



FEDERATION CURRICULUM OVERVIEW – Being a Religious



	EYFS Christianity	Year One Christianity Cross religious/non- religious	Year Two Christianity Cross religious/non- religious Judaism	Year Three Christianity Cross religious/non- religious Islam	Year Four Christianity Cross religious/non- religious Judaism	Year Five Christianity Cross religious/non- religious Islam	Year Six Christianity Cross religious/non- religious Hinduism
Intent	To understand the terms belonging, Christian god and places of worship. To know a few aspects of Christmas and Easter story.	To build on prior knowledge, skills and understanding. Year 1 focus on key events in the Christian calendar.	To build on prior knowledge, skills and understanding. Year 2 focus on linking key Christian events to stories from the Bible. To know the importance of Judaism Torah and synagogue.	To build on prior knowledge, skills and understanding. Year 3 focus on bible teachings. To develop an understanding of the Islamic Qur'an and core beliefs.	To build on prior knowledge, skills and understanding. Year 4 have a particular focus on God as the Holy Trinity and Jesus as a Saviour. Year 4 also focus on Jewish celebrations and beliefs.	To build on prior knowledge, skills and understanding. Year 5 focus on the old Testament teachings and Islamic prophets.	To build on prior knowledge, skills and understanding. Year 6 focus on the analysis of diverse Christian worship and an understanding of Hinduism and their key beliefs.
	<p><u>Christianity</u> I can talk about how Christians describe God eg Creator</p> <p>I can talk about how Christians say Jesus is</p> <p>I can retell a few key aspects of the Christmas story</p> <p>I can retell a few aspects of the Easter story</p>	<p><u>Christianity</u> I can describe at least three things a minister/church leader might do</p> <p>I can explain the Bible is a Christian's holy book and identify different kinds of genre/writing.</p> <p>I can recognise the features of a church</p>	<p><u>Christianity</u> I can recall the main events from the Christmas Bible stories linking these stories with Christianity</p> <p>I can recall the main events from the Easter Bible stories linking these stories with Christianity</p>	<p><u>Christianity</u> I can compare & contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians.</p> <p>I can describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching;</p>	<p><u>Christianity</u> I can explain Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity).</p> <p>I can explain what Christians can learn about Jesus from the nativity stories, ie 'God with us 'Emmanuel'.</p>	<p><u>Christianity</u> I can explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God.</p> <p>I can describe why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'.</p> <p>I can identify ways in which Christians</p>	<p><u>Christianity</u> I can explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God, (sacrifice and reconciliation).</p> <p>I can suggest answers to questions that the</p>

	<p>I can understand that the bible tells stories that help Christians think about God and Jesus</p> <p>I can talk about some things Christians do in church</p> <p>I can begin to show curiosity and ask questions about Christian stories</p>	<p>building and identify at least 3 artefacts found in a church explaining why they are important to Christians.</p> <p>I can identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism .</p> <p>I can recall the main events from the Christmas Bible stories linking these stories with Christianity.</p>	<p>I can identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each celebration is important to them</p> <p>I can talk about who Christians say Jesus is e.g. called the Son of God; God made man.</p> <p>I can explain the Bible is a Christian's holy book and identify different kinds of genre/writing.</p>	<p>examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love & forgiveness stories, 'The Parable of the Good Samaritan')</p> <p>I can explain with reference to the creative arts how God has a salvation plan for humans.</p> <p>I can explain how the bible is used in the local church by Christians for guidance, devotion & inspiration.</p>	<p>I can describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg Creation; The Fall, Christmas; The Story of Zacchaeus & Easter.</p> <p>I can explain with reference to the creative arts how God has a salvation plan for humans.</p>	<p>believe the Old Testament prophecies speak about Jesus.</p> <p>I can explain using key texts, (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom</p> <p>I can analyse how diverse expressions of Christian worship can reinforce faith & belief</p>	<p>resurrection of Jesus might raise.</p> <p>I can identify ways that Christians believe God is with them: prayer; worship; peace in hard times.</p> <p>I can describe how signs of salvation in a church reinforce the Christian idea of forgiveness.</p> <p>I can analyse how diverse expressions of Christian worship can reinforce faith & belief</p>
			<p><u>Judaism</u></p> <p>I can to identify the Torah is a holy book for Jews & how the rules in the Torah can guide a Jew in their lives, eg why they believe it is wrong to steal.</p>	<p><u>Islam</u></p> <p>I can explain how Muslims describe Allah, eg using 99 names</p> <p>I know all Muslims believe Muhammad (pbuh) to be a</p>	<p><u>Judaism</u></p> <p>I can describe three key ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah.</p>	<p><u>Islam</u></p> <p>I can identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message</p>	<p><u>Hinduism</u></p> <p>I can describe various forms of worship that happen in the Hindu Temple, including Puja.</p> <p>I can outline some of the stories of Vishnu, Rama and Sita and</p>

			<p>I can describe some of what happens at the synagogue & why Shabbat is important to Jews.</p> <p>I can describe at least three things a rabbi might do eg take part in a naming ceremony</p> <p>I can talk about stories in the Bible that describe what God is like for Christians and Jews. Example 1: in the Old Testament story of Creation: identify Jews and Christians believe God is the creator who cares for all people.</p> <p>I can explain why Abraham is important to both Jews and Christians (NB he is also important to Muslims). For example, Christians and Jews believe Abraham was the</p>	<p>'messenger of 'God', (Prophet of God).</p> <p>I can recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation.</p> <p>I can recognise a Qur'an and identify it with Islam.</p> <p>Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God).</p> <p>I can make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr.</p> <p>I can explain how Muslims organisations help people in need.</p>	<p>I can explain the key events in a Jew's life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews.</p> <p>I can explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts eg Abraham.</p> <p>I can describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses.</p> <p>I can identify ways in which the Jews show respect for the Torah.</p>	<p>I can explain how Muslims believe that Muhammad (pbuh) is the last and final prophet.</p> <p>I can understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.</p> <p>I can explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.</p> <p>I can identify, describe and explain key Muslim beliefs related to Allah (God); marriage and life after death;</p> <p>I can describe three ways in which Muslim worship shows devotion to Allah making reference to life at</p>	<p>explain their significance for a Hindu.</p> <p>I can identify key Hindu symbols and explain their meaning, eg Aum, Swastika.</p> <p>I can describe how and suggest why Hindus celebrate Diwali and Holi</p> <p>I can compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied</p> <p>I can analyse and evaluate Hindu beliefs about reincarnation, vegetarianism & caring for the environment.</p> <p>I can compare and contrast Hindu ways of understanding family with other</p>
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		<p><u>Cross religious/non-religious viewpoints</u></p> <p>I can raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.</p> <p>I can begin to talk thoughtfully with respect to a range of spiritual questions, eg What happens</p>	<p><u>Cross religious/non-religious viewpoints</u></p> <p>I can raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.</p> <p>I can begin to talk thoughtfully with respect to a range of spiritual questions, eg What happens</p>	<p><u>Cross religious/non-religious viewpoints</u></p> <p>I can ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers.</p> <p>I can raise relevant questions in response to material studied and suggest</p>	<p><u>Cross religious/non-religious viewpoints</u></p> <p>I can explain how Jews, Muslims & Christians welcome babies, suggesting differences & similarities between them. Compare & contrast non-religious ceremonies.</p> <p>I can explain why the 10 commandments are important to both Jews & Christians. Link ideas to other sacred</p>	<p><u>Cross religious/non-religious viewpoints</u></p> <p>I can outline, compare and contrast key Christian and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God</p> <p>I can compare and contrast Christians and Muslim pilgrimages and</p>	<p><u>Cross religious/non-religious viewpoints</u></p> <p>I can outline, compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God.</p> <p>I can compare and contrast Christians, Hindu and Muslim pilgrimages and</p>

		<p>when you die? Why do people worship?</p> <p>I can begin to show curiosity and ask questions about at least three Christian stories in the Bible that describe what God is like for Christians</p>	<p>when you die? Why do people worship?</p>	<p>answers using reasons to support their views. Make reflective links between own experiences & material studied</p> <p><u>Cross religious/non-religious viewpoints</u></p> <p>I can explain how Muslims & Christians welcome babies, suggesting differences & similarities between them. Compare & contrast non-religious ceremonies.</p> <p>I can describe what Christians & Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide & protector</p> <p>I can compare and contrast the Christian Jewish & Muslim ideas of God linking their ideas in with</p>	<p>texts/non-religious teachings</p> <p>I can describe what Christians & Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide & protector.</p> <p>I can compare and contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives</p> <p>I can ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers.</p> <p>I can raise relevant questions in</p>	<p>reflect on how they affect believers.</p> <p>I can compare & contrast what motivates people of a religious faith (eg Christian, Hindu and Muslim) and a non-religious belief to work together to impact UK society & the wider world through environmental and global charities, eg Islamic Aid, Christian Aid.</p> <p>I can investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.</p> <p>I can suggest lines of enquiry and plan investigations into religious/non-religious viewpoints</p>	<p>reflect on how they affect believers.</p> <p>I can compare & contrast what motivates people of a religious faith (eg Christian, Hindu and Muslim) and a non-religious belief to work together to impact UK society & the wider world through environmental and global charities, eg Islamic Aid, Christian Aid.</p> <p>I can investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.</p> <p>I can suggest lines of enquiry and plan investigations into religious/non-religious viewpoints</p>
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				other secular views & perspectives	response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied		
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