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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | **ELG -** 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  **Cheshire West and Chester**  **Essential content for Christianity in EYFS**   * Develop curiosity as to why Christians do nativity plays at Christmas. * Explain why Christians give and receive presents at Christmas. * Explain why Christians say Jesus is special. * Wonder why a minister pours water on babies in a baptism. * Talk about some things Christians might do in church. * Recall key important aspects of the Easter story and begin to explain why Christians think the resurrection is important.   **Essential terms for the pupil to be applying when learning about Christianity**  Christmas, Incarnation, Easter, God, resurrection, church, baptism, Bible, Nativity, Christians, Christianity, minister | | | | | |

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| **Year 1** | **Christianity**  What does it mean to belong? | **Christianity**  Why is Christmas celebrated by Christians? | **Christianity**  What do we think about how the world was made and how we should look after it? | **Christianity**  Why did Jesus teach through stories? | **Free Choice**  What is religion? | **Islam**  How and why are Allah and Muhammad (PBUH) important to Muslims? |
| **Year 2** | **Judaism**  What do Jews believe about God? | **Judaism**  How do Jews show faith through practices and celebrations? | **Christianity**  Why is the bible a special book for Christians? | **Christianity**  Who was Jesus and why is he important to Christians today? | **Islam**  How do Muslims express new beginnings? | **Free Choice**  What is humanism? |
|  | **Cheshire West and Chester**  **Essential content for Christianity in KS1**   * Identify key aspects of the Christmas story and explain why Jesus was good news for Christians. * Explain why Christians might choose to follow Jesus. * Recall key teachings Christians believe about God found in the ‘lost’ parables, the parable of the good Samaritan and other parables studied. * Explain how Christians view the creation of the world and try to take care for it. * Evaluate what it means to Christians to belong to a church. * Talk about how Christians might use symbols in a church building and begin to suggest reasons why. * Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus. * Evaluate key teachings studied from the Bible and explain why they may be important to Christians.   **Essential terms for the pupil to be applying when learning about Christianity in KS1**  Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, stewardship, good news, Bible, Trinity, Holy Spirit, saviour  **Essential content for Islam in KS1**   * Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God. * Explain that the Qu’ran is the holy book of Islam and say how it should be treated. * Show an understanding of at least two Muslim artefacts and explain how they are used. * Describe at least three things that might happen at a Muslim baby’s naming ceremony. * Describe at least three things that might happen at a Muslim marriage.   **Essential terms for the pupil to be applying when learning about Islam in KS1.**  Islam, Allah, Muhammad (pbuh), Qu’ran, Shahada, Tawhid, Prophethood, Halal  **Essential content for Judaism in KS1**   * Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives * Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period * Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue   **Essential terms for the pupil to be applying when learning about Judaism in KS1.**  Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema | | | | | |

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| **Year 3** | **Hinduism**  How do Hindus view God and how is Diwali celebrated? | **Free Choice**  What is the Bahá’i Faith? | **Christianity**  How do Christians use the Bible to help them with their lives? | **Christianity**  What is my point of view about God and why do people have faith? | **Christianity**  What do I think about Jesus and how is he portrayed in art around the world? | **Islam**  How do Muslims worship? Day Visit to Northwich Mosque |
| **Year 4** | **Judaism**  How do Jews demonstrate their faith through their communities? | **Christianity**  Why do Christians think about incarnation at Christmas? | **Christianity**  How did Jesus teach about God and values through Parables? | **Christianity**  How can I understand different Easter concepts? | **Free Choice**  What do Humanists believe and how do they live their lives? | **Hinduism**  How do Hindus worship? |
|  | **Cheshire West and Chester**  **Essential content for Christianity in Lower KS2**   * Explain how Christians see God as ‘Three in One’ through symbols. * Analyse what Christians can learn about Jesus from nativity stories. * Describe and suggest reasons why Christians call Jesus, Saviour. * Explain the concept of salvation. * Describe how Christians live their lives as disciples.   **Essential terms for the pupil to be applying when learning about Christianity in lower KS2**  Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, stewardship, evolution, good news, bible  Lost Parables, prodigal son,  **Essential content for Islam in lower KS2**   * Identify and understand that Muslims believe the Prophets who came before Muhammad (PBUH) all taught the same message and that Muhammad (pbuh) is the last and final prophet. * Recall at least three key facts about the story of the ‘Night of Power’ Muhammad’s (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; he told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qu’ran and afterwards Muhammad (pbuh) became known to all Muslims as the ‘Prophet of God’ * Recognise the Qu’ran and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of ‘Allah’ (God) * Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque. * Analyse how the main features of a mosque explain Muslim key beliefs.   **Essential terms for the pupil to be applying when learning about Islam in LKS2.**  Angels, Mosque, Ummah, Iman, Dhikr  **Essential content for Judaism in KS2**   * Reflect on why and how Jews worship * Explain the importance of the Covenant for Jews * Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief * Evaluate why Pesach is important to Jews as an act of commemoration   **Essential terms for the pupil to be applying when learning about Judaism in KS2**  Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema, Covenant, Israel, Pesach, Rabbi, Bar/Bat Mitzvah, Yahweh  **Essential content for Hinduism in KS2**   * Explain how a Hindu may worship at home or in the mandir * Describe and explain how a Hindu celebrates Diwali and Holi * Explain how a Hindu may view God * Retell some Hindu stories and explain their significance for a Hindu * Analyse a Hindu’s journey of life and significant events along the way   **Essential terms for the pupil to be applying when learning about Hinduism.**  Hinduism, Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha.  **Example of what content may look like for a Free Choice Unit. Baha’i.**   * Explain who Baha’u’llah was and His station in the Baha’i Faith * Describe what is meant by the Oneness of Religion * Explore the Baha’i concept of God * Talk about what the Baha’i Faith teaches about children * Investigate Baha’i worship and the Houses of Worship * Explain the importance of community life   **Terms for the pupil to be applying when learning about Baha’i**  Baha’I, Baha ‘u’llah, Oneness of religion, House of Worship, Manifestation of God, Progressive Revelation  **Essential content for Humanism in KS2**   * Describe the main beliefs of Humanism and begin to compare it to following a religious belief * Say what Humanists think about God * Explain how Humanists believe they can be happy * Explore the happy human symbol * Describe how Humanists celebrate in their lives * Explain how Humanists lifestyle plays a role in modern society.   **Essential terms for the pupil to be applying when learning about Humanism**  Humanist, Humanism, Humanity, Atheism, Agnostic, Science, Evidence, Evolution, Golden Rule, Happy human, Celebrant | | | | | |

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| **Year 5** | **Sikhism**  Why is community and equality important to Sikhs? | **Islam**  Why are the five pillars important to Muslims? | **Islam**  How is the Muslim faith expressed through family life? | **Christianity**  What can we learn from Christian religious buildings and music? | **Christianity**  Which concepts do we find hard to understand? | **Free Choice**  How do people show their beliefs in action? |
| **Year 6** | **Free Choice**  What it means to belong in a religiously diverse world? | **Christianity**  How and why do Christian’s worship? What are the benefits for believers? | **Sikhism**  How do Sikhs worship? | **Christianity**  (Bible Explorers) | **Christianity**  (Bible Explorers) | **Christianity**  What are some of the differences and similarities within Christianity locally and globally? |
|  | **Essential content for Christianity in Upper KS2**   * Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation. * Outline how Christians around the world read the Bible to maintain their relationship with God. * Explain how Christians seek to live to advance the Kingdom of God on Earth. * Make connections between Christianity, Judaism and Islam. * Describe how references to Jesus’ death and resurrection found in the Church (artefacts, ritual or text) reinforce the Christian idea of forgiveness.   **Essential terms for the pupil to be applying when learning about Christianity in Upper KS2.**  Jesus, Christianity, Christians, Church, Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, good news, Bible, Saviour, Messiah, Sacrifice, Reconciliation, Resurrection, Parable, Trinity. Holy Spirit, Salvation  **Essential content for Islam in Upper KS2**   * Identify, describe and explain key Muslim beliefs related to Allah (God). * Understand Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will. * Name the Five Pillars and explain why they are important to Muslims. * Explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable Muslims to have peace with God. * Explain how Muslims’ organisations help people in need.   **Essential terms for the pupil to be applying when learning about Islam in UKS2.**  Badah, Achlaq, Shahada, Sawm, Salah, Zakah, Hajj, Kabbah, Pilgrimage, Mumin, Five Pillars  **Essential content for Sikhism in KS2**   * Explain how Sikhs believe in all pathways leading to God * Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life * Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect * Explain the symbolism of the 5Ks * Analyse how Sikhs show community and equality in their lives   **Essential terms for the pupil to be applying when learning about Sikhism**  Sikhism, Sikh, Guru Granth Sahib, Gurdwara, Punjabi, Gurdwara, Guru Nanak, 5Ks | | | | | |