**Year 1**

**Autumn**
- **Autumn 1**
  - Harvest: What shall we thank for? How do people show they are thankful?
  - Autumn 2: Who are we? How do we celebrate special times? How do these celebrations differ?

**Spring**
- **Spring 1**
  - Festival: How do we celebrate special times? Birthdays, New Year, the seasons.
  - Special times: How do religious stories about us and our families link to these celebrations? Do they discover that these objects are special because they help us answer the question: who am I?

**Summer**
- **Summer 1**
  - Holy Places: Who uses a holy building? What do Christians tell about the Creator?
  - Easter time: What stories do Christians remember at Easter time? How do they remember Jesus?

**Year 2**

**Autumn**
- **Year 2**
  - **FS2**
    - Myself: who am I? Children think about aspects of identity known in family, community and church. They hear religious stories about who we are and talk about some beliefs linked to these stories. They discover that these objects are special because they help us answer the question: who am I?
    - **Make links to their own family life.** They explore themselves, who am I? They link Christian celebrations of Christmas to their own lives, stories that are remembered, music that tells stories, drama which helps to celebrate and many other ways.

**Spring**
- **Year 2**
  - **FS2**
    - Year 1: **How do you say thank you for our beautiful world?** Children learn about Creation stories and the questions they answer, exploring the world of nature. They learn about harvest celebrations, and about being thankful by looking after the earth.
    - **Looking at creation stories.** How is the world made? How do you celebrate creation?

**Summer**
- **Year 2**
  - **FS2**
    - Year 2: **Are we all the same? How are we different?** Children think about aspects of identity known in family, community and church. They hear religious stories about who we are and talk about some beliefs linked to these stories. They discover that these objects are special because they help us answer the question: who am I?
    - **Celebrations:** What matters at Christmas? Children learn about stories, customs, celebrations and beliefs of Christians, and talk about what matters most in celebrations. They link Christian celebrations of Christmas to their own lives, stories that are remembered, music that tells stories, drama which helps to celebrate and many other ways.

**Year 3**

**Autumn**
- **Year 3**
  - **Christian stories:** What makes Jesus an inspiring leader? This unit looks at stories of Jesus’ miracles, wisdom, parables and the Easter story, asking why he is an inspiration to people today. Pupils reflect on the idea of ‘being inspired’ for themselves, and are invited to identify their own sources of inspiration. They think about the values and commitments which Jesus inspired and explore their own ideas about values and commitment. They consider what Christians believe about Jesus’ resurrection.

**Spring**
- **Year 3**
  - **Christian worship:** What do people find peace and strength by belonging to a Church? Children explore the idea of Church and the Church community, exploring ways in which worship and the Christian community show their beliefs about peace, community, reflection and belief. They learnt about the symbolism of Holy Communion and the places of music, Bible, prayer and charitable action in the Christian community.

**Summer**
- **Year 3**
  - **Christian and Hindu answers to questions:** What is God like? What matters most in life? What happens when we die? This unit explores Christian and Hindu beliefs about God and about life’s journey through stories, examples, and practices. Use methods from Goodly Play or Philosophy for Children to raise ‘questions of wonder’ and enquire into the mysteries pupils find interesting. Pupils make thoughtful and creative responses to a belief question for themselves, e.g. where is God? What happens when we die?

**Year 4**

**Autumn**
- **Year 4**
  - **Christians and Hindus:** How do Christians and Hindus use art, buildings and worship in community? This unit uses works uses cross-curricular links to poetry, model making, art and design and music to explore the architecture, worship and beliefs of Hindus and Christians, including identifying simple similarities and differences. Plan a detailed look at two examples, with an emphasis on the ways worship expresses belief, belonging and emotion. They use their literacy and SEAL skills to understand religion better.

**Spring**
- **Year 4**
  - **Christian values:** What matters to most Christians? What matters to most? This unit makes a link to Hindu ideas and includes a deepening study of Christian values and ideas about goodness. Pupils use active learning strategies to explore religious ways of being good as well as Christian ideas, and work to express their own ideas about values and beliefs. They learn about the Ten commandments, the Golden Rule and shared values such as honesty, kindness, openness, mindfulness. They consider where their values come from.

**Summer**
- **Year 4**
  - **Christian and Hindu answers to questions:** What is God like? What matters most in life? What happens when we die? This unit explores Christian and Hindu beliefs about God and about life’s journey through stories, examples, and practices. Use methods from Goodly Play or Philosophy for Children to raise ‘questions of wonder’ and enquire into the mysteries pupils find interesting. Pupils make thoughtful and creative responses to a belief question for themselves, e.g. where is God? What happens when we die?

**Year 5**

**Autumn**
- **Year 5**
  - **Islamic beliefs:** What do Muslims believe about God? How do Muslims prepare for the coming of a new year? This unit explores the way Muslims celebrate the Islamic community. They explore the Islamic belief in the coming of a new year. They explore the Islamic belief in the coming of a new year. They explore the Islamic belief in the coming of a new year.

**Spring**
- **Year 5**
  - **Muslims:** Why do Muslims celebrate? How do Muslims celebrate the Islamic community? They explore the Islamic belief in the coming of a new year.

**Summer**
- **Year 5**
  - **Muslims:** Why do Muslims celebrate? How do Muslims celebrate the Islamic community? They explore the Islamic belief in the coming of a new year.

**Year 6**

**Autumn**
- **Year 6**
  - **Can Islamic Relief and Christian Aid change the world?** This unit connects elements of enterprise, ICT and global citizenship with the work of two major faith-based development charities. Pupils learn about fair trade, and global citizenship. They think about the idea of inspiration, and about Muslim and Christian beliefs about their leaders. Pupils list and develop understanding of similarities and differences between Muslims and Christians, and consider what helps people who have different religions to live together for the good of all.

**Spring**
- **Year 6**
  - **Can Islamic Relief and Christian Aid change the world?** This unit connects elements of enterprise, ICT and global citizenship with the work of two major faith-based development charities. Pupils learn about fair trade, and global citizenship. They think about the idea of inspiration, and about Muslim and Christian beliefs about their leaders. Pupils list and develop understanding of similarities and differences between Muslims and Christians, and consider what helps people who have different religions to live together for the good of all.