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| **Happiness Responsibility Friendship Respect Courage** | | | | | | | |
| **CHRISTIANITY** | | | | | | | |
| **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | |
| Knowledge | Skills | Knowledge | Skills | Knowledge | Skills | Knowledge | Skills |
| **Autu**mn **2**  **Incarnation**  I know and can explain the Christian belief that Jesus was  God in human form and why God gave him to the world.  **Spring 1**  **Jesus’ miracles**  I know one Christian viewpoint about one of Jesus’  healing miracles.  **Spring 2**  **Forgiveness/ salvation**  I know why Christians believe Jesus’ death is  important. | **Autu**mn **2**  **Incarnation**  I can start to tell you what Christmas means to Christians  and what it means to me.  **Spring 1**  **Jesus’ miracles**  I can start to say whether I believe Jesus actually healed people or not.  **Spring 2**  **Forgiveness/ salvation**  I can start to reflect on whether I agree with Christian beliefs about Jesus’ death. | **Autumn 2**  **Incarnation**  I know one thing a Christian might learn about  Jesus from a Christmas symbol.  **Spring 2**  **Easter- Salvation**  I know what a Christian might learn about forgiveness from a Biblical text.  **Summer 2**  **Prayer and worship in church**  I know some of the ways Christians use churches to worship/celebrate Holy Communion or participate in  baptism. | **Autumn 2**  **Incarnation**  I can ask questions about what Christmas means to  Christians and compare this with what it means to me.  **Spring 2**  **Easter- Salvation**  I can show an understanding of how Christians believe  God can help them show forgiveness.  **Summer 2**  **Prayer and worship in church**  I can start to understand the impact a Christian’s special place has on him/her. | **Autu**mn **2**  **Incarnation**  I know the Christian belief that Jesus was the Incarnation of God.  **Spring 2**  **Easter- Salvation**  I know and can explain whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events during Holy Week.  **Summer 2**  **Beliefs and practices**  I know how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than  others. | **Autu**mn **2**  **Incarnation**  I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.  **Spring 2**  **Easter- Salvation**  I can start to express my opinion about Jesus’ crucifixion being his destiny/purpose  **Summer 2**  **Beliefs and practices**  I can explain why I think some ways of showing commitment  to God would be better than others for Christians. | **Autumn 2**  **Incarnation**  I know some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.  **Spring 1**  **Beliefs and meaning of salvation**  I know links between different Christian beliefs and their views on whether anything is ever eternal.  **Spring 2**  **Easter gospel**  I know how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. | **Autumn 2**  **Incarnation**  I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.  **Spring 1**  **Beliefs and meaning of salvation**  I can reflect on my own beliefs about whether anything is eternal.  **Spring 2**  **Easter gospel**  I can give my opinion as to whether Christianity is a strong religion now and say why I think this. |
| **ISLAM** | | | | | | | |
| **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | |
| Knowledge | Skills | Knowledge | Skills | Knowledge | Skills | Knowledge | Skills |
|  |  |  |  |  |  | **Autumn 1**  **Showing commitment to God**  I know how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than  others.  **Summer 1**  **Akhira (life after death)**  I know how believing in Akhirah influences Muslims to do their best to lead good lives.  **Summer 2**  **Akhira (life after death)**  I know two different Muslim interpretations of Jihad. | **Autumn 1**  **Showing commitment to God**  I can think of some ways of showing commitment to God that would be better than others for Muslims.  **Summer 1**  **Akhira (life after death)**  I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.  **Summer 2**  **Akhira (life after death)**  I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims. |
| **SIKHISM** | | | | | | | |
| **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | |
| Knowledge | Skills | Knowledge | Skills | Knowledge | Skills | Knowledge | Skills |
| **Autumn 1**  **The Amrit ceremony and khalsa**  I know what might motivate a Sikh to go through  the Amrit Ceremony and what happens during this.  **Summer 1**  **Sharing and community**  I know some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.  **Summer 2**  **Prayer and worship**  I know some of the ways Sikhs show commitment to God, using correct language and vocabulary. | **Autumn 1**  **The Amrit ceremony and khalsa**  I can start to see similarities between my experiences of  joining and belonging and a Sikh’s experience of the Amrit  Ceremony/Khalsa.  **Summer 1**  **Sharing and community**  I can begin to tell you if I think sharing is important or not  to Sikhs.  **Summer 2**  **Prayer and worship**  I can start to evaluate which ways may show more or less  commitment to God for Sikhs. |  |  | **Autumn 1**  **Belief into action**  I know the links between how Sikhs practise their religion  and the beliefs that underpin this.  **Spring 1**  **Beliefs and moral values**  I know that stories can be an important way  of expressing belief and meaning and can explain the  relevance of a Sikh story.  **Summer 1**  **Commitment through prayer**  I know how different practices enable Sikhs to  show their commitment to God and understand that some of these will be more significant to some Sikhs than others. | **Autumn 1**  **Belief into action**  I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they  show..  **Spring 1**  **Beliefs and moral values**  I can explain how some stories can teach Sikhs about what  is important in life and relate this to non-Sikhs.  **Summer 1**  **Commitment through prayer**  I can start to express what I think about the best way a Sikh could show commitment to God. |  |  |

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| **HINDUISM** | | | | | | | |
| **Year Three** | | **Year Four** | | **Year Five** | | **Year Six** | |
| Knowledge | Skills | Knowledge | Skills | Knowledge | Skills | Knowledge | Skills |
|  |  | **Autumn 1**  **Divali**  I know some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.  **Spring 1**  **Hindu beliefs**  I know what a Hindu might believe about one of  the Hindu gods and start to understand that Brahman is in  everything.  **Summer 1**  **Pilgrimages to the River Ganges**  I know a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to  the Hindus taking part in it. | **Autumn 1**  **Divali**  I can start to say why Divali might bring a sense of belonging to Hindus.  **Spring 1**  **Hindu beliefs**  I can recognise what I think about some Hindu beliefs  about Brahman and gods, showing respect to Hindus.  **Summer 1**  **Pilgrimages to the River Ganges**  I can empathise with the special feelings a Hindu might  experience when taking part in a ritual at the River Ganges. |  |  |  |  |