







## EYFS continuous provision: how does the curriculum work?

<b>EYFS</b>	There are 6 key questions, accessed through continuous provision (or discretely), in line with Development Matters & Birth to 5 Matters guidance for EYFS. <b>Pupils are assessed against ELGs.</b> All units will introduce specialist vocabulary and be resourced reflecting the worldviews that are appropriate for each school's setting, whilst also including Christianity.		
	 <b>Who am I and where do I belong?</b> <ul style="list-style-type: none"> <li>• Every person is special and unique</li> <li>• Some people believe that God made them this way</li> <li>• How new babies are welcomed</li> <li>• People belong together in different ways</li> <li>• People have different ways of showing they 'belong' together (religious &amp; non-religious)</li> <li>• Special people in different religions (e.g. Jesus / Prophet Muhammad (pbuh) / Moses)</li> </ul>	 <b>Why do we have celebrations?</b> <ul style="list-style-type: none"> <li>• Each person has a "birth-day" and this is celebrated on the anniversary of their birth</li> <li>• Celebrations are joyful times</li> <li>• Celebrations are often a time to say "thank you"</li> <li>• Christians celebrate special festivals e.g. Harvest, Christmas, Easter</li> <li>• Other religions have different festivals</li> <li>• School-based celebrations</li> </ul>	 <b>What makes a place special?</b> <ul style="list-style-type: none"> <li>• Some people have places that are special to them</li> <li>• There are special buildings where some people go to think and learn about God</li> <li>• Some people feel close to God anywhere or in their own special places</li> </ul>
	 <b>What can we learn from stories?</b> <ul style="list-style-type: none"> <li>• People can have favourite stories</li> <li>• Through stories people share ideas and values about how to live</li> <li>• Some books are special to religious groups e.g. Bible (Christians) Torah (Jews) Qur'an (Muslims) and talk about God</li> <li>• Some stories are about special people e.g. Jesus, Prophet Muhammad (pbuh*), Moses etc.</li> </ul>	 <b>What makes something 'special'?</b> <ul style="list-style-type: none"> <li>• Different things are special to people for different reasons</li> <li>• How to look after special things and respect things that are special to others</li> <li>• People can use objects to help them remember special times and places</li> <li>• Memories can be special</li> <li>• Some objects are 'religious' objects and help people to think about God</li> </ul>	 <b>What makes our world wonderful?</b> <ul style="list-style-type: none"> <li>• Our world is a place of wonder &amp; we should look after it</li> <li>• People are naturally 'creative'</li> <li>• Some people believe our world was created by God and that this is an important story in their special books</li> <li>• Some people believe that it came about naturally and that science is the best way to understand it</li> </ul>

## KS1 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>CHRISTIANITY: Why do Christians call God ‘creator’?</b> <ul style="list-style-type: none"> <li>• ‘Create’ / ‘creation’ / ‘creator’</li> <li>• Biblical creation story</li> <li>• God as ‘creator’ of the world &amp; in other parts of the Bible</li> </ul> <b>Concepts:</b> <i>God Creation</i>	<b>CHRISTIANITY: What is the ‘Nativity’ and why is it important to Christians?</b> <ul style="list-style-type: none"> <li>• ‘Nativity’ as the birth of Jesus</li> <li>• Other important people in the Nativity</li> <li>• Why did angels announce Jesus’ birth?</li> <li>• Diversity of Nativity sets across the world</li> </ul> <b>Christmas as focus of worship of Jesus</b> <b>Concepts:</b> <i>Incarnation God Worship</i>	<b>JUDAISM: What is the Torah &amp; why is it so important to Jewish families?</b> <ul style="list-style-type: none"> <li>• What makes a book special?</li> <li>• Torah is special as it contains God’s words &amp; rules for living (mitzvot)</li> <li>• How Jewish people show the Torah is special in how it’s treated &amp; where it lives</li> </ul> <b>Concepts:</b> <i>Shabbat Creation ‘shalom’ rest</i>	<b>CHRISTIANITY: What do Christians learn from stories of Jesus?</b> <ul style="list-style-type: none"> <li>• Stories about Jesus, baby → man</li> <li>• Jesus human ‘like us’ and divine, ‘like God’</li> <li>• Jesus’ stories (‘parables’) &amp; miracles</li> <li>• Christians as ‘followers’ of Jesus</li> <li>• End with Easter story and symbols</li> </ul> <b>Concepts:</b> <i>Incarnation Salvation</i>	<b>ISLAM: What is important for Muslim families?</b> <ul style="list-style-type: none"> <li>• Muhammad (pbuh) is the most important Prophet (messenger) for Muslims</li> <li>• Muslims learn from his life &amp; example</li> <li>• Qur’an contains the holy words of Allah</li> </ul> <b>Concepts:</b> <i>respect Prophet ibadah salaam (peace) creation</i>	<b>THEMATIC UNIT: Why do people tell stories?</b> <ul style="list-style-type: none"> <li>• Stories help us understand life; teach us to be better people; about real events; to comfort &amp; link us to others</li> <li>• Stories linked to festivals; add Hanukkah / Purim</li> <li>• Aesop’s Fables / Badger’s Parting Gifts</li> </ul>
Year 2	<b>CHRISTIANITY: What is God like for Christians?</b> <ul style="list-style-type: none"> <li>• Build on idea of God as creator</li> <li>• Images of God from the Bible: shepherd, parent, King; Jesus ‘like God’</li> <li>• Ideas in art / story / song</li> </ul> <b>Concepts:</b> <i>God ‘Holy’ Creation</i>	<b>CHRISTIANITY: Why is giving important to Christians?</b> <ul style="list-style-type: none"> <li>• Why / when do we give to others?</li> <li>• Christians as ‘Church’ give in different ways e.g. ‘service’, food bank</li> <li>• Commandments to ‘love God &amp; love others’</li> <li>• Giving at Christmas because God gave</li> </ul> <b>Concepts:</b> <i>Incarnation Worship Kingdom</i>	<b>JUDAISM: Why do Jewish families celebrate the gift of Shabbat?</b> <ul style="list-style-type: none"> <li>• Shabbat as a special gift of rest</li> <li>• Links with creation story</li> <li>• Friday night meal &amp; symbols; Saturday night ceremony as start of new week</li> </ul> <b>Concepts:</b> <i>‘Holy’ Torah Mitzvot Respect</i>	<b>CHRISTIANITY: Why do Christians call Jesus ‘Saviour’?</b> <ul style="list-style-type: none"> <li>• ‘Saving’ others; Jesus as ‘Saviour’</li> <li>• Jesus changing lives e.g. Zacchaeus</li> <li>• Salvation in Easter story, symbols in Easter garden</li> </ul> <b>Concepts:</b> <i>Salvation</i>	<b>ISLAM: Who is Allah and how do Muslims worship him?</b> <ul style="list-style-type: none"> <li>• Muslims believe in One God, Allah</li> <li>• 99 beautiful names express what Allah is like, including ‘Al-Khaliq’ (creator)</li> <li>• Prayer is part of worship of Allah (ibadah)</li> </ul> <b>Concepts:</b> <i>Allah salah Ibadah</i>	<b>THEMATIC UNIT: Is giving better than receiving?</b> <ul style="list-style-type: none"> <li>• Giving &amp; receiving through festivals e.g. Harvest festivals / Christmas / Easter / Eid</li> <li>• Gifts of Creation / Shabbat / Torah / Qur’an / Jesus</li> <li>• How do Sikhs give and why?</li> <li>• Giving from a non-religious perspective</li> </ul>

## KS2 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>CHRISTIANITY: How did Jesus change lives - and how is it 'good news'?</b> <ul style="list-style-type: none"> <li>Miracles &amp; stories about Jesus through the eyes of Peter</li> <li>'Gospel' as 'good news'</li> <li>Forgiveness &amp; restoration</li> </ul> <b>Concepts:</b> <i>Gospel Kingdom</i>	<b>CHRISTIANITY: How can artists help us to understand what Christians believe and do?</b> <ul style="list-style-type: none"> <li>How Christians show ideas about God through art</li> <li>Crosses from around the world</li> <li>Art (incl. Christmas) from different cultures: Jesus 'like us' (incarnation)</li> </ul> <b>Concepts:</b> <i>God Incarnation Salvation</i>	<b>CHRISTIANITY: What's the Bible's 'big story' - and why is it like treasure for Christians?</b> <ul style="list-style-type: none"> <li>The Bible tells the big story of God and his people - place stories &amp; concepts</li> <li>At the centre of it is Jesus</li> <li>Why might the Bible be like 'treasure'?</li> <li>Using creativity to express ideas / beliefs</li> </ul> <b>Concepts:</b> <i>Creation Free will / Fall Covenant People Incarnation Salvation Gospel Kingdom</i>	<b>JUDAISM: What are important times for Jewish people?</b> <ul style="list-style-type: none"> <li>Importance of 'remembering' in Judaism</li> <li>Key festivals: Passover &amp; Sukkot, links to stories &amp; practices</li> <li>Bar/Bat Mitzvah as commitment to keep mitzvot</li> </ul> <b>Concepts:</b> <i>mitzvot, Covenant, Shabbat, Shalom</i>	<b>SIKHI: What do Sikhs value?</b> <ul style="list-style-type: none"> <li>Duties of Sikhs to pray, work and give</li> <li>Equality is important to Sikhs &amp; is expressed in langar &amp; Sikh community</li> <li>Gurus as teachers &amp; leaders</li> </ul> <b>Concepts:</b> <i>Equality 'Pray, Work, Give', Moksha, Five Ks, Guru</i>	<b>THEMATIC UNIT: Why do people use creative ways to express their beliefs?</b> <ul style="list-style-type: none"> <li>People from different traditions express themselves through the arts in different ways &amp; why this is</li> <li>Some ideas and beliefs are easier to express through the arts / symbolism</li> </ul>
Year 4	<b>CHRISTIANITY: What did God promise to his people?</b> <ul style="list-style-type: none"> <li>Covenants and stories from OT, including creation</li> <li>What impact do God's promises have on Christians, the things they promise and their subsequent actions?</li> </ul> <b>Concepts:</b> <i>God, Creation Covenant People</i>	<b>CHRISTIANITY: What did Jesus say about God's kingdom &amp; why is it 'good news'?</b> <ul style="list-style-type: none"> <li>'Kingdom' as God's rule on earth &amp; in heaven</li> <li>Jesus' teaching about God's Kingdom in the Sermon on the Mount &amp; the Great Commandment</li> <li>Christians living as citizens of God's Kingdom</li> </ul> <b>Concepts:</b> <i>Gospel, Kingdom</i>	<b>ISLAM: How does 'ibadah' (worship) show what's important to Muslims?</b> <ul style="list-style-type: none"> <li>Prayer (salah) shows submission to Allah</li> <li>Ummah as an equal community of believers</li> <li>Qur'an as final revelation &amp; guide for living</li> </ul> <b>Concepts:</b> <i>Tawhid - Allah is One, Ummah, Salah, submission</i>	<b>CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?</b> <ul style="list-style-type: none"> <li>Communion as a sacrament to 'remember'</li> <li>Passover &amp; new covenant (&amp; Easter)</li> <li>Communion &amp; symbolism across the world</li> </ul> <b>Concepts:</b> <i>Salvation</i>	<b>HUMANISM: How do non-religious people celebrate new life?</b> <ul style="list-style-type: none"> <li>Celebrating new life is important to religious &amp; non-religious people</li> <li>We have one life to live &amp; it's worth celebrating; freedom to choose</li> <li>Key principles of Humanism through baby welcoming ceremonies</li> </ul> <b>Concepts:</b> <i>Science Reason, Empathy</i>	<b>THEMATIC UNIT: What is the 'Golden Rule' and why do so many people live by it?</b> <ul style="list-style-type: none"> <li>We share a common need to be treated well in order to live together peacefully.</li> <li>The 'golden rule' is shared across religions &amp; beliefs &amp; how this impacts on ways of living</li> </ul>

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Year 5	<b>CHRISTIANITY: How did the Church begin, and where is it now?</b> <ul style="list-style-type: none"> <li>Birth of the Church at Pentecost</li> <li>God calls the Church to do God's work in the world and be 'good news'</li> <li>Baptism, worship &amp; service are signs of membership</li> </ul> <b>Concepts:</b> <i>Kingdom, Gospel</i>	<b>CHRISTIANITY: What do Christians believe about creation?</b> <ul style="list-style-type: none"> <li>Link with Science curriculum: creation / evolution theories</li> <li>Humanity has choices - 'free will'</li> <li>All of creation is affected by 'the fall'</li> <li>One day there will be a new creation</li> </ul> <b>Concepts:</b> <i>Creation, Free will</i>	<b>JUDAISM: What does it mean to be part of a synagogue community?</b> <ul style="list-style-type: none"> <li>Centrality of Torah to worship (e.g. <i>shema</i>)</li> <li>Impact of commitment to justice / living according to mitzvot in the Torah / remembering (Yom Kippur)</li> <li>Synagogue: place of learning, worship &amp; gathering for different types of Jewish people</li> </ul> <b>Concepts:</b> <i>Shema, Torah mitzvot, Tzedek (Justice)</i>	<b>CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?</b> <ul style="list-style-type: none"> <li>God's 'Big Story' - the rescue plan</li> <li>Stories of salvation across OT &amp; NT</li> <li>'Salvation' in the Easter story</li> <li>Creative expressions of salvation</li> </ul> <b>Concepts:</b> <i>Creation, Free will / Fall, Covenant People, Incarnation, Gospel, Salvation, Kingdom</i>	<b>HINDU (SANATANANA) DHARMA: What helps Hindus (Sanatanis) to worship?</b> <ul style="list-style-type: none"> <li>'Sanatana Dharma' as a way of life</li> <li>Brahman present in all things &amp; represented in many forms esp. Trimurti</li> <li>Key deities and avatars of Hinduism and their place in Hindu worship</li> </ul> <b>Concepts:</b> <i>'sanatan dharma', Brahman, (tri)murti, Puja, Arti 'Incarnation'</i>	<b>THEMATIC UNIT: How did it all begin?</b> <ul style="list-style-type: none"> <li>What are the different beliefs about what happened?</li> <li>Are there common threads across religions?</li> <li>Can you believe in both God and science?</li> <li>Is it important to know how the world began?</li> </ul>
Year 6	<b>CHRISTIANITY: How is God Three - and yet One?</b> <ul style="list-style-type: none"> <li>Holy Spirit is God at work in the world</li> <li>Holy Spirit in relationship with Father &amp; Son</li> <li>Trinity in baptism of Jesus, creation &amp; Christians' experience</li> <li>How does this compare with other religions?</li> </ul> <b>Concepts:</b> <i>God, Trinity Incarnation</i>	<b>CHRISTIANITY: What do Christians believe about the Messiah - and why is it good news?</b> <ul style="list-style-type: none"> <li>Jesus as fulfilment of OT prophecies in his birth, life and death</li> <li>Link with story of Simeon in the temple</li> <li>What Jesus said about himself</li> <li>Links to 'I AM' statements in John's Gospel</li> </ul> <b>Concepts:</b> <i>Incarnation, Covenant People, Gospel, Salvation</i>	<b>CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom?</b> <ul style="list-style-type: none"> <li>Command to 'act justly, love mercy, walk humbly' - what does this mean?</li> <li>Lord's Prayer - on earth/ in heaven</li> <li>Christians' beliefs about life after death</li> </ul> <b>Concepts:</b> <i>Kingdom</i>	<b>ISLAM: What helps Muslims to live a good life?</b> <ul style="list-style-type: none"> <li>Five pillars as duties for living a good life</li> <li>Fasting and celebrating contribute to a good life</li> <li>Hadith &amp; sunnah as guidance to follow</li> </ul> <b>Concepts:</b> <i>Shahadah, Salah, Sawm, Zakah, Hajj, hadith</i>	<b>BUDDHISM: What is the 'Buddhist way of life'?</b> <ul style="list-style-type: none"> <li>Story of Buddha's enlightenment</li> <li>Buddhists follow dhamma (teachings) to avoid bad karma &amp; escape cycle of samsara</li> <li>Eightfold Path as the way to enlightenment esp. meditation</li> </ul> <b>Concepts:</b> <i>'Buddha', Samsara, Karma, Nirvana</i>	<b>THEMATIC UNIT: Is life a journey?</b> <ul style="list-style-type: none"> <li>Milestones - personal / others</li> <li>How do we overcome hurdles on a journey?</li> <li>How do people decide which way to go?</li> <li>Is a journey better shared?</li> <li>Is a pilgrimage different from a journey?</li> </ul>