

Reception		Year 1 Christianity	Year 2 Christianity	Year 3 Christianity	Year 4 Christianity	Year 5 Christianity	Year 6 Christianity
To be accepting and positive about people's differences.	Personal Development	To be able to say how it felt to take care of something or somebody.	To be able to give examples of showing kindness even when it was difficult.	To be able to explain what Christmas means to me and whether this involves receiving or giving gifts.	To be able to give an opinion about the Christian belief in Jesus as the incarnation of God.	To understand how "true" could mean different things to different people.	To be able to explain how some of the ways they choose to celebrate are directly linked to the event they are celebrating.
To be able to talk about how different people celebrate festivals.		To be able to talk about a gift that is special to them.	To be able to suggest how showing love could help people.	To be able to discuss some of the things in the world that people think of as miracles.	To be able to explain what Christmas time means to them.	To understand how stories can be "true" in different ways.	To be able to explain how some of the ways they choose to celebrate might not be directly linked to the event they are celebrating.
To be able to talk about some special places for people in our community and others.		To be able to talk about a person they admire.	To be able to express what they believe happens when people die.	To be able to suggest whether there might be another explanation for the things people believe are miracles.	To be able to discuss whether showing forgiveness is important.	To be able to explain my own definitions of purpose.	To be able to explain how people's influence on me has affected my views.
To be able to use stories and pictures to talk about differences between religions and cultural communities in the UK (ELG).				To be able to express an opinion on whether the Easter story is a good example of a rescue.	To be able to discuss why a place is special to them.	To be able to explain my own definitions of destiny.	
To be able to use stories and pictures to talk about similarities in between religions and cultural communities in the UK (ELG).	Knowledge	To know some Christian beliefs about God and talk about them	To be able to give an example of when Jesus showed kindness.	To be able to begin to explain that Jesus was God in human form and why God gave him to the world.	To know some of the symbolism of Christmas.	To know the Christian belief that Jesus was the incarnation of God.	To be able to describe some of the ways that Christians would celebrate Christmas.
To be able to use stories and non-fiction texts to talk about differences between life in their country and life in other countries (ELG.)					To be able to explain how some of the symbolisms of Christmas link to a Christian belief about Jesus.		
To be able to use stories and non-fiction texts to talk about similarities between life in their country and life in other countries (ELG.)		To know some of the Christmas story.	To know the Christmas story.	To be able to explain one Christian viewpoint about one of Jesus' healing miracles.	To be able to explain what a Christian might learn about forgiveness from a Bible passage.	To be able to explain whether evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week.	To understand how the ways that Christians celebrate Christmas helps them to understand who Jesus was and why he was born.
		To know some parts of the Easter story.	To understand that Christians believe Jesus was a gift from God.	To be able to suggest why Christians might see Jesus' death as important.	To be able to suggest some of the ways Christians use Churches to worship and pray or celebrate important events and services.		To know at least one way that Christianity seems to be a strong religion today.
		To know some symbols in the Easter story	To be able to recall what Christians believe happened on Easter Sunday.		To know what a Baptism is.		
					To know what Holy Communion is.		
		To be able to express an opinion about some Christian beliefs about God	To be able to express an opinion about whether Christians should be kind and give a reason as to why.	To be able to explain what Christmas means to Christians.	To be able to suggest what might be significant for a Christian about the Nativity story and what it tells them about Jesus.	To be able to express an opinion on whether the Christmas story is true and what this might mean to Christians.	To know that people may celebrate Christmas in different ways.

Skills	To be able to suggest a gift a Christian might give to Jesus.	To be able to explain why Christians believe God gave Jesus to the world.	To be able to explain what Christmas means to them.	To be able to discuss how Christians might believe God can help them show forgiveness.	To be able to express an opinion on whether Jesus' crucifixion was his destiny or purpose.	To be able to explain say whether or not they believe that the way people celebrate Christmas relates to Jesus.
	To understand that Jesus is special to Christians.	To be able to suggest what happened to Jesus after the tomb was found empty.	To be able to suggest whether they think Jesus actually healed people or not.	To understand why a Church may have an impact on a Christian.		To be able to explain why they believe Christianity is a strong religion.
	To be able to explain why Jesus is important to Christians.		To be able to explain what might be good about Good Friday to a Christian.			
	Judaism				Judaism	
Personal Development	To be able to explain why agreements are important.				To be able to explain how they choose to say sorry and ask for forgiveness.	
	To be able to explain why agreements should be kept.				To understand why people show commitment in different ways.	
	To be able to express an opinion of my favourite day of the week.					
	To be able to express an opinion about food that could be shared during a special meal.					
	To know feelings that a special place might bring.					
Knowledge	To know a story about Abraham.				To be able to explain why Rosh Hashanah is important to Jewish children.	
	To be able to explain why Abraham is important to Jewish people.				To be able to explain why Yom Kippur is important to Jewish children.	
	To know a story about Moses.				To be able to describe how different practices enable Jews to show their commitment to God.	
	To be able to explain why Moses is important to Jewish people.				To understand that some practices will be more significant to some Jews than others.	
	To know the correct names for things that are special to Jewish people during Shabbat.					
	To be able to explain why certain things are special to Jewish people during Shabbat.					
	To be able to explain what happens when Jews visit the synagogue for worship and prayer.					
	To be able to discuss an agreement Jewish people make with God.				To be able to explain the importance of some of the rituals and traditions at Rosh Hashanah.	

Skills	To be able to explain why the agreement between Jews and God is important.				To be able to explain the importance of some of the rituals and traditions at Yom Kippur.	
	To understand the connections between being a Jewish child and their decisions about behaviour and actions.				To understand how some of the rituals and traditions at Rosh Hashanah are linked to Jewish beliefs.	
	To be able to suggest how Jewish children may feel closer to God if they visit the synagogue.				To understand how some of the rituals and traditions at Yom Kippur are linked to Jewish beliefs.	
					To be able to explain why they think some ways of showing commitment to God might be better than others for Jews.	
		Islam				Islam
Personal Development		To be able to suggest ways to show respect to others.				To be able to name a commitment that is important to them.
		To be able to explain why somebody is special to me.				To be able to explain why a commitment is important to them.
		To be able to suggest examples of good things to do in life.				To explain what I have learnt from a text.
						To be able to explain how they might care for things which are important to them.
Knowledge		To know some of the attributes (names) of Allah.				To be able to explain some of the ways that Muslims might show commitment to God.
		To be able to suggest what some of the attributes (names) of Allah might mean.				To know how the Qur'an is treated.
		To know key facts from the life of Muhammad.				To know how the Qur'an was revealed.
		To be able to explain why a Muslim might think the Qur'an is important.				
Skills		To be able to explain how Muslims might show respect for Allah in their daily lives.				To be able to say which commitment they think is the best way for a Muslim to show commitment to God and explain why.
		To be able to explain why some of the key facts from the life of Muhammad might be more significant than others.				To be able to explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today.
		To be able to explain how instructions in the Qur'an might impact on the life of a Muslim today.				
			Sanatana Dharma (Hinduism)	Buddhism	Sikhism	Humanism

Personal Development			To be able to explain why water might be important to me.	To know how it feels to be happy.	To be able to identify the different amount of effort they show to different things and explain these priorities.	To know some actions a Humanist might take to lead a good life.
			To be able to explain how different aspects of my character help others see who I really am.	To be able to explain why one of Buddha's teachings (stories) might be meaningful to me.	To be able to explain how some stories can teach people about what is important and how to behave.	To be able name something which has inspired them and explain how this impacts how they live.
			To be able to explain different ways they could lead a good life.	To be able to explain how I could demonstrate effort and mindfulness in my life.		
Knowledge			To know a ritual that might happen at or in the Ganges.	To know some key parts of Buddha's life.	To be able to make links between how Sikhs practise their religion and the beliefs that underpin this.	To understand some things that Humanists might believe.
			To be able to explain why it is important to the Sanatanis to take part in a ritual at the Ganges.	To be able to explain how the teachings of Buddha might impact on the life of a Buddhist today.	To understand that stories can be an important way of expressing belief and meaning.	To be able to explain what a Humanist might find as an inspiration and explain why.
			To be able to describe different deities.	To know the meanings of the steps of the 8-fold path.	To be able to explain the relevance of a Sikh story.	
			To be able to explain why different deities may be important to Sanatanis.			
			To know how a Sanatani might lead a good life.			
Skills			To know the significance of the Ganges to Sanatanis.	To be able to explain why making people happy might be important to Buddhists.	To know some of the ways Sikhs choose to behave and the levels of commitment they show.	To be able to explain how Humanists might act in their daily lives.
			To be able to explain how carrying out a ritual at the Ganges might make a person feel like a better Sanatani.	To be able to explain how Buddha's teachings (stories) might make the world a better place.	To be able to explain how some stories can teach Sikhs about what is important in life.	To be able to explain how Humanists might act based on an inspiration in their lives.
			To be able to explain how deities might tell Sanatanis more about God.	To be able to explain why I think some of the steps might be a better way for a Buddhist to lead a good life than others.	To be able to relate what some stories can teach Sikhs about what is important in life to non-Sikhs.	
			To be able to explain why I think some of the ways that a Sanatani leads a good life might be a better than others.			