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|  | **Core beliefs, ideas and symbols** | **Expression of faith** | **Identity – Daily life** | **Social action - putting beliefs into action** | **Ask big questions and make connections** |
| **EYFS**  **Christianity, Judaism, Hinduism and Islam** | - Talk about beliefs and practices including festivals, e.g. Harvest, Christmas and Diwali, worships, ritual and begin to understand the meaning behind them.  - Respond to religious and moral stories e.g. Christmas, Easter and parables. | - Talk about how and where some worshippers pray e.g. church and synagogue.  - Take part and respond to periods of stillness and reflection. | - Talk about things and people that matter to them and how they belong to groups, e.g. special places and Christmas traditions. | - Listen to stories and share real life examples of how people show care and concern for humanity and the world, e.g. the Christian story of creation. | Demonstrate curiosity about the wonder of the world, asking and beginning to respond to big questions, e.g. ‘should we try to be kind to all people?’ |
| **Year 1**  **Christianity, Judaism, Hinduism and Islam** | - Give at least one example of beliefs and practices including festivals, e.g. Diwali, Sukkot and Hanukah, worships, ritual and share meaning behind them e.g creation.  - Respond to religious and moral stories e.g. The Ten Commandments, Noah’s Ark and the Islamic story- ‘the boy who threw stones at trees’.  - Give at least one example of symbols or actions and how they are used. | - Talk about how and where some worshippers pray e.g. church.  - Respond to periods of stillness and reflection. | - Talk about things and people that matter to them and how they belong to groups, e.g baptism. | - Tell stories and share real life examples of how people show care and concern for humanity and the world.  - Respond to moral stories and demonstrate what it means to be right and wrong, just and fair. | - Demonstrate curiosity about the wonder of the world, asking and beginning to respond to big questions, e.g. ‘do you think that the flood in Noah’s ark actually happened?’. |
| **Year 2**  **Christianity and Islam** | - Give at least three example of beliefs and practices including festivals, e.g. Christmas, and Easter and worships, rituals and ways of life and explain meaning behind them.  - Retell and suggest meanings to some religious and moral stories.  - Give at least three examples of symbols or actions and explain how and why they express religious meaning.  - Notice similarities between communities. | - Explore how and where worshippers connect to prayer and worship e.g. church and mosque | - Talk with others about how groups express who they are and how individual belong to communities, including faith groups.  - Describe what a leader does and why. | Tell stories and share real life examples of how people show care and concern for humanity and the world.  - Think, talk and ask questions about why people do this.  - Explain the influence of rules.  - Explore moral stories and consider what is right and wrong , just and fair. | - Ask and answer a range of how and why questions about belonging, meaning and truth, expressing ow ideas and opinions, e.g. ‘who is God?’ and ‘what is good and what is bad?’. |
|  | **Core concepts, beliefs and ideas** | **Practices – How people express their beliefs** | **Identify** | **Social action** | **Explore philosophical questions** |
| **Year 3**  **Christianity and Islam** | - Describe using specific religious vocabulary the impact of celebrations and key moments in life in religious communities e.g. the five pillars of Islam and Eid – Ul - Fitr.  - Raise questions and suggest meanings to three examples of either religious or moral stories e.g. ‘the night of power’, sources of wisdom, sacred writing and their impact, e.g ‘The Annunciation’, prayers and artefacts.  - Describe how religious beliefs, symbolic expressions and actions can communicate meaning to individual followers, e.g Islamic calligraphy.  - Describe similarities between two faith communities. | - Ask and answer questions about places of prayer and worship, e.g. church and mosque and the impact they might make on faith communities. | - Give two examples of how individuals show they belong to a faith community.  - Recognise how some religious people are guided by their religious leaders, e.g. prophet Muhammad (PBUH). | - Recognise the importance of showing care and responsibility of the world, identifying the shared values in two communities.  - Explore moral stories, e.g. parables and reflect on why individuals make choices about what is right and wrong, just and fair. | - Respond to a range of challenging ‘if’ and ‘why’ questions, e.g. ‘are visitors always welcome?’. |
| **Year 4**  **Christianity, Hinduism and Sikhism** | - Describe, make connections and reflect on religious beliefs and practices studied, e.g. Brahman.  - Use specific vocabulary to describe how celebrations and key moments in life are marked by communities.  - Show awareness respond, describe and interpret a range of stories, scared writing, e.g. book of Genesis, psalms, poems, hymns, prayers and artefacts and develop an understanding of the impact on individual believers.  - Explain how a range of beliefs, symbolic expression, e.g. the Aum symbol and actions (verbal and non-verbal) can communicate meaning to individual followers.  - Describe some similarities between communities, e.g comparing how Sikhs and Christians welcome new babies into the world. | - Describe why and where worshippers connect to prayer and worship, e.g. church and gurdwara.  - Participate in periods of stillness and quiet and where appropriate express personal reflections. | - Show an understanding of some of the challenges individuals face in a faith community and demonstrate how it may help them.  - Explore how some religious people are guided by their religious leaders, e.g. Guru Nanak and Guru Gobind Singh. | - Illustrate how diverse communities can live together respectfully, sharing the same important values and sense of responsibility.  - Consider and discuss questions on matters that are important in the world, including choices about what is right or wrong. | - Respond to a range ‘if’ and ‘why’ questions, expressing personal reflections, e.g. ‘If you can’t see something how can you convince someone that it is really there?’ |
| **Year 5**  **Christianity and Judaism** | - Describe and make connections between religions and use specific religious vocabulary about how celebrations and key moments in life are marked by different communities.  - Demonstrate an understanding of the impact of sources of wisdom, e.g. the ten commandments, on individuals and give examples of how these connect to communities and individual believers.  - Describe how a range of beliefs, symbolic expressions and actions can communicate meaning.  - Identify some similarities and differences between and within two communities, e.g. comparing Hannukah and Christian celebrations. | - Explain why, where and how worshippers connect to prayer and worship, e.g. church and synagogue.  - Actively engage in periods of stillness; describe their reflective experiences. | - Recognise the challenges of commitment for individuals belonging to a faith, e.g. fasting and the Kosher diet and fasting.  - Raise questions on guidance and leadership in their own and others’ lives, e.g. the roles and responsibilities of significant faith leaders. | - Explain how diverse communities can live together, identifying common values, justice, respect and shared human responsibility.  - Identify and describe how people with religious and worldviews make choices about what is right and wrong. | - Raise challenging questions about belonging, meaning and truth and suggest answers, e.g ‘what does it mean to live in hope?’ |
| **Year 6**  **Christianity and Buddhism** | - Describe and make connections between religions and worldviews and use specific religious vocabulary about how celebrations and key moments in life are marked by different communities.  - Show awareness, respond to and interpret a range of stories, e.g. ‘The story on the monkey king’, sacred writings, e.g the Gospels- Matthew and Luke, and sources of wisdom, e.g ’the noble eightfold path’, recognising and understanding the impact within different communities and on individual believers.  - Compare how and why a range of beliefs, actions and expressions communicate meaning.  - Identify some similarities and differences between and within two communities, e.g. comparing Buddhism / Buddha and Christianity / Jesus. | - Through enquiry and experiences, e.g through meditation in the school grounds, demonstrate worshipper’s connection to prayer, faith and scared spaces. | - Show and express insights into the challenges of individual commitment, belonging and faith.  - Raise questions on guidance and leadership in their own and others’ lives, e.g. the teachings of the Dalai Lama. | - Explain how diverse communities can live together, identifying common values, justice, respect and shared human responsibility  - Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.  - Evaluate and ask challenging questions, applying their own and others ideas about responsibility and what is right or wrong.  - Consider possible effects of different moral choices. | - Present a range of views and answers to challenging questions about belonging, meaning and truth, e.g. ‘why did Jesus die?’ |