

Overview of religions covered

	Term 1	Term 2	Term 3
Year 1	Christianity	Christianity and Judaism	Christianity and Judaism
Year 2	Islam	Islam and Christianity	Judaism
Year 3	Islam and Christianity	Judaism and Christianity	Islam and Christianity
Year 4	Hinduism and Christianity	Hinduism	Judaism, Christianity and Humanism
Year 5	Christianity, agnostic, atheist	Christianity, Hinduism, Judaism	Christianity
Year 6	Christianity and Islam	Christianity and Humanism	Christianity, Humanism and Hinduism

	EY	Y1	Y2	Y3	Y4	Y5	Y6
Religions		<p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means</p> <p>Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (Judaism – Passover) (A1).</p> <p>Re-tell stories connected with Easter and the Passover and say why these are important to believers (A2).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from Judaism - Passover (B1).</p>	<p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</p> <p>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 (B1).</p>	<p>Describe the practice of prayer in the religions studied (A2).</p> <p>Describe some of the ways in which Christians and Muslims describe God (A1).</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). (Passover)</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Describe ways in which prayer can comfort and challenge believers (B2).</p> <p>Describe and comment on similarities and differences between how Christians and Muslims pray (B3).</p>	<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters most to believers in festivals (Diwali and Christmas) (B2).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>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 (A1).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain</p>	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p>	<p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>Describe some Christian and Humanist values simply (B3).</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).</p>

		<p>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 (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p>		<p>today, and two reasons why it might be hard sometimes (B2).</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p> <p>Give examples of ways in which some inspirational people have been guided by their religion (B1).</p>	<p>Outline Jesus' teaching on how his followers should live (A2).</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p> <p>Explain the impact Jesus' example and teachings might have on Christians today (B1).</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and Humanism beliefs about life after death (A1).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>
<p>Beliefs and morals</p>		<p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p>Find out about and respond with ideas to examples of cooperation between people who are different (C2).</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Ask questions and give ideas about what matters most to believers in festivals (B2).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>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 (C2).</p> <p>Discuss their own and others' ideas about how people decide right and wrong (C3).</p>	<p>Present different views on why people believe in God or not, including their own ideas (C1).</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>	<p>Apply ideas about values and from scriptures to the title question (C2).</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p>

Progression of sentence stems to be used in phases

	EY	Y1	Y2	Y3	Y4	Y5	Y6
Opinion	I think I feel Everyone should I agree/disagree with ...because The best thing about ... is ...	I think I believe I prefer I feel I agree with because ... I disagree with ... because ... Everyone should ... I know that ... The best thing about ... is ... In my opinion ..		In my opinion That is a good point but ... On the one hand ... but on the other ... I think that ... because ... That's an interesting point but ... I am in two minds about this issue because ... I want to go back to what ... said.		To agree	
						Most will agree that... I agree with those who suggest that... Interesting point! I think that... I believe ... because ... A sensible idea would be to... The fact is that ... Surely, you would agree that ... Naturally, I feel that ... I have to concede that ...	
						To disagree	
						I would argue that... While that may be true, but ... Interesting point! However, I believe... That is probably so, but... Many claim that ... but... Despite the opinion that ..., I feel... I understand your point, but we should consider...	
						To make exceptions	
						There are exceptions to the rule... One exception is... That may be true, but... In reality, however,... But the fact of the matter is... Let's not forget... While many suggest X, others say Y...	
						To ask for explanations	
Can you explain why... Do you mean to say that... Could you help me understand more about... Could you elaborate on... Does this mean... Could you give me more information on...							

Generalise	We think that ...	Many/most/some people think that	I have come to the conclusion that ... After considering all of the information, ... To conclude, I think ... because ... In my experience ... As a rule ... Many/most/some people think that (but I/you/they think ...) ... makes me think of ... Now I am wondering ...	Conventional thinking holds that... Generally speaking,... As a rule, ... By and large, ... In my experience... It is common knowledge... Many assume that ... is true... The reality is that ... The present situation is ...
				To make connections
Explain & clarify	Could you help me understand about ... ? You/he/she thinks that ...	What you mean is Could you repeat that please? So you think that Can you explain what you mean? Could you help me understand more about ... ?	Can you explain why ... Do you mean to say that ... ? Does this mean that ... ? What I mean to say is ... What I'm trying to say is ... So your idea is ... I'd like to add something	What you said reminds me of... Your ideas are related to... X is similar to Y because... Based on what we know about X, I think... The two ideas are related in that they...
				Can you explain why... Do you mean to say that... Could you help me understand more about... Could you elaborate on... Does this mean... Could you give me more information on... What I'm trying to say is... In other words... To put it differently... I would like to rephrase that in... Simply put, ... What I mean to say is... Just to make it clearer,... What you mean is... If I understand you, you're saying that... If I'm hearing you correctly... So, you think (that)... So your idea is... Could you re-phrase that please?