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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | **Creation**  Children will retell the story of creation from Genesis 1:1–2.3 simply and recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. | **Are religious celebrations important to people?** Is God important to everyone? |  | **Salvation**  Children will learn that Easter is very important in the ‘big story’ of the Bible and that some Christians believe Jesus rose again, giving people hope of a new life. |  | **God**  Children will learn Christians believe in God, and that they find out about God in the Bible. Children will know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King and some stories show these Christian beliefs. |
| Year 2 | **Creation**  Children will say what the story tells Christians about God, Creation and the world and give at least one example of what Christians do to say thank you to God for the Creation. Children will think, talk and ask questions about living in an amazing world. | **Do Religious Symbols mean the same to everyone?**  Pupils will recognise and be able to describe a wide range of religious symbols and their varied interpretations. They will be able to say why symbols are used and compare and contrast symbols for effectiveness of communication. |  | **Salvation**  Children will learn that Easter is very important in the ‘big story’ of the Bible and that Jesus showed that he was willing to forgive all people, even for putting him on the cross. They will learn that some Christians believe Jesus builds a bridge between God and humans and that some Christians believe Jesus rose again, giving people hope of a new life. |  | **God**  Children will learn Christians believe in God, and that they find out about God in the Bible. Children will know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King and some stories show these Christian beliefs. Finally, children will learn Christians worship God and try to live in ways that please him. |
| Year 3 | **Creation/Fall**  What do Christians learn from the creation story?  Children will learn that Christians believe that God the Creator cares for the creation, including human beings and as human beings are part of God’s good creation, they do best when they listen to God. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live.  What do Noah and the flood teach us today? |  | **Judaism**  Why is Moses important to Jews? | **Salvation**  Why do Christian’s call the day that Jesus died ‘Good Friday’?  Children will learn how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship and make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own. |  | **Comparing religions**  Why do people pray? |
| Year 4 | **Creation/Fall**  What do Christians learn from the creation story?  The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall’).Christians believe this means that humans cannot get close to God without God’s help.  What do Noah and the flood teach us today? |  | **Judaism**  Why is Moses important to Jews? | **Salvation**  Why do Christian’s call the day that Jesus died ‘Good Friday’?  Children will offer suggestions about what the narrative of the Last Supper, Judas’ betrayal and Peter’s denial might mean. They will give examples of what the texts studied mean to some Christians. They will begin to make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. |  | **Comparing religions**  Why do people pray? |
| Year 5 | **Creation**  Children will understand there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. Children will understand these debates and controversies  relate to the purpose and  interpretation of the texts. For  example, does reading Genesis  as a poetic account conflict with  scientific accounts? |  | **Kingdom Of God**  **What kind of King is Jesus?**  Explain connections between biblical texts and the concept of the Kingdom of God — where  God rules in human lives.  Consider possible meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret  biblical texts, showing  awareness of different interpretations. | **Was the death of Jesus a worthwhile sacrifice?**  Pupils will know the story of the death of Christ and recognise that the event is significant for Christians. They will recognise some of the links to old Testament stories and they will be able to suggest reasons why the story is significant for Christians. |  | **Are saints encouraging role models?**  Pupils will know the story of Stephen, the first Christian martyr and know a range of other saints; they will know some reasons why people may be called saints and evaluate their contribution; they will know about any local saints; they will know that people are still beatified today and be able to name some modern day saints; they will know that Jesus is not considered to be a saint, but the Son of God and discuss the difference; they will know that some other religions talk about saints and describe what that means for them. |
| Year 6 | **Creation**  Children will know that there are many scientists through history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator. |  | **Kingdom of God**  **What kind of King is Jesus?**  Explain connections between biblical texts and the concept of the Kingdom of God — where  God rules in human lives.  Consider possible meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret  biblical texts, showing  awareness of different interpretations. Identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses. | **Was the death of Jesus a worthwhile sacrifice?**  Pupils will be able to explain how the celebration of Easter reflects Christian understanding of the death of Jesus and suggest reasons why Christians believe that the death of Jesus was necessary. They can discuss the impact of the sacrifice of Jesus on believers and non-believers alike. |  | **Are saints encouraging role models?**  Pupils will understand and discuss questions of holiness, commitment and martyrdom; they may link their knowledge of saints to current affairs; they will know that religious persecution continues today and make links to ideas about tolerance and individual liberty. |