

Year Group		Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>		Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>		Living <i>(Religious practices and ways of living; questions about values and commitments)</i>	
Term		1	2	3	4	5	6
Key Religion/Faith		Sikhism	Christianity	Hinduism	Islam	Buddhism	Non-Religious / comparing World religions
Discovering	R	F1 Which stories are special and why? P29	F2 Which people are special and why? p30	F3 What places are special and why? P31	F4 What times are special and why? p32	F5 Being special: where do we belong? P33	F6 What is special about our world? p34
Exploring	1	1.4 What can we learn from sacred books - Guru Granth Sahib / Adi Granth p44	1.4 Who is a Christian and what do they believe? - p36	1.6 How and why do we celebrate special and sacred times? p46	1.4 What can we learn from sacred books - Quran p44	1.8 How should we care for others and the world, and why does it matter? p48	1.7 What does it mean to belong to a faith community? P47
	2						
Connecting	3	L2.4 Why do people pray? P53	L2.3 Why is Jesus inspiring to some people? p57	L2.8 What does it mean to be a Hindu in Britain today? P62	L1.2 Who is a Muslim and what do they believe? P42	L2.6 Why do some people think that life is a journey and what significant experiences mark this? p60	L2.9 What can we learn from religions about deciding what is right and wrong? p63
	4						
	5	U2.3 What do religions say when life gets hard? - p67 Islam, Judaism and Sikhism	U2.3 What do religions say when life gets hard? - p67 Christianity, Buddhism and Islam	U2.8 What difference does it make to believe in Ahimsa (harmlessness), grace, and/or Ummah (community)? - p72	U2.5 Is it better to express your beliefs in art and architecture or in charity and generosity? P69 Focus: art and architecture/charity in Islam. Recap perspective or conclusions from previous RE Day and	U2.5 Is it better to express your beliefs in art and architecture or in charity and generosity? P69 Focus: art/charity in Buddhism. Recap perspective or conclusions from previous RE Day and	U2.7 What matters most to Humanists? - p71

	6				<i>a religious group would appreciate? Or how you could express your belief?</i>	<i>compare and conclude overall question.</i>	
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Please use the link above, along with the page number next to the question to find the learning outcomes you can base lesson success criterias on and suggested content for the unit. You may decide to:

- do a lesson per bullet point
- merge two into one lesson
- Or do split one bullet point into two lessons based on the content

This agreed syllabus requires that all pupils learn from **Christianity in each key stage**. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are **Islam, Hinduism, Sikhism, Buddhism and Judaism**. Furthermore, children from families where **non-religious worldviews** are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study. Religious traditions are to be studied in depth as follows: Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from

Religions recommended to be covered		If there are other religions in your year group or cohort that tie into your big question, that you would like to include this can be done.
4–5s	Reception Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	
5–7s Key Stage 1	Christians and Muslims or Jewish people	
7–11s Key Stage 2	Christians, Muslims, Hindus and Jewish people	