



Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year N	<p><i>Development Matters states “3 & 4 years old will be learning to continue developing positive attitudes about the differences between people”.</i></p> <p><i>In Autumn Term, our Nursery children experience learning through play – with learning that is fun, engaging and challenging. During this term the children experience interactive learning activities to begin learning about the religious festivals of:</i></p> <p style="text-align: center;"> Harvest Christmas / Nativity Diwali Hannukah </p>		<p><i>Development Matters states “3 & 4 years old will be learning to continue developing positive attitudes about the differences between people”.</i></p> <p><i>In Spring Term, our Nursery children continue to experience learning through play – with learning that is fun, engaging and challenging. During this term the children experience interactive learning activities to continue learning about the religious festivals of:</i></p> <p style="text-align: center;"> Lent Easter </p>		<p><i>Development Matters states “3 & 4 years old will be learning to continue developing positive attitudes about the differences between people”.</i></p> <p><i>In Summer Term, our Nursery children continue to experience learning through play – with learning that is fun, engaging and challenging. During this term the children experience interactive learning activities to continue learning about the religious festivals of:</i></p> <p style="text-align: center;"> Ramadan Eid </p>	



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Year R Why are some things special?	Why do we celebrate? Why might people send cards and gifts at special times? Why do people want to gather together to celebrate special times? What times are special for different people and why? What does it feel like to be part of a special celebration? What aspects of my life do I want to celebrate? Why? Who with?		Which stories and books are special for different people and why? What does it mean if something is special? How do people care for their special things? Why stories are special to you and why? Who do you treat with respect and why?		Which places are special for different people and why? What makes a place special? How and why do we behave differently in different places? Where is my special place? Why is it special? How should I behave differently at school than at home?	What is special about our world? What do you think is special about our world? How do people harm the natural world? How do people take care of the world? What do you think is special in the world? What can you do to take care of the world?

Lancashire Field of Enquiry	Beliefs and Values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning	
	Knowing about and understanding religions and world views		Expressing and communicating ideas related to religions and world views		
	- Explore and ask questions about some beliefs and stories about God and human life.	-Explore and recognise some things religious people say about God.	-Explore and ask questions about the experiences of wondering about puzzling questions.	-Explore simple beliefs about God and suggest their own responses.	



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Year 1 What do people say about God?	Christianity (God) Why do Christians say that God is a 'Father'? God the Father, prayer	Christianity (Jesus) Why is Jesus special to Christians? The nativity story, beliefs about Jesus as God incarnate, Christmas	Islam How might beliefs about creation affect the way people treat the world? God as creator care for the planet	Judaism Why might some people put their trust in God? God's promise, Noah, Abraham, trusting in God	Hindu dharma What do Hindus believe about God? One God in many forms, God in all things, expressing ideas about God	Christianity (Church) How might some people show that they 'belong' to God? Baptism, belonging

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	<ul style="list-style-type: none"> · Give an example of a key belief and/or a religious story · Give an example of a core value or commitment 	<ul style="list-style-type: none"> · Use some religious words and phrases to recognise and name features of religious traditions · Talk about the way that religious beliefs might influence the way a person behaves 	<ul style="list-style-type: none"> · Notice and show curiosity about people and how they live their lives 	<ul style="list-style-type: none"> · Ask questions 	



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Year 2 How do we respond to the things that really matter?	Christianity (God) Does how we treat the world matter? Creation, Care for the planet, Harvest	Christianity (Jesus) Why do Christians say Jesus is the ‘Light of the World’? Jesus as the light of the world, symbolism of light, Advent and Christmas celebrations	Hindu dharma How might people express their devotion? Devotion, worship in the home and temple	Islam Why do Muslims believe it is important to obey God? submission and gratitude, prayer	Christianity (Church) What unites the Christian community? Worship, the church, use of symbols	Judaism What aspects of life really matter? Moses, Ten Commandments, The Sabbath

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	Knowing about and understanding religions and world views		Expressing and communicating ideas related to religions and world views		
	<ul style="list-style-type: none"> Retell and suggest meanings for religious stories and/or beliefs Use some religious words and phrases when talking about beliefs and values 	<ul style="list-style-type: none"> Identify and describe how religion is expressed in different ways Suggest the symbolic meaning of imagery and actions 	<ul style="list-style-type: none"> Identify things that influence a person’s sense of identity and belonging 	<ul style="list-style-type: none"> Ask relevant questions Talk about their own identity and values 	



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Year 3 Who should we follow?	Christianity (God) How (and why) have some people served God? Prophets, service to God, inspirational people	Islam Why is the Prophet Muhammad (pbuh) an example for Muslims? The Prophet Muhammed (pbuh), Zakah	Christianity (Jesus) What does it mean to be a disciple of Jesus? Discipleship, following the example of Jesus, helping others	Christianity (Church) What do Christians mean by the 'Holy Spirit'? The Holy Spirit' gifts of the spirit' Pentecost	Sikhism Why are the Gurus important to Sikhs? Guru Nanak' The 10 gurus, Baisakhi	Hindu dharma Why is family an important part of Hindu life? religious duty' Hindu scriptures. (the Ramayana), Raksha Bandhan

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	<ul style="list-style-type: none"> Show awareness of similarities in religions Identify beliefs and values contained within a story/teaching Identify the impact religion has on a believer 	<ul style="list-style-type: none"> Identify how religion is expressed in different ways Use religious terms to describe how people might express their beliefs 	<ul style="list-style-type: none"> Describe how some people, events and sources of wisdom have influenced and inspired others 	<ul style="list-style-type: none"> In relation to matters of right and wrong, recognise their own and others' values Discuss own questions and responses related to the question 'who should we follow – and why?'



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Year 4 How should we live our lives?	Hindu dharma What might a Hindu learn through celebrating Diwali? Vishnu' Rama and Sita' Diwali	Christianity (God) How and why might Christians use the Bible? The Bible, Christian life – guided by wisdom, teachings and authority	Sikhism How do Sikhs express their beliefs and values? the 5 Ks, Equality, the Gurdwara	Christianity (Jesus) Is sacrifice an important part of religious life? Jesus in the wilderness, Lent, Sacrifice	Islam Why do Muslims fast during Ramadan? The Five Pillars of Islam, Ramadan	Christianity (Church) What does 'love your neighbour' really mean? Parables, love for all

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	<ul style="list-style-type: none"> · Describe what a believer might learn from a religious teaching/story · Make links between ideas about morality and sources of authority 	<ul style="list-style-type: none"> · Describe the impact religion has on believers' lives · Explain the deeper meaning and symbolism for specific religious practices 	<ul style="list-style-type: none"> · Consider the range of beliefs, values and lifestyles that exist in society · Discuss how people make decisions about how to live their lives 	<ul style="list-style-type: none"> · Reflect on their own personal sources of wisdom and authority



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Year 5 Where can we find guidance about how to live our lives?	Christianity (God) Why is it sometimes difficult to do the right thing? Sin, Adam and Eve's disobedience, temptation and morality	Islam Why is the Qur'an so important to Muslims? The Qur'an, The Night of Power	Hindu dharma What might Hindus learn from stories about Krishna? Krishna, Holi	Christianity (Jesus) What do we mean by a miracle? miracles of Jesus, pilgrimage	Christianity (Church) How do people decide what to believe? The Trinity, use of symbols and metaphors, The Worldwide Church	Judaism Do people need laws to guide them? The Torah, the synagogue

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	<ul style="list-style-type: none"> · Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers · Explain the impact of beliefs and values – including reasons for diversity 	<ul style="list-style-type: none"> · Explain differing forms of expression and why these might be used · Describe diversity of religious practices and lifestyle within the religious tradition · Interpret the deeper meaning of symbolism – contained in stories, images and actions 	<ul style="list-style-type: none"> · Explain (with appropriate examples) where people might seek wisdom and guidance · Consider the role of rules and guidance in uniting communities 	<ul style="list-style-type: none"> · Discuss and debate the sources of guidance available to them · Consider the value of differing sources of guidance



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Year 6 Is life like a journey?	Christianity (Church) How do Christians mark the 'turning points' on the journey of life? Christian rites of passage, denominational differences	Hindu dharma Is there one journey or many? Reincarnation, Karma, the 4 ashramas	Islam What is Hajj and why is it important to Muslims? The Ummah, Hajj	Christianity (Jesus) Why do Christians believe Good Friday is 'good'? Holy Week, The Eucharist denominational differences	Buddhism What do we mean by a 'good life'? The Buddha , The Four Noble Truths, The Eightfold path	Christianity (God) If life is like a journey, what's the destination? Salvation, Forgiveness

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	<ul style="list-style-type: none"> Analyse beliefs, teachings and values and how they are linked Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life Explain the impact of beliefs, values and practices – including differences between and within religious traditions 	<ul style="list-style-type: none"> Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences Explain differing ideas about religious expression 	<ul style="list-style-type: none"> Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging Discuss how people change during the journey of life 	<ul style="list-style-type: none"> Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments Develop own views and ideas in response to learning Demonstrate increasing self-awareness in their own personal development