	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Learning Outcomes Talk about some religious stories Recognise some religious words, e.g. About God Identify some of their own feelings in the stories they hear	Key Learning Outcomes Identify a sacred text e.g. Bible Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do Talk about what Jesus	Key Learning Outcomes Know about and understand a range of religions and worldviews Recall and name different beliefs and practises including festivals, worship, rituals and ways of life.	Key Learning Outcomes Retell and suggest meanings to some religious and moral stories recognising the traditions from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some	Key Learning Outcomes Describe different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	Key Learning Outcomes Describe stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Explore a range of beliefs,	Key Learning Outcomes Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	Key Learning Outcomes Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
religious viewpoints	Key Skills and Knowledge	teaches about saying 'thank you', and why it is good to thank and be thanked. Talk about people who are special to them. Key Skills and Knowledge	Key Skills and Knowledge	similarities between communities. Key Skills and Knowledge	Key Skills and Knowledge	symbols and actions so that they can understand different ways of life and ways of expressing meaning. Key Skills and Knowledge	Key Skills and Knowledge	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Key Skills and Knowledge
Believing Knowing about and understanding a range of different world and reli	Hear and explore stories from the Bible, stories Jesus told, stories from the life of Jesus (e.g David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); Jesus as friend to the friendless (Zacchaeus, Luke 19); making promises (Matthew 21:28–32); saying 'thank you' (Ten Lepers Luke 17:11–19). Say what makes their family and friends special to them. Identify some of the qualities of a good friend.	Talk about the Bible being the Christians' holy book. Look at a range of children's Bibles to see how they are similar/different. Hear a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths, e.g. Prophet Muhammad and the night of power. Explore stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music etc. Reflect on the question 'Am I a good friend?' Recall and talk about stories of Jesus as a friend to others. Recall stories about special people in other religions and talk about what we can learn from them.		Talk about how the mezuzah in the home reminds Jewish people about God. Talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat. Retell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God and suggest what it means. Ask some questions about believing in God and offer some ideas of their own. Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Retell stories from the Christian Bible and the Jewish Torah; suggest the meaning of these stories. Ask and suggest answers to questions arising from stories Jesus told and from the Jewish tradition. Talk about issues of good, bad, right and wrong arising from stories.	Describe some of the ways in which Christians and Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's lives to believe in God. Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Give examples of how and suggest reasons why Christians use the Bible today. Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. Discuss their own and others' ideas about why humans do bad things and how people try to put things right.	Make connections between some of Jesus' teachings and the way Christians live today. Describe how Christians celebrate Holy Week and Easter Sunday. Identify the most important parts of Easter for Christians and say why they are important. Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.	Outline clearly a Christian understanding of what God is like, using examples and evidence. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Express thoughtful ideas about the impact of believing or not believing in God on someone's life. Present different views on why people believe in God or not, including their own ideas. Outline Jesus' teaching on how his followers should live. Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. Explain the impact Jesus' example and teachings might have on Christians today. Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.	Express ideas about how and why religion can help believers when times are hard, giving examples. Outline Christian, Hindu and non-religious beliefs about life after death. Explain some similarities and differences between beliefs about life after death. Explain some reasons why Christians and Humanists have different ideas about an afterlife.
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary

Bible	Bible	God	Mezuzah	Muslims	Comparison	Impact	Struggle
Friends	Christian	Jesus	Jewish People	Islam	Holy Week	Consequence	Belief
Family	Holy	Christians	Torah	Allah	Easter	Atheist	Faith
Special	Founders	Parable	Shabbat	Mohammed	Palm Sunday	Agnostic	Resilience
Friend	Mohammed	Good	Sukkot	Prophet	Ash Wednesday	Theist	After life
	Jesus	Bad	Chanukah	Creation	Shrove Tuesday	Disciples	Svarga loka
	Friend	Right	Pesach	Genesis	Lent	Parable	Heaven
		Wrong	Moral	Adam and Eve	Maundy Thursday	Gospel	Salvation
		Moral	Good	Salvation	Good Friday	Dilemma	Damnation
		Bible	Bad	Metaphor	Easter Sunday		Humanism
		Belief	Right	Similie	Hoseanna		Humanist
			Wrong	Atonement	The Last Supper		Hinduism
					Crucifixion		Hindu
					Resurrection		Opposing
					Gospel		
					Incarnation		
					Salvation		
					Entry into Jerusalem Jesus'		
					Betrayal		
					Arrest at the Mount of Olives		
					The empty tomb		
					Jesus' appearance to Mary		
					Magdalene and the disciples		
					Symbol		
					New life		
					Death		
					Life after life		
					Heaven		

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
Talk about different places and identify somewhere special to themselves or others. Swood Public Street St	Talk about somewhere that is special to them, saying why. Understand that sometimes are special to believers and begin to understand why.	Express ideas and insights about the nature, significance and impact of religions and worldviews. Ask and respond to questions about what individuals and communities do and why so that pupils can identify what difference belonging to a community might make.	Observe and recount different ways of expressing identity and belonging responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews.	Observe varied examples of religions and worldviews so that they can explain their meanings and significance to individuals and communities.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable. Observe and consider different dimensions of religion, so that they can explore similarities and differences within different religions and worldviews.	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge
Discuss why some places are special and what makes them significant. Give examples of special occasions and suggest features of a good celebration.	Be aware that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Identify some significant features of sacred places. Recognise a place of worship. Recall simple stories connected with Christmas/ Easter and a festival from another faith. Say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.	Identify some ways Christians celebrate Easter and some ways a festival is celebrated within the Jewish religion. Retell stories connected with Easter and a festival from another religion. Ask questions and suggest answers about stories to do with Easter and a festival from another religion. Collect examples of what people do, give, sing, remember or think about at Easter and why they matter to believers. Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches or synagogues show what people believe. Describe some of the ways in which people use different music in worship and talk about how it makes them	Identify some ways Jewish people celebrate Passover and some ways a festival is celebrated within another religion. Retell stories connected with Passover and a festival from another religion. Ask questions and suggest answers about stories to do with Passover and a festival from another religion. Collect examples of what people do, give, sing, remember or think about at Passover and why they matter to believers.	Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals (Easter, Eid). Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. Describe the practice of prayer in the Judaism and Christianity. Make connections between what people believe about prayer and what they do when they pray. Describe ways in which prayer can comfort and challenge believers. Describe and comment on similarities and differences	Make connections between stories, symbols and beliefs with what happens in at least two festivals (one to be Islamic). Ask questions and give ideas about what matters most to believers in festivals. Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. Suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in Christian, Jewish, and Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus and	Make connections between how believers feel about places of worship in different traditions. Select and describe the most important functions of a place of worship for the community. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. Present ideas about the importance of people in a place of worship, rather than the place itself.	Describe and make connections between examples of religious creativity (buildings and art). Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art. Apply ideas about values and from scriptures to the big questions being posed.

sy	what happens in a church or ynagogue.		(a) V(a) a hadan	answers about how believers show commitment with their own ideas about community, belonging and belief		
Vocabulary	Rey Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
cial Place t t SI pit Le sistmas G ter tival ebration Ti N D Li H Ei F F C C C Si K H Si A B	easter Chrove Tuesday Cent Calm Sunday Cood Friday Caster Sunday Coseanna Che empty tomb Coe Wife Coeath Cife after life Cleaven Caster Garden Clowering the Cross Clymns Cross Challah Cabbath Ciddush Cup Clavdalah Ciddur Chr Challah Ciddur Chr Chr Chr Challah Ciddur Chr Chr Chr Chr Chr Chr Chr Challah Ciddur Chr Chr Chr Chr Chr Chr Chr Chr Chr Ch	Moses Sedar Passover Pesach Unlevened Bread Matzah Haggadah	Festival Islam Muslim Allah Muhammed Creation Fast Ramadan Eid-al-fitr Eid-al-Adha Calligraphy Shahadah Holy Qu'ran Angel Jibril Mount Hira Prayer beads Prayer mat, Qur'an and stand, Compass, Prayer Hindus Hinduism Puja	Story Symbol Belief Festival Celebration Believers Comparison Journey Milestones Life Birth Death Marriage Commitment Ritual	Places of worship Mosque Masjid Temple Synagogue Church Congregation Worshipers Believers Church - altar, cross, crucifix, font, lectern, candles and the symbol of light: icons, stations of the cross; baptismal pool; pulpit Synagogue - ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah o Mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.	Religious Creativity Sacred Architecture Generousity Values
irc cia t oit ist ist	th al Place E Standard F Standard	th Holy Week al Place Easter Shrove Tuesday Lent Palm Sunday Good Friday Easter Sunday Hoseanna	th Holy Week Easter Sedar Shrove Tuesday Passover Lent Pesach Unlevened Bread Matzah Tration The empty tomb New life Death Life after life Heaven Easter Garden Flowering the Cross Hymns Psalms Cross Shabbat Creator Challah Sabbath Kiddush Cup Havdalah Siddur Ark Bimah Torah Font	th h diplace Easter Sedar Islam Shrove Tuesday Passover Muslim Lent Pesach Allah Allah Allah Good Friday Matzah Creation Fast Ramadan Eid-al-fitr New life Death Life after life Heaven Easter Garden Flowering the Cross Hymns Psalms Cross Shababat Creator Challah Sabbath Kiddush Cup Hawdalah Siddur Ark Bilmah Torah Flowering the Cross Simple Control of the Control o	comunity, belonging and belief coabulary Key Vocabulary Story Islam Symbol Sublef Lett Pestival Callian	Community, belonging and belief Community, belonging and belief

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
and worldviews.	Talk about times when they have felt special	Re-tell religious stories making connections with personal experiences. Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.	Gain and deploy the skills needed to engage seriously with religions and worldviews. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and present thoughtfully their own views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	Consider ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply their own ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
ons a	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge
Living . Gain and deploy the skills needed to engage seriously with religions	Record occasions when things have happened in their lives that made them feel special. Express ideas about how to look after animals and plants.	Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into a religion other than Christianity. Re-tell stories, talking about what they say about the world, God, human beings. Talk about how the world can be damaged by the actions of humans and how we can prevent this.	Recognise and name some symbols of belonging from their own experience for Christians and Jewish people, suggesting what these might mean and how they matter to believers. Give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean. Identify two ways people show they belong to each other when they get married. Respond to examples of cooperation between different people.	Retell Bible stories and stories from the Jewish tradition about caring for others and the world. Identify ways that some people make a response to God by caring for others and the world. Talk about issues of good and bad, right and wrong arising from stories. Talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this rule more. Use creative ways to express their own ideas about the creation story and what it says about God.	Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. Describe some ways in which Christian express their faith through hymns and modern worship songs. Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.	Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Make connections between stories of temptation and why people can find it difficult to be good. Give examples of ways in which some inspirational	Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Describe and reflect on the significance of the Holy Qur'an to Muslims. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Make connections between the key functions of the mosque and the beliefs of Muslims.	Make connections between beliefs and behaviour in different religions. Outline the challenges of being a Hindu, Christian or Muslim in Britain today. Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. Consider similarities and differences between beliefs and behaviour in different faiths. Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. Describe some Christian and Humanist values simply. Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering

					people have been guided by their religion. Discuss their own and others' ideas about how people decide right and wrong.		different points of view.
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Special Kind Animals Plants Care	Christening Special Baptism Welcome Shahadah Damage Environment	Baptism Font Light of the World Godparents Crucifix Fish symbol Candles Water Star of David Menorah Dreidel Marriage Rings Vows Co-operation	Caring Environment World Tzedakah (charity) The Good Samaritan Golden Rule "Treat others how you yourself would wish to be treated" Adam and Eve Creation Genesis	Faith Charity Hymns Helping Caring	Dharma Karma Artha Moksha Puja Aarti Bhajans Temptation	Five pillars Muhammad Qur'an Mosque	Ahimsa Grace Ummah Image of God Fallen Humanist Moral Code