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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 wasGod 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 isimportant. | **Autu**mn **2** **Incarnation**I can start to tell you what Christmas means to Christiansand 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 aboutJesus 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 inbaptism. | **Autumn 2****Incarnation**I can ask questions about what Christmas means toChristians 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 thanothers. | **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 commitmentto 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 thanothers.**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 throughthe 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 ofjoining and belonging and a Sikh’s experience of the AmritCeremony/Khalsa.**Summer 1****Sharing and community**I can begin to tell you if I think sharing is important or notto Sikhs.**Summer 2****Prayer and worship**I can start to evaluate which ways may show more or lesscommitment to God for Sikhs. |  |  | **Autumn 1** **Belief into action**I know the links between how Sikhs practise their religionand the beliefs that underpin this.**Spring 1****Beliefs and moral values**I know that stories can be an important wayof expressing belief and meaning and can explain therelevance of a Sikh story.**Summer 1****Commitment through prayer**I know how different practices enable Sikhs toshow 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 theyshow..**Spring 1****Beliefs and moral values**I can explain how some stories can teach Sikhs about whatis 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 ofthe Hindu gods and start to understand that Brahman is ineverything.**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 tothe 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 beliefsabout Brahman and gods, showing respect to Hindus.**Summer 1****Pilgrimages to the River Ganges**I can empathise with the special feelings a Hindu mightexperience when taking part in a ritual at the River Ganges. |  |  |  |  |