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FS Curriculum	**KPI**
To have a sense of immediate family and to imitate everyday actions and events from their own family and cultural background. To talk about similarities and differences between them and others around them.	Can learn about key figures in their own lives and key members of a local religious group.
To think about who helps us and who we care about. (Puddles lends a paw by Gill Vaisey)	Can listen and respond to a range of stories that engage them including faith stories.
To develop an understanding of growth, decay and changes over time	Can experience aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live.
Children know and understand how and why special days are celebrated (Diwali, Harvest, Christmas). They talk about why we light a candle and why gifts are exchanged.	Can share own beliefs about different festivals.
Children discuss the true meaning of Easter symbols.	Can listen and respond to a range of stories that engage them, including faith stories. Can directly experience religion, its symbols and actions.
They consider the big questions: why do we act out the nativity? Why is nature important? What is the best gift we could give someone? Children describe what is happening in the natural world during the Spring term and know what is alive, not alive or appears dead.	Can use imagination and curiosity to develop their wonder of the world.
Children consider what is right and wrong, fair and not fair. They understand that their words and actions impact others. Writing tasks: Write a thank you card. Write rules for our quiet area.	Can understand what is right and wrong and why. Can consider the consequences of their words and actions for themselves and others.
They understand why it is important to have quiet times, practise a stilling exercise and a quiet guided reflection.	Can learn about key figures in their own lives and key members of a local religious group. Talk about prayer and worship and experience times of quiet and stillness.

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Year 1 Curriculum	**KPI**
To explore the concept of being thankful and giving to charity (including Zakat for Muslims).	Begins to notice and respond sensitively to some similarities between different religions. Explores their understanding of different religions, recognising their local context. Beings to use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. Begins to articulate key beliefs, practices and experiences at the heart of the religions and between communities.
To find out how people of different religions and world views celebrate and are thankful for the fruitfulness of the earth (Harvest, Sukkot)	
To consider the meaning of light within religion through different religious festivals (Diwali and Christmas)	
To consider why Christmas is so important to Christians (retell the story of the nativity)	
To consider how and why people have special ways of welcoming babies into the world (Christian baptism)	
To explore religious artefacts, asking questions and finding out how they are used (the cross and baptismal shell)	
To understand why Christians celebrate Easter (Easter story)	
Sacred books, who reads them, when and why? (Torah, Bible and Qur'an)	
To explore some faith stories that tell us about the way people look after each other and the world (name stories here)	
Big Question: Who made the world? To compare the creation stories from two different faiths. (Bible and ?)	

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Year 2 Curriculum	**KPI**
To explore the symbol of water in Islam and Christianity	Notices and responds sensitively to some similarities between different religions, giving specific examples. Explores and develops their knowledge and understanding of different religions and world views, recognising their local, national and global context. Uses appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. Articulate key beliefs, practices and experiences at the heart of the religions and between communities.
To consider why Christians met in the Abbey and why it is named after Alban.	
To consider why and how Muslims pray. (Compare to Christianity)	
To consider why Christmas is so important to Christians (who the Magi were and why they visited Jesus).	
To compare and contrast how Christians and Hindus say thank you to God	
To be able to retell the Easter story	
To understand the importance of Shabbat and Passover as Jewish holy times	
To explore the work of the Red Cross as a Christian Charity that focuses on justice and fairness	
Big Question: How can we live together when we are all so different?	

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Year 3 Curriculum (Christianity, Islam, Hinduism)	**KPI**
To compare ways of celebrating festivals in Christianity and Islam. (Eid-ul-Adha, Eid Al Fitr, Easter, Christmas)	Begin to reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local context. Begins to demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Begins to explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.
To compare symbolic actions in worship (genuflection, wudu, foot washing, silence and submission to Allah, sharing food, Hindu relationship with their deities)	
To explore the role of religious leaders and the different ways of expressing faith and commitments (5 Pillars of Islam, Hindu offerings).	
To express their individual ideas and that of others on creation, God and heaven.	
To investigate the role of special space for worship (Mosque and church) and key prayers. (the first Surah in the Qu'ran and the Lord's Prayer)	
To learn about lent, holy week and the Eucharist and their link to the Easter story.	
To explore the power of faith stories from the Christian and Islamic traditions. (The Good Samaritan and the story of Muhammad) To consider what makes something a sacred text and how it should be treated. (Look at the Bible and Qur'an)	
To learn about justice and fairness through the work of development charities (Oxfam and Islamic relief). Big question: What kind of world did Jesus want?	

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Year 4 Curriculum (Christianity, Islam, Sikhism)	**KPI**
To compare ways of celebrating festivals in Christianity and Sikhism (Vaisakhi and Christmas)	Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.
To explore the Trinity at Christmas (incarnation)	
To explore the 5Ks, the Kanda and the importance of Sewa for Sikhs.	
To consider what it means to belong and how different religions bring their communities together. To recognise the challenges faced by different communities.	
To explore Good Friday, Jesus' death and resurrection.	
To explore a range of stories from the Sikh and Christian religions (name stories here) and how they help to guide people in their daily lives	
To explain how people show responsibility for the world around them (including Humanists)	
To explore the value of fairness, peace, justice and wisdom in sacred texts.	
Big question: Why don't we know what happens when we die?	

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Year 5 Curriculum (Christianity, Islam, Judaism)	**KPI**
To explore what it means to live as a Christian/Jew/Muslim in Britain today, considering internal diversity	Begins to connects their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Begins to analyse different viewpoints within and between religions and beliefs. Begins to understands the impact of faith on believers within local, national and global contexts. Demonstrates respect and compassion responding to diverse viewpoints about belonging, meaning and truth. Beginning to explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identifies the importance of moral choices.
To learn about diverse responses to sacred rituals (e.g. Shabbat) and rites of passage in different traditions.	
To develop an understanding of key Christian concepts (e.g.incarnation), the life of Jesus and practices in the Church year.	
To make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers.	
To compare how religious and symbolic artefacts are used in prayer and practice to express meaning.	
To Express what belonging and faith means in Christianity and Judaism. To express insights into the modern day challenges of ancient laws for Jews (e.g. keeping Shabbat and keeping Kosher). Through the stories of Moses and Jesus, pupils explore key events from history.	
To learn about the common themes and symbolism of Passover and Easter and how these are connected. They raise questions of faith and discover the main Christian and Jewish groups represented in Britain today.	
To investigate and interpret a range of stories and sacred writing. (similarities and differences of the Torah and Bible)	
To compare different religious events. (Bah Mitzvah vs Confirmation, Hannukah vs Christmas)	
Big question: What makes something a source of wisdom?	

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Year 6 Curriculum (Christianity, Islam, Buddhism)	**KPI**
To develop an understanding of key Christian concepts (annunciation, incarnation, temptation, resurrection, salvation and ascension)	Connect their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Analyse different viewpoints within and between religions and beliefs. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth. Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identify the importance of moral choices, selecting examples and giving reasons to support their ideas
To investigate Buddhist, Christian and Humanist celebrations and key events/rites of passage.	
To investigate the mudras of the Buddha, the Three Jewels and the wheel and lotus flower in Buddhism.	
To compare key leaders from Christianity, Islam and Buddhism identifying the qualities of leadership	
Big question: What might be the most difficult aspects of being Buddhist, Christian, Muslim or Humanist in Britain today? How can we live together?	
To consider the example set by Buddha and how this is applied to the Buddhist way of living through the Eightfold path.	
To consider the example set by Jesus. Why would Jesus be a hero to Christians?	
To create a census of English religions compared to Mandeville's religions. To have an understanding of the Humanist beliefs (Golden rule)	
To consider different perspectives on the questions of creation and the beginnings of life on Earth. (Christian and Humanist)	
To question what truth is and where non-religious people find answers. (life after death)	
Big Question: Why isn't the world just and fair?	

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