



Topic area	F.S	Year 1	Year 2	Year 3
Believing 1	F1: Which stories are special and why *Children can talk about some religious stories from a range of different faiths and explore them through discussion, craft and role-play. *Children can recognise some religious words. *Children can identify a sacred text e.g. The Bible *Children can talk about what Jesus teaches about saying thank you NB: Children will also have access to religious stories in book corners.	1:1 part 1: Who is a Christian and what do they believe? *Children can re-tell a story that shows what Christians might think about God in words, drama or pictures. *Children can talk about issues of right or wrong, good and bad, that arise in Christian stories NB: Children will also have access to religious stories in book corners.	1:4 How can we learn from sacred books? *Children recognise that sacred texts contain stories which are special to many people and should be treated with respect. *Children can retell stories from the Bible and the Qur'an and suggest their meaning. *Children can ask and answer questions arising from stories Jesus told and stories that are important to Muslims. NB: Children will also have access to religious stories in book corners.	
Believing 2	F2: Which people are special and why *Children can talk about people who are special to them. *Children can say what makes their family and friends special to them. *Children can identify qualities of a good friend and reflect on whether they are a good friend. *Children can recall and talk about stories of Jesus as a friend to others. *Children can recall stories about special people in other religions. NB: There will also be opportunities throughout the year to discuss the	1:1 part 1: Who is a Christian and what do they believe? *Children can talk about the fact that Christians believe in God and follow the example of Jesus. *Children can recognise some Christian symbols and images used to express ideas about God. *Children talk about simple ideas about Christian beliefs about God and Jesus. 1:3: Who is Jewish and what do they believe? *Children can talk about how the Mezzuah in the home reminds Jewish people about God.	1:1 part 2: Who is a Christian and what do they believe? *Children ask some questions about believing in God and offer some ideas of their own. *Children can make links between what Jesus taught and what Christians believe and do. *Children respond thoughtfully to a piece of Christian music and a bible text that inspired it. 1:2 Who is a muslim and what do they believe? *Children can talk about some simple ideas about Muslim beliefs about	

	role of special people through our visitors assemblies.	*Children can talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat. NB: There will also be opportunities throughout the year to discuss the role of special people through our visitors assemblies.	God, making links with some of the 99 names of Allah *Children can retell a story about the life of the prophet Muhammed *Children can recognise some objects used by Muslims and suggest why they are important# NB: There will also be opportunities throughout the year to discuss the role of special people through our visitors assemblies.	
Expressing 1	F3: Which places are special and why *Children can talk about somewhere that is special to them and say why *Children are aware that some religious people have places which have a special meaning to them *Children talk about the things that are special and valued in a place of worship *Children can identify some of the features of sacred places *Children can talk about their thoughts and feelings when visiting a church *Children can talk about how different places make them feel. E.g. school, home, the woods, the park etc	1:5 What makes some places sacred to Christians and Jews? *Children recognise that there are special places where people go to worship and can talk about what people do there. *Children can identify at least 3 objects used in worship by Christians and Jews and say how they are used. *Children can talk about ways in which stories, objects, symbols and actions in Churches and Synagogues show what people believe. *Children can describe some of the ways music is used in worship. *Children ask good questions during a school visit to a Church and a Synagogue.	1:5 What makes some places sacred? *children can talk about the words 'sacred' and 'holy' and talk about what makes some places and things special, sacred or holy. *Children can talk about why we should show respect for people's precious or sacred belongings. *Children can suggest ways that Mosques are used and why worship is important for Muslims *Children can talk about objects that Muslims use in their worship such as prayer mats, prayer beads, calligraphy, minbar, mihrab	
Expressing 2	F4: Which times are special and why *Children can give examples of a special occasion and suggest features of a good celebration.	1:6 part 1 How and why do we celebrate special times? *Children identify ways that Christians celebrate Harvest, Christmas and Easter	1:6 part 1 How and why do we celebrate special times? *Children collect examples of what people do, give, sing, remember or think about during Harvest, Christmas and Easter.	

	*Children can recall simple stories connected with Christmas, Easter and another faith. *Children can say why Christmas and Easter are a special time for Christians/members of other faiths.	*Children can identify ways that Jews celebrate Rosh Hashanah (Jewish new year, end of September) *Children ask questions and suggest answers about stories to do with Christian and Jewish festivals	*Children learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan) and find out what happens in a Muslim household during this time. *Children compare the significance of the symbol of light in different religions, particularly Advent/Christmas and Diwali.	
Living 1	F5: Where do we belong *Children can share and record occasions in their lives where things have made them feel special. *Children can recall and say what happens at a traditional Christian baptism. *Recall simple what happens when a baby is welcomed into a religion other than Christianity.	1:7 What does it mean to belong to a community? *Children can talk about what is special and of value about belonging to a group that is important to them. *Children show an awareness that some people belong to different religions. *Children can identify 2 ways that people show they belong to each other when they get married. *Children identify similarities and differences between a Christian wedding and a Jewish wedding.	1:7 What does it mean to belong to a community? *Children can give examples of ways in which believers express their identity and belonging within faith communities and respond sensitively to differences. *Children can make comparisons between a Christian wedding, a non-religious wedding and a Muslim wedding.	
Living 2	F6: What is special about our world and why *children can talk about things they find interesting, puzzling or wonderful and also about their experiences and feelings about the world. *children can re-tell stories and talk about what they say about the world, God, and human beings.	1:8 How should we care for others in the world and why does it matter? *Children talk about how Christianity and Judaism teach that people are special and can give some examples. *Children recognise that some people believe that God created the world and so we should look after it. *Children can re-tell a bible story and a Jewish story about caring for others and the world.	1:8 How should we care for others in the world and why does it matter? *Children identify ways that some people make a response to God by caring for others and the world. *Children talk about issues of right or wrong, good or bad arising from faith stories about the world. *Children explore creation stories important to Christians, Jews and Muslims and use creative ways to	

	*Children can talk about the wonders of the natural world, expressing their ideas and feelings. *Children express ideas about how to look after animals and plants *children talk about what people do to mess up the world and what they do to look after it.		express their own ideas about creation. *Children consider the idea that we all have special gifts and we can use them to help others.	
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