship. Aims- to learn about the use of expressive and visual arts and how they are significant to the practices of believers. The way verbal and

	<p>others. Consider the way members of faith communities describe their understanding of God or Gods. Learn about stories of the lives of key religious people. The significance of expressive and visual arts for practices and the use of symbolic verbal and non-verbal expression to convey meaning.</p>	<p>believers' lives today, the significance of religion on local, national and global communities, how religious festivals are related to key figures, events and stories and how these are celebrated within families and religious communities and places of religious importance, the significance of expressive and visual arts on the practices and lifestyles of religious believers.</p>	<p>non-verbal symbolic expression and action are used to convey meaning particularly in religious contexts. The significance of their own religious, cultural and family traditions and how these relate to experiences of others. Individual beliefs and consider the ways people describe their understanding of God/gods. Use and interpret information about religions from a range of sources.</p>
<p>2</p>	<p><u>Bringing stories to life</u> How do religious stories influence believers? How does the Christmas story influence Christians? How do Christians express the Christmas story? Aims- to learn about how religious festivals are related to key figures, events and stories and how they are celebrated in families and religious communities. To learn about how believers express beliefs and values through religious stories.</p>	<p><u>Easter</u> How believers express ideas about God. Jesus. How beliefs about God are shown in Christian art. The symbolism of colours in the church year and as an expression of feelings. The use of drama to convey beliefs. (Passion plays). Aims- to learn about the use and significance of expressive and visual arts on the practices of believers. Stories of the lives of key religious people and the significance of these on their own and believers' lives today. How religious festivals are</p>	<p><u>Journeys to special places</u> Spiritual purpose of pilgrimage (examples from Christianity and other religions). Why do some religions describe life as a journey? Hindu Temple visit. Aims- to learn about religious perspectives on the 'Journey of life'. Give opportunities to discuss religious and philosophical questions, giving reasons for own and other's beliefs. Learn about individual beliefs and consider the ways people describe their understanding of God/gods.</p>

		related to key figures, stories and events and how they are celebrated. Ultimate/non ultimate questions, raising and suggesting answers and understanding that religions may give followers answers to some mysteries of life.	
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