



Autumn 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question We Will Work to Answer					
Who Made the World?	Who Made the World? (Digging Deeper)	What Do Christians Learn from the Creation Story?	What Do Christians Learn from the Creation Story? (Digging Deeper)	Creation and Science: Conflicting or Complementary?	Creation and Science: Conflicting or Complementary? (Digging Deeper)
Key Religion Being Explored					
Christianity	Christianity	Christianity	Christianity	Christianity	Christianity
Big Concept from the Bible					
Creation	Creation	Creation / Fall	Creation / Fall	Creation / Fall	Creation / Fall
By the end of the unit we will:					
Retell the story of creation from Genesis 1:1–2.3 simply	Retell the story of creation from Genesis 1:1–2:3 simply.	Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.	Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'.	Outline the importance of Creation on the timeline of the 'big story' of the Bible.	Identify the type of text that Psalm 8 is, and its purpose.
Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world	Say what the story tells Christians about God, creation and the world.	Make clear links between Genesis 1 and what Christians believe about God and Creation.	Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.	Identify what type of text some Christians say Genesis 1 is, and its purpose.	
				Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.	
Give at least one example of what Christians do to say thank you to God for the Creation.	Give at least two examples of what Christians do to look after the world for God.	Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)	Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.	Make clear connections between Genesis 1 and Christian belief about God as Creator.	Make clear connections between Psalm 8 and some ways Christians respond to God as Creator.
				Show understanding of why many Christians find science and faith go together.	Show understanding of why some Christians find science and faith compatible.
Think, talk and ask questions about living in an amazing world.	Think, talk and ask questions about living in an amazing world.	Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.	Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.	Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.	Respond to the idea that humans have great responsibility for the Earth.
				Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.	Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints.
By the end of this unit, we will know that many Christians believe:					
God created the universe.	God created the universe.	God the Creator cares for the creation, including human beings.	The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').	There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.	There are many scientists through history and now who are Christians.
The earth and everything in it are important to God.	The Earth and everything in it are important to God.	As human beings are part of God's good creation, they do best when they listen to God.	This means that humans cannot get close to God without God's help.	These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?	The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
God has a unique relationship with human beings as their Creator and Sustainer.	God has a unique relationship with human beings.	The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).	The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.	There are many scientists throughout history and now who are Christians.	Creation reveals something about the nature of God — for example, power, creativity, concern for life — and reminds humans of their place as dependent upon the Creator.
Humans should care for the world because it belongs to God.	Humans should care for the world because it belongs to God.	[Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]	Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	The discoveries of science make Christians wonder even more about the power and majesty of the Creator.	



Autumn 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question We Will Work to Answer					
Why does Christmas matter to Christians?	Why does Christmas matter to Christians? (Digging Deeper)	What is the Trinity?	What is the Trinity? (Digging Deeper)	Was Jesus the Messiah?	Was Jesus the Messiah? (Digging Deeper)
Key Religion Being Explored					
Christianity	Christianity	Christianity	Christianity	Christianity	Christianity
Big Concept from the Bible					
Incarnation	Incarnation	Incarnation	Incarnation	Incarnation	Incarnation
By the end of the unit we will:					
Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.	Recognise that Incarnation is part of the 'Big Story' of the Bible.	Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.	Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.	Explain the place of Incarnation and Messiah within the 'big story' of the Bible.	Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.
Recognise that stories of Jesus' life come from the Gospels.	Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.	Offer suggestions about what texts about baptism and Trinity might mean.	Offer suggestions for what texts about God might mean.	Identify Gospel and prophecy texts, using technical terms.	
		Give examples of what these texts mean to some Christians today.	Give examples of what the texts studied mean to some Christians.	Explain connections between biblical texts, Incarnation and Messiah, using theological terms.	
Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.	Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.	Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.	Describe how Christians show their beliefs about God the Trinity in the way they live.	Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.	Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday.
				Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.	Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.
Decide what we personally have to be thankful for at Christmas time.	Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.	Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.	Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.	Weigh up how far the world needs a Messiah, expressing their own insights.
By the end of this unit, we will know that many Christians believe:					
Christians believe that Jesus is God and that he was born as a baby in Bethlehem.	Christians believe that Jesus is God and that he was born as a baby in Bethlehem.	Christians believe God is Trinity: Father, Son and Holy Spirit.	Christians believe God is Trinity: Father, Son and Holy Spirit.	Jesus was Jewish.	The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.
The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).	The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).	Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.	Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.	Christians believe Jesus is God in the flesh.	The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.
Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.	Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.	They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.	Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.
		Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.	Understanding God is challenging; people spend their whole lives learning more and more about God.	The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.	Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example, as salt and light in the world.
		Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.	Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)	
		Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.		Christians see Jesus as their Saviour.	



Spring 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question We Will Work to Answer					
Why do many Jewish families say so many prayers and blessings?	How do some Muslims show that Allah is compassionate and merciful?	What symbols and stories help many Jewish people remember their covenant to God?	How do many Sikhs but their beliefs about equality into practice?	How do questions about Brahman and atman influence the ways many Hindus live?	What does the Qur'an reveal to many Muslims about Allah and his guidance?
Key Religion Being Explored					
Judaism	Islam	Judaism	Sikhism	Hinduism	Islam
By the end of the unit we attempt to answer:					
Beginning: What prayers do we know about?	Beginning: How do people show they care for pets or wild animals?	Beginning: What is a home-school agreement and why is it useful?	Beginning: Are we all equal in school? What do you think?	Beginning: What did the story of the blind man and the elephant mean?	Beginning: What does the word revelation mean? Give an every day example.
Developing: When do many Jewish children say prayers and blessings?	Developing: What stories say that Muhammad (PBUH) showed care for animals and people?	Developing: What did Abraham believe about God? What did God agree with him?	Developing: How did the ten gurus help people to understand that they were all equal in God's eyes?	Developing: How did Svetaketu learn about brahman and atman?	Developing: How do many Muslims say that the Qur'an was revealed to Muhammad (PBUH)?
Expected: Why do many Jewish children say so many prayers and blessings?	Expected: How do some Muslims show Allah is compassionate and merciful?	Expected: What symbols and stories help many Jewish people remember their covenant to God?	Expected: How do many Sikhs put their beliefs about equality into practice?	Expected: How do questions about Brahman and Atman influence the way a Hindu lives?	Expected: What does the Qur'an reveal to many Muslims about Allah and his guidance?
Greater Depth: How can I show someone that I am thankful for that they do for me?	Greater Depth: Do you think Ramadan helps Muslims feel sorry for poor people?	Greater Depth: Do you think it is a good idea to make important promises publicly? Why?	Greater Depth: How can we help the world be a more equal or fair place?	Greater Depth: How do different people's ideas about God influence them e.g. Christian, Muslim, Atheist?	Greater Depth: What gives you strength and guidance?
By the end of this unit, we will know that many Jews know or believe:	By the end of this unit, we will know that many Muslims know or believe:	By the end of this unit, we will know that many Jews know or believe:	By the end of this unit, we will know that many Sikhs know or believe:		
Thankfulness means being grateful for the things we have and showing appreciation to others.	Compassion and mercy mean showing kindness, care and forgiveness towards others, especially those who need help.	Covenant means a special agreement or promise, and Jewish people believe they have a covenant with God.	Equality means that everyone has the same value and deserves to be treated fairly, with dignity and respect, regardless of their differences.	The meaning of Brahman, the Supreme Being or ultimate reality in Hinduism, which Hindus believe is present throughout the universe and connects all living things. Hindus have different understandings of God, but many believe that the different deities reveal aspects of Brahman.	Revelation means making something hidden or unknown known. Muslims believe Allah reveals important messages to help people understand him and how to live.
Jewish people believe in God, who created the world and provides them with the things they need.	Muslims believe in Allah (God), who is compassionate, merciful, the Creator of everything and the giver of life.	The story of Noah and how the rainbow symbolises God's promise never to destroy the world again through a flood.	Sikhs believe in one God, who created everyone equally, and that God's light is present in every person, meaning nobody is more important or less valuable than anyone else.	The meaning of atman, the true self or eternal soul within each person, which Hindus believe is a divine spark of Brahman. This belief teaches that every person has something sacred within them, regardless of their appearance, background or status.	The Qur'an is the holy book of Islam. Muslims believe it contains the exact words of Allah and provides guidance for how they should live their lives.
The meaning of Tefillah, the Hebrew word for prayer, and why Jewish families say prayers and blessings throughout the day to thank and praise God.	The meaning of Bismillah – "In the name of Allah, the Merciful, the Compassionate" – and why Muslims say these words during prayers and everyday activities.	The story of Abraham, who believed in one God and trusted God's promise to give him many descendants and a promised land.	Guru Nanak, the first Sikh Guru, taught that everyone should be treated equally regardless of their religion, gender, wealth or social background, challenging the unfair Hindu caste system.	Hinduism has no single founder or single holy book, and Hindus have a wide variety of beliefs about God. The story of The Blind Men and the Elephant illustrates how people can understand different parts of a much greater truth, helping explain the diversity of Hindu beliefs.	The Prophet Muhammad received his first revelation from Allah through the Angel Jibreel (Gabriel) while praying in Cave Hira, near Makkah.
How Jewish people say blessings (Berakhot) before eating different foods, thanking God for providing fruit, vegetables, bread and other things they enjoy.	How the Prophet Muhammad is an important messenger of Allah and a role model for Muslims.	The story of Moses and the Exodus, when God rescued the Jewish people from slavery in Egypt.	The importance of the Ten Sikh Gurus, who taught that all people belong to one human family, and how their teachings are now found in the Guru Granth Sahib, the Sikh holy book.	The importance of Aum (Om), a sacred symbol and sound in Hinduism, which represents the divine reality of Brahman. Hindus may use this sound during prayer and meditation to help them focus on God and feel spiritually connected.	The Qur'an was revealed to Muhammad over 23 years. He memorised the messages and shared them with his followers, who remembered and wrote them down.
How Jewish families prepare for Shabbat by lighting candles, sharing special bread called Challah, and saying blessings over candles, bread, wine and their children.	Stories about Muhammad's kindness to animals, including the crying camel, birds, cats and ants, and what these teach Muslims about caring for living things.	How Jewish people celebrate Passover (Pesach) to remember their freedom from slavery and God's faithfulness to his promises.	Why Guru Gobind Singh, the tenth Guru, introduced the names Singh (lion) and Kaur (princess) to show that Sikh men and women have equal worth and dignity.	The story of Svetaketu and his father Uddalaka, found in the Upanishads, where salt dissolving in water demonstrates how Brahman is present everywhere, even when it cannot be seen. The stories of the fig seed and honey further illustrate how all living things are connected through Brahman.	Muslims treat the Qur'an with great respect because they believe it contains Allah's words. They may wash before touching it, place it on a special stand called a rehal and keep it in a clean, raised place.



St Paul's C of E VA Primary School – Religious Education Curriculum Map 2026 – 2027

How Jewish people pray at the synagogue, a Jewish place of worship, where prayers may be sung in Hebrew and the Torah is read.	Stories about Muhammad's compassion towards people, including the poor, hungry, children and those who treated him unkindly..	How symbolic foods, including matzo bread and salt water, help Jewish families remember the events and feelings of the Exodus.	The story of Guru Amar Das and Emperor Akbar, explaining how the Emperor was expected to sit and eat alongside ordinary people before meeting the Guru, demonstrating that even powerful rulers should be treated equally.	The meaning of Tat Tvam Asi, meaning "You are that", which teaches that the divine reality of Brahman is also present within each individual as atman, encouraging Hindus to recognise the value and dignity of all people.	The 99 Beautiful Names of Allah describe what Muslims believe God is like, including being merciful, wise, powerful and the Creator of everything.
How Jewish families build and decorate a Sukkah, a temporary shelter, and use it to share food, welcome guests and say prayers of thankfulness to God.	How Muslims use prayer to thank Allah for his compassion and ask for guidance to be kind and merciful themselves.	How a mezuzah, placed on doorposts in Jewish homes, reminds Jewish people of their relationship with God and the importance of following his commandments.	The meaning and importance of Langar, the free community kitchen found in every Gurdwara, where everyone is welcomed and offered vegetarian food regardless of their religion, wealth or background.	How Hindus worship different deities, such as Ganesh, which can represent different aspects of Brahman. They may use murtis (sacred images or statues), puja (worship), arti (offering light during worship) and darshan (seeing and being seen by the deity) to express their devotion.	Al-Fatiha is the opening chapter of the Qur'an. Muslims recite it during daily prayers to praise Allah and ask him to guide them along the right path.
How Jewish people use the Lulav and Etrog during Sukkot, waving them in different directions to remember that God is everywhere.	Why Muslims fast during Ramadan, going without food and drink during daylight hours to obey Allah and develop understanding and compassion for people who are hungry or in need.	How God gave Moses the Ten Commandments at Mount Sinai and why these rules are important in Jewish life.	How Sikhs practise Sewa, meaning selfless service, by volunteering their time to prepare, cook, serve and clean in the Langar, showing that everyone can contribute and no task is beneath anyone.	The meaning and importance of Namaste, a respectful greeting involving folded hands and a bowed head, which can express the belief that the divine is present within others. This encourages Hindus to treat people with kindness, dignity and respect.	Muslims learn and remember the Qur'an by reading, reciting and memorising its words. Someone who memorises the whole Qur'an is called a Hafiz. Muslims remember its first revelation during Laylat-ul-Qadr (the Night of Power) in Ramadan.
The Jewish Creation story, including how God rested on the seventh day, and why this is important to the celebration of Shabbat.	How Muslims celebrate Eid-ul-Fitr at the end of Ramadan through prayers, family gatherings, special food, gifts and celebrations.	How Jewish people celebrate Shavuot to remember receiving the Torah and renewing their commitment to God's covenant.	How equality is demonstrated during worship at the Gurdwara, where everyone is welcome, worshippers sit together on the floor, listen to readings from the Guru Granth Sahib and receive Karah Prashad, a sweet food symbolising God's blessings for all.	Hindu beliefs about reincarnation and moksha, including the idea that the atman is eternal and continues after physical death. Hindus believe the atman may be reborn into another life, while moksha represents liberation from the cycle of rebirth and union with Brahman.	Islamic calligraphy is the beautiful writing of words from the Qur'an. It is often used to decorate mosques and reminds Muslims of Allah's teachings.
Why Jewish families celebrate Shabbat, a weekly day of rest beginning on Friday evening and ending on Saturday evening, when families spend time together and remember God.	How Muslims put their beliefs into practice by helping others, giving to charity and showing kindness, particularly during Ramadan and Eid-ul-Fitr.		The three important Sikh principles of Kirat Karo (earning an honest living through hard work), Vand Chakko (sharing with others) and Naam Japna (remembering God), and how these guide Sikhs to live fairly, help others and build an equal community.	The story of Shambo the sacred bull, who lived at a Hindu temple in Wales and was ordered to be slaughtered after contracting bovine tuberculosis. Children will explore how the monks' belief in the sacredness of life influenced their decision to challenge the order, demonstrating how religious beliefs can affect difficult moral choices.	The Qur'an guides Muslims in their everyday lives, teaching them to be kind, honest, thankful and generous, help those in need and care for the world.



Spring 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question We Will Work to Answer					
Why does Easter matter to many Christians?	Why does Easter matter to many Christians? (Digging Deeper)	Why do many Christians call the day Jesus died 'Good Friday'?	Why do many Christians call the day Jesus died 'Good Friday'? (Digging Deeper)	What difference does the resurrection make to many Christians?	What difference does the resurrection make to many Christians? (Digging Deeper)
Key Religion Being Explored					
Christianity	Christianity	Christianity	Christianity	Christianity	Christianity
Big Concept from the Bible					
Salvation	Salvation	Salvation	Salvation	Salvation	Salvation
By the end of the unit we will:					
Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.	Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.	Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.	Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.	Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.	Explain connections between biblical texts used at funerals and the core concepts of Gospel (good news), Salvation and Hope, using theological terms.
Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).	Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).	Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.	Give examples of what the texts studied mean to some Christians.	Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.	Taking account of the context(s), suggest meanings for the selected texts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of how they are used in funerals.
Recognise that Jesus gives instructions about how to behave.		Give examples of what the texts studied mean to some Christians.		Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.	
Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.	Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.	Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.	Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.	Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.	Make clear connections between the Christian concept of the resurrection and what Christians believe about hope and life after death, and how they show this in their church communities.
		Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.	Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.	Show how Christians put their beliefs into practice in different ways.	Show how Christian belief in resurrection and life after death make a difference in their lives.
Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.	Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.	Explain why some people find belief in the Resurrection makes sense and inspires them.	Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own.
				Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.	
By the end of this unit, we will know that many Christians believe:					
That Easter is very important in the 'big story' of the Bible.	Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.	Holy Week is the culmination of Jesus' earthly life, leading to his death and resurrection.	Holy Week is the culmination of Jesus' earthly life, leading to his death and resurrection.	Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.	Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
That Jesus rose again, giving people hope of a new life.	Christians believe Jesus builds a bridge between God and humans.	The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.	That the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do.	The Gospels give accounts of Jesus' death and resurrection.	The Gospels give accounts of Jesus' death and resurrection.
	Christians believe Jesus rose again, giving people hope of a new life.	Christians today trust that Jesus really did rise from the dead, and so is still alive today.	That Christians today trust that Jesus really did rise from the dead, and so is still alive today.	Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.	Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
		Christians remember and celebrate Jesus' last week, death and resurrection.	Christians remember and celebrate Jesus' last week, death and resurrection.	This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).	This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).



Summer 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question We Will Work to Answer					
Why is the Torah such a joy for many within the Jewish community?	How do some Muslims show that Allah is compassionate and merciful?	What symbols and stories help many Jewish people remember their covenant to God?	How does the teachings of the gurus move many Sikhs from dark to light?	What spiritual pathways to moksha are written about in Hindu scriptures?	How does tawhid create a sense of belonging to many in the Muslim community?
Key Religion Being Explored					
Judaism	Islam	Judaism	Sikhism	Hinduism	Islam
By the end of the unit we attempt to answer:					
Beginning: What makes you joyful?	Beginning: How do people show they care for pets or wild animals?	Beginning: What is a home-school agreement and why is it useful?	Beginning: What makes a great teacher?	Beginning: Think of a goal in life. What pathways are there to get to it?	Beginning: What does 'unity' or 'oneness' mean?
Developing: How do many Jewish people show their joy at the Simchat Torah?	Developing: What stories say that Muhammad (PBUH) showed care for animals and people?	Developing: What did Abraham believe about God? What did God agree with him?	Developing: What did Guru Nanak want everyone to learn?	Developing: How do many Hindus show devotion to Krishna? Why do they do this?	Developing: What examples can you give of Muslims doing things as 'one'?
Expected: Why is the Torah such a joy for many within the Jewish community?	Expected: How do some Muslims show Allah is compassionate and merciful?	Expected: What symbols and stories help many Jewish people remember their covenant to God?	Expected: How does the teaching of the gurus move many Sikhs from dark to light?	Expected: What spiritual pathways to moksha are written about in Hindu scriptures?	Expected: How does tawhid create a sense of belonging to many in the Muslim community?
Greater Depth: Do you think good rules make people happier?	Greater Depth: Do you think Ramadan helps Muslims feel sorry for poor people?	Greater Depth: Do you think it is a good idea to make important promises publicly? Why?	Greater Depth: Why is it important to listen to the right people in life?	Greater Depth: Are there always different ways to do the same thing? What do you think?	Greater Depth: Humans are really one big family. What do you think everyone in the world might unite around?
By the end of this unit, we will know that many Jews believe:	By the end of this unit, we will know that many Muslims know or believe:	By the end of this unit, we will know that many Jews know or believe:			
Joy means feeling great happiness and excitement, and people often show joy through singing, dancing and celebrating.	Compassion and mercy mean showing kindness, care and forgiveness towards others, especially those who need help.	Covenant means a special agreement or promise, and Jewish people believe they have a covenant with God.	The meaning of Guru, a spiritual teacher or guide who helps people understand God and how to live. In Sikhism, Gu means darkness and Ru means light, symbolising how the Gurus lead people from ignorance to understanding and spiritual enlightenment.	The meaning of moksha, which Hindus believe is liberation or freedom from the cycle of birth, death and rebirth, known as samsara. Many Hindus believe that the ultimate goal of life is for the soul (atman) to be reunited with Brahman, the supreme divine reality.	Tawhid means the belief that there is only one God, Allah. Muslims believe Allah is unique, created everything and is at the centre of their faith.
Jewish people believe in God, who gave them the Torah to teach them how to live and make good choices.	Muslims believe in Allah (God), who is compassionate, merciful, the Creator of everything and the giver of life.	The story of Noah and how the rainbow symbolises God's promise never to destroy the world again through a flood.	Sikhs believe in one God, Waheguru, meaning Wonderful Lord, who is the ultimate teacher and source of divine light. The Ik Onkar symbol represents the belief that there is only one God.	The importance of karma, the belief that actions have consequences which influence a person's spiritual journey. Hindus believe that making good choices, acting selflessly and fulfilling their responsibilities can help them progress towards moksha. The traditional game of Snakes and Ladders was used to illustrate this spiritual journey.	Muslims believe that Allah is the one true God, who has no equal or partner. This belief brings Muslims together and guides how they live their lives.
The meaning of Torah, the Hebrew word for teaching or instruction, and why it is the most important and special book for Jewish people.	The meaning of Bismillah – "In the name of Allah, the Merciful, the Compassionate" – and why Muslims say these words during prayers and everyday activities.	The story of Abraham, who believed in one God and trusted God's promise to give him many descendants and a promised land.	Guru Nanak, the founder of Sikhism and the first Sikh Guru, taught that loving God, treating others equally and living a truthful life were more important than religious labels, wealth or social status.	Hinduism has many sacred scriptures, which provide teachings, guidance and wisdom about how to live. These include the Vedas, Upanishads, Ramayana, Mahabharata and Bhagavad Gita. Hindu scriptures are divided into two broad groups: shruti (heard or revealed teachings) and smriti (remembered teachings).	The Qur'an teaches about the oneness of Allah. Surah 112 (Al-Ikhlâs) explains that Allah is eternal, unique and unlike anything else.
How the Torah Scroll (Sefer Torah) contains the Five Books of Moses, written in Hebrew, including important stories, teachings and rules for Jewish people to follow.	How the Prophet Muhammad is an important messenger of Allah and a role model for Muslims.	The story of Moses and the Exodus, when God rescued the Jewish people from slavery in Egypt.	The story of Guru Nanak as a young boy at school, where he surprised his teacher with his understanding of God and explained that learning to love and remember God was more important than simply gaining knowledge.	The importance of the Bhagavad Gita, meaning 'The Song of the Lord', which forms part of the Mahabharata. It contains a conversation between Prince Arjuna and Krishna, who Hindus believe is an incarnation of Vishnu. Many Hindus turn to this sacred text for guidance, comfort and advice when facing difficult decisions.	Islamic art often uses circles, repeating patterns and beautiful writing to represent the oneness of Allah and remind Muslims that God is infinite.
Why Jewish people celebrate Simchat Torah, a joyful festival marking the completion of the yearly Torah readings and the beginning of the cycle again.	Stories about Muhammad's kindness to animals, including the crying camel, birds, cats and ants, and what these teach Muslims about caring for living things.	How Jewish people celebrate Passover (Pesach) to remember their freedom from slavery and God's faithfulness to his promises.	The story of Guru Nanak's experience in the River Bein, where Sikhs believe he received a message from God to teach others about	The story of Arjuna's dilemma on the battlefield, where he struggles with the prospect of fighting against members of his own family. Krishna teaches Arjuna about dharma (duty)	The Kaaba in Makkah is the holiest site in Islam. Muslims believe it was built by the Prophet Ibrahim as a place to worship Allah



			kindness, equality and remembering God, inspiring him to become a spiritual guide.	and explains that he must fulfil his responsibilities and act for what is right, without seeking personal rewards. This story helps Hindus reflect on their own moral choices.	and was later restored to the worship of one God by the Prophet Muhammad.
How Jewish families celebrate Simchat Torah by singing, dancing and carrying Torah scrolls around the synagogue in a special procession, with children waving flags and small scrolls.	Stories about Muhammad's compassion towards people, including the poor, hungry, children and those who treated him unkindly..		The importance of the Ten Sikh Gurus, beginning with Guru Nanak and ending with Guru Gobind Singh, who passed on God's divine light (Jot) and guided Sikhs in how to live spiritually meaningful lives.	The meaning of yoga as a spiritual pathway, which can help Hindus achieve union with God and ultimately moksha. Hindus recognise that there are different pathways towards the same spiritual goal, just as there can be different routes to the top of a mountain. Different pathways may suit different people's personalities and abilities.	The Shahadah is the declaration of faith that there is only one God and Muhammad is his messenger. It is the first of the Five Pillars of Islam and unites Muslims in their beliefs.
	How Muslims use prayer to thank Allah for his compassion and ask for guidance to be kind and merciful themselves.	How symbolic foods, including matzo bread and salt water, help Jewish families remember the events and feelings of the Exodus.	How Guru Gobind Singh declared the Guru Granth Sahib to be the final and everlasting Guru. Sikhs treat this holy scripture with great respect because they believe it contains divine wisdom and continues to guide them from darkness to light.	The four main spiritual pathways to moksha described in the unit: Jnana yoga, the pathway of knowledge, wisdom and study; Karma yoga, the pathway of selfless action and fulfilling duties; Bhakti yoga, the pathway of love and devotion to God; and Raja yoga, the pathway of meditation, self-discipline and control of the mind and body.	The Five Pillars of Islam are important religious duties that help Muslims remember Allah, practise their faith and feel connected to other Muslims around the world.
The story of Moses, an important Jewish leader and teacher, including how he was rescued as a baby, grew up in Egypt and helped lead the Jewish people out of slavery.	Why Muslims fast during Ramadan, going without food and drink during daylight hours to obey Allah and develop understanding and compassion for people who are hungry or in need.	How a mezuzah, placed on doorposts in Jewish homes, reminds Jewish people of their relationship with God and the importance of following his commandments.	The meaning of the Mool Mantar, the opening teaching of the Guru Granth Sahib, which describes God as one, truthful, the creator, without fear or hatred, eternal and beyond birth and death.	The importance of Bhakti yoga, a widely practised pathway involving love, worship and devotion to God. Hindus may demonstrate devotion through puja (worship), arti (offering light), chanting, singing devotional songs, prayer and offering flowers, fruit, food or water. These acts express love and surrender to God rather than a desire for personal reward.	Salah (prayer) brings Muslims together because they pray five times a day, face towards the Kaaba and use the same prayer words and movements.
How Moses received the Ten Commandments from God on Mount Sinai, and why these rules are important in helping Jewish people understand how God wants them to live.	How Muslims celebrate Eid-ul-Fitr at the end of Ramadan through prayers, family gatherings, special food, gifts and celebrations.	How God gave Moses the Ten Commandments at Mount Sinai and why these rules are important in Jewish life.	The three important Sikh principles taught by Guru Nanak: Naam Japna (remembering God), Kirat Karni (working hard and honestly) and Vand Chhakna (sharing with those in need), and how these teachings guide Sikhs in their everyday lives.	The significance of Janmashtami, the Hindu festival celebrating the birth of Krishna. Hindus may celebrate by decorating their homes and temples, dressing children as Krishna or Radha, performing plays, singing, dancing, offering prayers and rocking a cradle representing baby Krishna. These celebrations demonstrate Bhakti yoga through joyful expressions of love and devotion.	Hajj is a special pilgrimage to Makkah that Muslims aim to complete if they are able. Muslims from different countries worship together, showing equality, unity and a shared belief in Allah.
Why Jewish people read the Torah in the synagogue each week, learning from its stories and teachings, and completing the whole Torah over the course of a year.	How Muslims put their beliefs into practice by helping others, giving to charity and showing kindness, particularly during Ramadan and Eid-ul-Fitr.	How Jewish people celebrate Shavuot to remember receiving the Torah and renewing their commitment to God's covenant.	How Sikhs seek guidance from Waheguru through Naam Simran (meditating on or repeating God's name), Kirtan (singing hymns) and Hukamnama (a reading from the Guru Granth Sahib), helping them make good decisions, develop inner peace and follow the teachings of the Gurus.	The importance of stories about Krishna's childhood, particularly the story of Krishna eating dirt, in which his mother Yashoda looks inside his mouth and sees the entire universe. This story teaches Hindus about Krishna's divine nature and power. Children will understand how Hindu families pass on religious teachings through storytelling, pictures, drama and celebrations, helping younger generations develop their faith and devotion.	The Ummah is the worldwide Muslim community. Muslims are united by their belief in one God and shared religious practices, helping them feel that they belong to one community.



Summer 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question We Will Work to Answer					
What do many Christians believe God is like?	What is the good news Jesus brings?	What is it like to follow God?	What kind of world did Jesus want?	What does it mean if God is holy and loving?	What kind of king is Jesus?
Key Religion Being Explored					
Christianity	Christianity	Christianity	Christianity	Christianity	Christianity
Big Concept from the Bible					
God	Gospel	People of God	Gospel	God	Kingdom of God
By the end of the unit we will:					
Identify what a parable is.	Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.	Make clear links between the story of Noah and the idea of covenant.	Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.	Identify some different types of biblical texts, using technical terms accurately.	Explain connections between biblical texts and the concept of the Kingdom of God.
Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.	Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.		Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.	Explain connections between biblical texts and Christian ideas of God, using theological terms.	Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
Give clear, simple accounts of what the story means to Christians.	Recognise that Jesus gives instructions to people about how to behave.		Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.		
Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.	Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.	Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.	Make simple links between Bible texts and the concept of 'Gospel' (good news).	Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.	Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.
Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.	Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).		Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.	Show how Christians put their beliefs into practice in worship.	
Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.	Make links between the story of Noah and how we live in school and the wider world.	Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.	Weigh up how biblical teachings and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.
By the end of this unit, we will know that many Christians believe:					
Christians believe in God, and that they find out about God in the Bible.	Christians believe Jesus brings good news for all people.	The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.	Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.	Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.	Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.
Christians believe God is loving, kind, fair and forgiving, and also Lord and King.	For Christians, this good news includes being loved by God, and being forgiven for bad things.	The People of God try to live in the way God wants, following his commands and worshipping him.	Jesus shows love and forgiveness to unlikely people.	Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.	The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.
Some stories show these Christian beliefs.	Christians believe Jesus is a friend to the poor and friendless.	They believe he promises to stay with them and Bible stories show how God keeps his promises.	Christians try to be like Jesus — they want to know him better and better.	Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.	Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.
Christians worship God and try to live in ways that please him.	Christians believe Jesus' teachings make people think hard about how to live and show them the right way.		Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Christians believe getting to know God is like getting to know a person rather than learning information.	