Religious Education Curriculum: Topics, Coverage and Objectives



Foundation Stage

Communication and language:

- children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;
- use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources:
- talk about how they and others show feelings;
- develop their own narratives in relation to stories they hear from different traditions.

Personal, social and emotional development:

- children understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;
 think and talk about issues of right and wrong and why these questions
- matter;
 respond to significant experiences showing a range of feelings when
- respond to significant experiences showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and are sensitive to those of others;
- have a developing respect for their own cultures and beliefs, and those of other people;
- show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world

- children talk about similarities and differences between themselves and others, among families, communities and traditions;
- begin to know about their own cultures and beliefs and those of other people;
- explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design

Nursery

children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings;
 respond in a variety of ways to what they see, hear, smell, touch and

Reception

Key Stage One

Year 1

Pupils are expected to:

- Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them
- Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.
- Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them.
- Ask and respond to questions about what individuals and communities do, and why, so they can identify what it means to be a part of a community.
- Observe and recount different ways of expressing identity and belonging.
- Notice and respond to some of the similarities between different religions and worldviews.
- Explore questions about belonging, meaning and truth so that they can express their own opinions and
- ideas in response, using words, music, art or poetry.
 Find out about and respond to examples of cooperation between people who are different.
- Find out about questions of right and wrong and begin to develop and express their own opinions.

Year 2

Key Stage Two

Year 3

Year 4

Pupils are expected to expand on the knowledge and understanding of religions and worldviews that they gained in KS1:

- > Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities.
- Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.
- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities.
- Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable.
- Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews.
- Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as music, art and poetry.
- Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness.

Year 5

Year 6

	Topic in	Theme:		Harvest:	Jesus:	Called by God	Creation:	Jesus:	Ideas about God
	Autumn 1	Me, Others and the World Around Me		How can we help	Jesus, Friend to	What is it like to	What can Christians	The teacher	What does it mean if
Α	Autumiii	I am Special	I am Special	those who do not	everyone.	follow God?	learn from the	What would Jesus	God is holy and
		ı aiii Speciai	o ani Special	have a good harvest?	&	&	creation story?	do?	loving?
U		CX Llamosat	CX Llamant	&	What is the Good	Harvest	&	What kind of king is	*What names do faiths,
Т		Harvest	Harvest	God and Creation:	News Jesus brings?	Revisit the Jewish	What is Prayer?	Jesus?	other than Christianity,
U				Who made the		festival Sukkot	*How do people of	&	give to God?
М				world?			other faiths pray?	Proverbs	
N	Links to Prior	*Links to Reception	*Built on I Am Special	*Build on knowledge	*Builds on EYFS	*Builds on knowledge	*Builds on Year 1 God	*Builds on Year 2	*Builds on Year 3 –
IN	and Future	coverage – I Am	& Harvest in Nursery.	learned in EYFS about	Stories Jesus Heard	learned in EYFS/ Year	and Creation: Who	Jesus: Friend to	Called By God
		Special & Harvest	* Links to Special	Harvest.	& Stories Jesus Told	1 about Harvest.	made the world?	everyone.	
Т	Learning:	* Links to Special	People in Reception	*Links and prepares	*Links and prepares	*Revisit the Jewish	*Links to Year 6 –		
Е		People in Nursery	*Links to Year 1's	for Year 3 – Harvest	for Year 5 Jesus:	festival Sukkot	Ideas About God		
R		*Links to Year 1's	coverage – Harvest	*Links to Year 4	The teacher				
		coverage – Harvest		What can Christians	What would Jesus				
M				learn from the	do?				
				creation story?					
				,					

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Concepts	I am Special	I am Special	<u>Harvest</u>	Jesus, Friend to	Called by God	What is prayer?	Jesus:	Ideas About God
Progression:	•To give pupils an	•To give pupils an	•raise awareness that	<u>everyone</u>	•give children an	•ensure that the	The teacher	•further the children's
	understanding that they	understanding that they	we harvest food all	•enjoy these stories of	opportunity to consider	children know that	•emphasise Jesus' skills	understanding of the
	are unique and special.	are unique and special.	around the world and	Jesus' Miracles and to	what it means to be	prayer is a way of	as a great teacher.	nature of God, His
	•To know they are	•To know they are	that we usually have	increase the children's	called by God and the	communicating with	•consider carefully the	characteristics and His
	loved, valued and made	loved, valued and made	plenty but others do	awareness that Jesus	responses people have	God.	messages of the	relationship with
	by God.	by God.	not.	was an extraordinary	made to that call.	•know that	parables and how they	people.
	We are unique children	We are unique children	•to discuss what our	person who welcomed		we/Christians believe	impact on the lives of	
	of God	of God	response as Christians	everyone as a friend.	<u>Harvest</u>	that God listens and	practising Christians.	
	God as loving Father	God as loving Father	should be to the need of		•Explore further the	responds.		
	Feelings and Emotions	Feelings and Emotions	others.	*Understanding	meaning and purpose of			
	My gifts and talent	My gifts and talents		Christianity 1.4	Harvest Festival			
	<u>Harvest</u>	<u>Harvest</u>	God and Creation		celebrations building on		<u>Proverbs</u>	
	 To give pupils an 	 To give pupils an 	Understanding		knowledge from KS1		 explore a book of the 	
	understanding of why	understanding of why	*Christianity 1.2				Bible that is often	
	we say thank you to	we say thank you to	•give children the		Reflecting upon their		overlooked in favour of	
	God at harvest time and	God at harvest time and	opportunity to develop		own experiences of		stories.	
	talk about him being	talk about him being	their perceptions and		Harvest Festivals.		 discuss the value of 	
	creator.	creator.	understanding of God.		Learning about a few		wisdom and to read	
			•provide an opportunity		harvest celebrations		about the wisdom of	
	Giving thanks for food	Giving thanks for food	for reflection on feelings		around the world.		Solomon.	
	and God's many gifts to	and God's many gifts to	of awe, wonder, delight		around the world.			
	us	us	and mystery in relation					
	Story of Creation and	Story of Creation and	to the natural world.					
	exploring the wonders	exploring the wonders	to the nataral world.					
	of our amazing world	of our amazing world						
	oj car amazing noma	oj car amazmg noma						
	*Understanding	Understanding						
	Christianity F1	Christianity F1						
	God/Creation	God/Creation						
	Why is the word 'God'	Why is the word 'God'						
	so important to	so important to						
	Christians?	Christians?						
Topic in	The	me:	Christmas:	Christmas:	Christmas:	Christmas:	Christmas:	Christmas:
Autumn 2	Me, Others and the	e World Around Me	Why do we give and	Why was the birth of	God is with us	Exploring the	The Gospels of	Why do Christians
Autumn 2	, , , , , , , , , , , , , , , , , , ,	_	receive gifts?	Jesus such Good		symbolism of light	Matthew and Luke	sing in worship?
	Special People	Special People	Why does Christmas	News?		*Hanukkah – The	materies and zame	5g 11-51-51p.1
	(Values)	(Values)					Mas losus the	How to Christians
	&	&	matter to Christians?	Why does Christmas		Jewish festival of	Was Jesus the	How to Christians
	Christmas	Christmas		matter to Christians?		light	Messiah?	prepare for
	GGGGG							Christmas?
								Was Jesus the
								Messiah?
Links to Prior	*Links to Reception	*Builds on Nursery	*Build on from EYFS -	*Build on from Year 1	*Build on from Year 2	*Build on from Year 3	*Build on from Year 4	*Build on from Year 5
	coverage – Christmas	coverage – Christmas	Christmas.	– Christmas.	– Christmas.	– Christmas.	– Christmas.	why Jesus was the
and Future								,
Learning:	* Links to Special	* Links to Special	Deepening	Deepening	Deepening	Deepening	Deepening	Messiah – deepening
2	People in Nursery	People in Reception	knowledge and	knowledge and	knowledge and	knowledge and	knowledge and	knowledge.
	*Links to Year 1's	*Links to Year 1's	importance of	importance of	importance of	importance of	importance of	
	coverage – Why do	coverage – Why do	Christmas	Christmas	Christmas	Christmas	Christmas	
	we give and receive	we give and receive	*Links and prepares	*Links and prepares	*Links and prepares	*Links and prepares	*Links and prepares	
	gifts?	gifts?	for all subsequent	for all subsequent	for all subsequent	for all subsequent	for all subsequent	
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	Why does Christmas	Why does Christmas	year groups in	year groups in	year groups in	year groups in	year groups in	
	matter to Christians?	matter to Christians?	relation to Christmas.	relation to Christmas.	relation to Christmas.	relation to Christmas.	relation to Christmas.	
Concepts	Special People	Special People	<u>Christmas</u>	Christmas: Good News	Christmas: God is with	Christmas: Exploring	Christmas:	Why do Christians sing
Progression:	•give pupils an	•give pupils an	•deepen the children's	•look at the story of	<u>us</u>	the symbolism of light	The Gospels of	in worship?
	opportunity to explore	opportunity to explore	understanding of the	Christmas from the	•give children the	•give pupils an	Matthew and Luke	•introduce pupils to and
	Christian values through	Christian values through	true meaning of	perspective that it was	opportunity to reflect	understanding of the	•give children a Biblical	give them experience of
	their own actions and	their own actions and	Christmas through	good news then and	upon Christmas as a	Christian belief that	perspective on the	the wide variety of
	the actions of others.	the actions of others.	emphasising that Jesus	now.	celebration of God's	Jesus is the, 'Light of the	nativity story.	Christian music.
	 highlight the role of significant/special 	•highlight the role of significant/special	was a gift from God. •discuss the thoughts		presence with us 2000 years ago and now.	World'. •explore the multi-	•challenge their ideas and deepen their	•explore the belief that music and singing are
	people in pupil's lives.	people in pupil's lives.	and feelings associated		years ago ana now.	faceted metaphor of	understanding of the	an expression of
	•emphasise the ways in	•emphasise the ways in	with giving and			bringing light into	true meaning of	worship.
	which Jesus was a	which Jesus was a	receiving gifts.			people's lives.	Christmas.	How to Christians
	special person.	special person.	receiving gijts.			people 3 lives.	Cinistinas.	prepare for Christmas?
	opecial personi	Special personi	*Understanding					•delve deeper into the
	People who love us and	People who love us and	Christianity 1.3					themes of the season of
	help us	help us						Advent.
	People we trust	People we trust						•introduce pupils to the
	Significant role models	Significant role models						Christian belief that
	Exploring Christian	Exploring Christian						Jesus will return (the
	values through the	values through the						second coming).
	actions of others	actions of others						
	<u>Christmas</u>	Christmas						
	•explore the nativity	•explore the nativity						
	story in a variety of	story in a variety of						
	ways and ensure pupils	ways and ensure pupils						
	know that Christmas is the celebration of Jesus'	know that Christmas is the celebration of Jesus'						
	birth.	birth.						
	Theme: Births and	Theme: Births and						
	Birthdays	Birthdays						
	Nativity Story	Nativity Story						
	Festivals of Light – Inc.	Festivals of Light – Inc.						
	Non-Christian Faith -	Non-Christian Faith -						
	Hannukah	Hannukah						
	*Understanding	*Understanding						
	Christianity F2	Christianity F2						
	Incarnation	Incarnation						
	Why do Christians	Why do Christians						
	perform nativity plays	perform nativity plays						
	at Christmas?	at Christmas?						
Spring 1	Nursary	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	eme:	Jesus and Lent:	The Bible:	Jesus: The man who	Jesus:	Exploring the lives of	Why is the Exodus
S Topic in		sme: Sus			changed lives	The Son of God	, ,	•
Spring 1			Jesus was Special	Why is it such a	_	1116 2011 01 000	significant women in	such a significant
	Stories Jesus Heard	Stories Jesus Heard	& ************************************	special book?	What kind of world	to all t	the Old Testament	event in Jewish and
R	у.	&	Holy Week	Do people of other	did Jesus Want?	Judaism		Christian history?
1	&		,			E 11 1 COL 11 1	and the second of the second	-
	Stories Jesus Told	Stories Jesus Told	,	faiths have special books?	& Lent	Festival of Shabbat	Judaism: Festival of Purim	*Judaism – festival of Passover

N G			3		istarami ropies,				Why do Christians celebrate the Eucharist?
T E R M	Links to Prior and Future Learning:	*Links to Reception coverage — Stories Jesus Heard & Told * Links to Friendships and Special People in Nursery *Links to Year 1's coverage — Jesus was Special *Links to Year 2- The Bible	*Builds on Nursery coverage — Stories Jesus Heard & Told * Builds on Friendships and Special People in Nursery *Links to Year 1's coverage — Jesus was Special *Links to Year 2- The Bible	*Builds on Reception coverage — Stories Jesus Heard & Told *Links to Year 3's coverage — Jesus: The man who changed lives *Links to Year 4- Jesus: The Son of God *Links to Easter	*Builds on Reception coverage — Stories Jesus Heard & Told *Builds on Year 1 — Jesus was Special *Links to Year 3's coverage — Jesus: The man who changed lives *Links to Year 4- Jesus: The Son of God	*Builds on Year 1 – Jesus was Special *Links to Year 4- Jesus: The Son of God *Links to Easter	*Builds on Year 1 – Jesus was Special *Builds on Year 3 – Jesus: The man who changed lives *Links to Year 6 – Ascension and Pentecost *Links to Easter	*Builds on Year 2 – The Bible *Links to Year 6 - Exodus	*Builds on Year 2 – The Bible *Builds on and links to themes of The Last Supper
	Concepts Progression:	•introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up. The Bible Key Old Testament Stories Inc: Daniel, Jonah, Joseph, Moses Stories Jesus Told •explore the stories that Jesus told and know that he told them to teach us about God. Parables Inc: The Sower, The Lost Sheep, The Good Samaritan, The Great Feast, The Wise and Foolish Builders	Stories Jesus Heard introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up. The Bible Key Old Testament Stories Inc: Daniel, Jonah, Joseph, Moses Stories Jesus Told explore the stories that Jesus told and know that he told them to teach us about God. Parables Inc: The Sower, The Lost Sheep, The Good Samaritan, The Great Feast, The Wise and Foolish Builders	Jesus was Special •enjoy exploring these Bible stories that reveal Jesus' power and divine nature. •talk about how and why Jesus was special. Holy Week (UC)	The Bible •widen the children's understanding of the Bible, its contents, presentation and importance to Christians. •Begin to develop children's understanding of holy books from faiths other than Christianity and their significance in the lives of believers.	Jesus: The man who changed lives • deepen children's insight into the impact Jesus had/has on people's lives. Lent (UC)	Jesus: The Son of God •deepen the children's understanding of Jesus, who he was, his teaching and behaviour. •use the events covered in the stories in this unit to illustrate and emphasise that Jesus is the Son of God; that he was born both God and man.	Exploring the lives of significant women in the Old Testament •widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story. •to reflect upon the actions of these women and consider what we can learn from their stories.	Why is the Exodus such a significant event in Jewish and Christian history? • give pupils a greater understanding of the significance of the Exodus and Passover. • introduce pupils to the links between Christianity and Judaism. Why do Christians celebrate the Eucharist? • identify the links between the Passover meal, Last Supper and Eucharist. • develop pupils' understanding of the Eucharist and the symbolism connected with it. • develop pupils' understanding of the importance of the Eucharist and why it is celebrated.
	Topic in	The Je:	me:	Easter: Celebrating new life	Easter: How do symbols help	Easter: Exploring the sadness	Easter: Exploring Easter as a	Easter: Why do Christians	Easter: Who was Jesus? Who
	Spring 2	Easter	Easter	and new beginnings Why does Easter matter to Christians?	us to understand the story?	and joy?	story of betrayal and trust	believe that Easter is a celebration of victory?	is Jesus? People of Faith

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					Why does Easter matter to Christians?	Why do Christians call the day Jesus died Good Friday?	Why do Christians call the day Jesus died Good Friday?	What did Jesus do to save human beings?	How does having faith affect a believers lifestyle?
	Links to Prior and Future Learning:	Introduce the Easter story so children have a basic understanding – preparing them for all future learning around the sacrifice God made by sending his only son.	Revisit the Easter story so children have an understanding — preparing them for all future learning around the sacrifice God made by sending his only son	Build on from EYFS The Easter Story – deepening knowledge around new life and new beginnings *Links and prepares for all subsequent year groups in relation to Easter	Build on from Year 1 How do symbols help us to understand the story? Why does Easter matter to Christians? – deepening knowledge around new life and new beginnings *Links and prepares for all subsequent year groups in relation to Easter	Build on from Year 2 How do symbols help us to understand the story? Why does Easter matter to Christians? — deepening knowledge around symbols *Links and prepares for all subsequent year groups in relation to Easter	Build on from Year 3 why Christians call the day Jesus died Good Friday — deepening knowledge around betrayal and trust *Links and prepares for all subsequent year groups in relation to Easter	Build on from Year 4 why Christians call the day Jesus died Good Friday — deepening knowledge around celebration and victory *Links and prepares for all subsequent year groups in relation to Easter	Build on from Year 5 do Christians believe that Easter is a celebration of victory? What did Jesus do to save human beings? - deepening knowledge around betrayal and trust *Links and prepares for all subsequent year groups in relation to Easter
	Concepts Progression:	Easter •Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection. Theme: Love Palm Sunday Good Friday Easter Sunday Emotions *Understanding Christianity F3 Salvation Why do Christians put a cross in an Easter garden?	Easter Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection. Theme: Love Palm Sunday Good Friday Easter Sunday Emotions *Understanding Christianity F3 Salvation Why do Christians put a cross in an Easter garden?	Easter • give children an opportunity to reflect upon the miracles of nature and new life during springtime. • for pupils to hear and be able to retell the Easter Story. • to make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection. *Understanding Christianity 1.5	Easter – Signs & Symbols • give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. • extend pupils knowledge of the details of the Easter story. • develop pupil's understanding of the importance of Easter and the concept of salvation.	Easter – Exploring the sadness and joy •explore the Easter story from the angle of the feelings evoked by the different events throughout Holy Week. •discover how the services held in churches during Holy week reflect the sadness and joy. •develop further the pupils' understanding of the concept of salvation.	Easter – Exploring betrayal and trust • give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. • deepen pupil's understanding of the concept of salvation. • focus on the significance of the incidents of betrayal and trust in the Easter story.	Easter – Celebration of Victory • explore the Easter story from the perspective of it being the story of Christ's triumph and victory over death.	Easter - Who was Jesus •allow children the opportunity to stand back and consider 'Who was Jesus?' and 'Who is Jesus?' from their own point of view and the views of others in the past and today. People of Faith •explore what it means for a person to have faith and how having faith affects people's lives, values and decisions. •discuss that Christian people are called to build God's kingdom here on earth.
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Topic in Summer 1		imes and Objects Friendship & Special Places	Baptism: Why is Baptism special? How do people of other faiths welcome new babies?	Places of Worship: Why is the church a special place for Christians? Where do people of other faiths worship?	Which rules should we follow? Does everybody follow the same rules? * *Judaism/ Islam/ Sikhism/ Buddhism	Places of Worship: Are all Churches the same? * Islam/Judaism Are all places of worship the same? Do people worship God in the same way?	How and why do Christians read the Bible? *How important are holy books in other faiths?	Life as a journey and pilgrimage *Pilgrimage

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T E						How can following God bring freedom and justice?			
R M	Links to Prior and Future Learning:	*Links to Reception coverage — Friendship and Special Places * Links to Prayer and Special Times in Nursery *Links to Year 1's coverage — Baptism *Links to Year 2- Places of Worship	*Builds on Nursery coverage — Friendship and Special Places * Builds on Prayer and Special Times in Nursery *Links to Year 1's coverage — Baptism *Links to Year 2- Places of Worship	* Builds on Prayer and Special Times in Reception *Links to Year 2- Places of Worship *Links to Year 4 – Places of Worship	*Builds on Year 1 – Baptism *Links to Year 4 – Places of Worship	*Builds on Year 2 – Places of Worship *Links to Year 6 - Exodus	*Builds on Year 2 – Places of Worship *Links to Year 6 – Life as a Journey and pilgrimage	*Builds on Year 2 – The Bible *Links to other faiths and their holy texts.	*Builds on all prior knowledge learned through the RE curriculum *Links to transition into KS3
	Concepts Progression:	Friendship •explore the meaning of friendship, how we make friends and why friends are important. •know about Jesus making friends, how he made friends and who he chose Qualities of friendship Jesus is our friend Friends of Jesus Special Places •begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship. My special places The Church including a visit Christian Artefacts *Non-Christian Faith places of Worship	Friendship •explore the meaning of friendship, how we make friends and why friends are important. •know about Jesus making friends, how he made friends and who he chose Qualities of friendship Jesus is our friend Friends of Jesus Special Places •begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship. My special places The Church including a visit Christian Artefacts *Non-Christian Faith places of Worship	Baptism •deepen children's understanding of what it means to belong through exploring the celebration of baptism and the ways in which people of faith welcome babies.	Places of Worship • give pupils an understanding of 'church' as a holy place and a body of people. • begin developing in pupils an understanding of what happens in church and why. • give pupils an opportunity to begin exploring places of worship other than a church.	Which rules should we follow? • give pupils an opportunity to consider the value and purpose of rules. • examine Christian rules for living and the source of these rules. • Encourage pupils to reflect upon their own lifestyle and the influences upon it. • consider the rules followed by other faiths and the ways in which the rules influence behaviour and decisions.	Are all churches the same? • Give children an understanding of the church in its widest sense. • To ensure pupils know that Christianity is a multi-cultural worldwide faith. • To enable pupils to see the similarities and differences between denominations and to develop further their understanding of symbolism. • To further develop children's understanding of places of worship from faiths other than Christianity e.g. Islam, Sikhism, Hinduism etc.	How and why do Christians read the Bible? • deepen children's understanding of the importance and impact of the contents of the Bible.	Life as a journey and pilgrimage • give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian. • enable pupils to begin to understand the concept of undertaking a religious pilgrimage.
	Topic in Summer 2	The Special Places, Ti	me: imes and Objects	My World, Jesus' World	Ascension and Pentecost:	The Lord's Prayer	Expressing Christian faith through Art	Multicultural Christianity	Ascension and Pentecost:
	Julillier 2	Prayer & Special Times	Prayer & Special Times		What happened at the Ascension and Pentecost?			,	In what ways do these events and beliefs make

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								Christianity distinctive? When Jesus left, what was the impact of the Pentecost? Change the world: How can we make the world a better place?
Links to Prior and Future Learning:	*Builds on all prior learning *Links to Reception coverage – Prayer and Special Times	*Builds on Nursery coverage – Prayer and Special Times *Links to Year 3 – The Lord's Prayer	*Builds on previous topic from EYFS and Year 1 *Links to Year 4 - Christian Faith through Art *Links to Year 5 – Multicultural Christianity	*Builds on prior learning about Easter and the events that followed the Easter story. *Links to Year 6 – Ascension and Pentecost	*Builds on Prayer and Special Times in EYFS *Links to prayer throughout the curriculum	*Builds on Year 1 – My World, Jesus' World *Links to Multicultural Christianity in Year 5	*Builds on Year 5 - Multicultural Christianity *Prepares the children for life in KS3 and the wider world when learning of other cultures that have the same faith	*Build on Year 2 where the children learned about the events *Year 6 learn about the effects it had/has on Christians.
Concepts Progression:	Prayer •start children on their journey towards understanding what prayer is and the different ways people of faith talk to God. What is prayer? How do we pray? Why do people pray? Prayer in other faiths Special Times •develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. •Introduce pupils to the story of Pentecost and God as Holy Spirit. Baptism Weddings Family celebrations	Prayer •start children on their journey towards understanding what prayer is and the different ways people of faith talk to God. What is prayer? How do we pray? Why do people pray? Prayer in other faiths Special Times •develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. •Introduce pupils to the story of Pentecost and God as Holy Spirit. Baptism Weddings Family celebrations	My World Jesus World •help children understand that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago.	Ascension & Pentecost	The Lord's Prayer •consider the meaning of the words of the Lord's Prayer. •To know that it is the prayer that Jesus taught us to pray and it is said by Christians all over the world.	Expressing Christian faith through Art •introduce pupils to a large variety of Christian art work including art from other cultures. •explore the belief that art work can be an expression of worship and prayer.	Multicultural Christianity •talk and think about the first Christians and the spread of Christianity. •give the children a simple introduction to understanding Christianity as a Multi- cultural and worldwide faith.	Ascension and Pentecost •delve deeper into the meaning and impact of these events. Change the world •give pupils an opportunity to think about the world in which they live and to discuss what changes, if any, need to be made in order to make it a better place.

Religious Education Curriculum: Topics, Coverage and Objectives										
		*Links with Non- Christian Faith celebrations	*Links with Non- Christian Faith celebrations							