

Year	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
EYFS	Why is the word God so important to Christians? (Christianity)	Why do Christians perform Nativity plays at Christmas? (Christianity)		Why do Christians put a cross in an Easter Garden? (Christianity)	
Core Knowledge:	<ul style="list-style-type: none"> God is the name Christians use for who they believe created the earth and universe. God is the creator of all things whether good or bad, he is a life giver. The ten commandments are an important part of Christian living and remind Christians they should honour God's name. 	<ul style="list-style-type: none"> The birth of Jesus is known as the nativity and it was an important event for Christians. Christmas is a celebration festival for Christians as it is Jesus's birthday. Jesus shows what God is like and all humans are made in 'God's image'. Every human is precious to God, known and loved by God. 		<ul style="list-style-type: none"> The events of Jesus last week on earth (Holy week). Palm Sunday was when Jesus entered Jerusalem on a donkey and people called Hosanna to him. Easter is a period of time longer than one day. Easter is the most important event in the Christian calendar. Easter is linked to forgiveness, love and sacrifice. 	
KS1 (Cycle A)	How do Christians belong to their faith family? (Christianity)	Why is light an important symbol for Christians, Jews and Hindus? (Christianity/Hinduism/Judaism)	What does the nativity story teach Christians about Jesus? (Christianity)	How do Jewish people celebrate Passover? (Judaism)	Why do people have different views about the idea of God? (Christianity/Hinduism/Judaism)
Core Knowledge:	<ul style="list-style-type: none"> How Christenings and baptisms show Christians belong to their faith families. How artifacts are used to show Christians belong to their faith families. The use of light and water in both infant and adult baptisms. Different symbols that show belonging. The church is a group of people and not just a building. 	<ul style="list-style-type: none"> The Christian belief that Jesus is the Light of The World (John 8:12) How the Diwali story reflects Hindu beliefs about good and evil. How the Hanukkah story reflects Jewish beliefs about God as provider. The symbolic meaning of lighting the Shabbat Candle. 	<ul style="list-style-type: none"> The Christian belief that God became human in Jesus. The Nativity narratives are in the books of Luke and Matthew in the Bible. How incarnation and salvation relate to one another for Christians. Jesus is an important and historical figure to Christians. Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving. 	<ul style="list-style-type: none"> What is the Seder meal. The story of Passover in the context of Exodus. Symbolism of each part of the Seder plate. Jewish family traditions related to Passover. The importance of Moses within Judaism 	<ul style="list-style-type: none"> The word 'God' is a name. The key beliefs about God from at least two different religions/worldviews. How a person's behaviour is connected to their view of God.

KS1 (Cycle B)	What do my senses tell me about the world of religion and belief? (Hinduism)	How does a celebration bring a community together? (Christianity/Islam)	What do Jewish people remember on Shabbat? (Judaism)	What does the cross mean to Christians? (Christianity)	How did the universe come to be? (Christianity/Hinduism)
Core Knowledge:	<ul style="list-style-type: none"> • The five senses (see, hear, smell, touch, taste) and how they are engaged in religion and worship • The worship practice of Hindu Puja • Visual art, e.g., Murti / Image of Hindu God • Artefacts, e.g., Arti Lamp has five wicks one for each blessing • Smell – incense is used as part of Hindu worship at a shrine • Taste – food such as fruit is left at the shrine as an offering to the Gods 	<ul style="list-style-type: none"> • How Christians celebrate Christmas/Easter. • How Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha. • How do these festivals help to bring the religious communities together? 	<ul style="list-style-type: none"> • The Jewish story of creation and relate it to observing Shabbat. • Jews believe in one God and that He is the creator. • Shabbat is celebrated as a weekly tradition for Jewish families. • The symbolism of the key artefacts used during Shabbat: <ul style="list-style-type: none"> - Candles – are lit before Shabbat to create peace in the home. - Challah Bread – a special plaited bread to show how Jews love Shabbat. - Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat. - Zemirot – the special songs sung at the table for Shabbat. 	<ul style="list-style-type: none"> • The Easter narrative in the Bible. • Christians believe Jesus' died on a cross (crucifixion) to save people (salvation). • Christians believe Jesus came back to life (resurrection). • Christians believe Easter gives people hope of a new life, now and in the future. 	<ul style="list-style-type: none"> • The creation stories within Christian and Hindu traditions. • Non-religious ideas about the origin of the universe.

LKS2 (Year A)	What do Christians learn from the creation story? (Christianity)	What is philosophy? How do people make moral decisions? (Christianity/Hinduism/ Humanism)	What do Hindus believe about god? (Hinduism)	What does sacrifice mean? (Christianity/ Islam/Humanism)	How do people express their religious beliefs in modern Britain? (Places of worship, prayer - Christianity/Hinduism/ Judaism)
Core Knowledge:	<ul style="list-style-type: none"> • C: Creation and Fall. • C: The impact of Christian teachings on daily life. • C: The importance of love and forgiveness. 	<ul style="list-style-type: none"> • C: The life and teachings of Jesus. • C: The different views about the nature of knowledge, meaning and existence. • C: Christian perspectives on moral issues. • C: The impact of Christian teachings on daily life. • HI: the impact of Samsara and Karma on daily life and beyond. • HU: Examples of writings of Humanist thinkers. • HU: Absence of sacred texts and divine rules. • HU: Introducing ethical theory such as utilitarianism. 	<ul style="list-style-type: none"> • HI: Brahman, Ataman, Avatars. • HI: Examples of teachings of Hindu teachers. • HI: the diversity of practice and expression. 	<ul style="list-style-type: none"> • C: The life and teachings of Jesus. • C: The different views about the nature of knowledge, meaning and existence. • C: The impact of Christian teachings on daily life. • HU: The importance of love and relationships. • I: The life and teachings of the Prophet Muhammad • I: The Fourth Pillar of Islam – Sawm/Ramadan • HU: Concept of One Life. • HU: The different views about the nature of knowledge, meaning and existence. 	<ul style="list-style-type: none"> • C: The church, worship and festivals. • C: The impact of Christian teachings on daily life. • C: varying expressions of prayer, cultural expressions of the Christian faith. • HI: The diversity of practice and Expression (prayer). • J: Importance of the Shema. • J: The role of Synagogue and Cheder in the Jewish community.

LKS2 (Year B)	What difference does being a Jew make to daily life? (Judaism)	What is the Trinity? (Christianity)	How do people express commitment to a religion/world view in different ways? (Ceremonies e.g baptism, bar mitzvah Pilgrimage - Christianity/Judaism/Islam)	Why do Christians call the day Jesus died 'Good Friday'? (Christianity)	What kind of world should we live in? (Christianity/Hinduism/Humanism)
Core Knowledge:	<ul style="list-style-type: none"> • J: The Covenant, Mitzvot, Atonement. • J: The Torah and Talmud as sources of authority. The Hebrew Bible, TeNaCh (Torah, Nevi'im, Ketuvim). • J: Importance of reading the Torah out loud. • J: Jewish perspectives on moral issues including the impact of the 613 mitzvot, especially the 10 commandments. • J: The importance and role of Shabbat and reading of the Torah. • J: The rules of Kashrut (kosher foods). 	<ul style="list-style-type: none"> • C: God (Trinity). • C: The life and teachings of Jesus. • C: Sources of authority such as the Bible, Creeds. 	<ul style="list-style-type: none"> • C: Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. • C: global diversity associated with the study of Christianity. • C: varying expressions of prayer, cultural expressions of the Christian faith. • I: The Five Pillars of Islam (Hajj) • J: The importance of Jerusalem and the Western Wall for many Jewish people. 	<ul style="list-style-type: none"> • C: Salvation • C: The life and teachings of Jesus. • *Responsibility Pie – who is responsible for Jesus' death? (Understanding Christianity – US Salvation) 	<ul style="list-style-type: none"> • C: importance of love and forgiveness within Christian tradition. • C: The impact of Christian teachings on daily life. • HI: Moral and values expressed in Hindu stories. • HU: Examples of writings of Humanist thinkers.

UKS2 (Year A)	Creation and science: conflicting or complementary? (Christianity/Humanism)	Why is there suffering in the world? (Christianity/Judaism/ Hinduism/Islam)	How do religious groups contribute to society and culture? (Mixed)	Was Jesus the Messiah? What difference does the resurrection make for Christians? (Christianity/Judaism)	What does it mean to be human? Is being happy the greatest purpose in life? (Mixed)
Core Knowledge:	<ul style="list-style-type: none"> • C: Creation and Fall • C: How events in society have influenced Christian beliefs. • HU: Examples of writings of Humanist thinkers. 	<ul style="list-style-type: none"> • C: The different views about the nature of knowledge, meaning and existence. • C: importance of love and forgiveness within Christian tradition. • B: Concepts: the Buddha, Four Noble truths, the cycle of birth, death and rebirth. • B: Links between suffering and the Four Noble. • HI: Ahimsa, Samsara and Karma. • HI: the impact of Samsara and Karma on daily life and beyond. • I: The Five Pillars of Islam (easing suffering). • J: Narratives associated with the development of the Jewish tradition. 	<ul style="list-style-type: none"> • C: The impact of Christian teachings on daily life. • C: The role of the Christian community in charity work. • HI: Examples of teachings of Hindu role models. • I: The Five Pillars of Islam (Zakat) 	<ul style="list-style-type: none"> • C: Trinity, Incarnation and Salvation • C: The life and teachings of Jesus. • J: Key teachings from important Jewish teachers. • J: Historical impact Jewish beliefs/culture. 	<ul style="list-style-type: none"> • C: The different views about the nature of knowledge, meaning and existence. • C: Christian perspectives on moral issues. • HU: The different views about the nature of meaning and existence. • J: The importance of loving one's neighbour. • J: Gemillut Chasadim (acts of kindness), Tzedakah (doing what is right and just).

UKS2 (Year B)	What does it mean to be part of a global religious/ Worldview community? (Festivals - Christianity/ Judaism/Islam/Hinduism)	How do Hindus make sense of the world? (Hinduism)	Why should we be good? What do the great philosophers teach about the meaning of life? (Christianity/Hinduism/ Humanism)	Does religion bring peace, conflict or both? (Christianity, Hinduism, Islam)	Is believing in God reasonable? (Mixed)
Core Knowledge:	<ul style="list-style-type: none"> • C: Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. • C: global diversity associated with the study of Christianity. • C: The church, worship and festivals. • C: varying expressions of prayer, cultural expressions of the Christian faith. • HI: festivals (Diwali and Holi). • I: The importance of the two Eid festivals. • J: Importance of festivals for the Jewish community such as Yom Kippur. 	<ul style="list-style-type: none"> • HI: The oral tradition and the Vedas, different genre and interpretations. • HI: Examples of teachings of Hindu teachers. • HI: Examples of events and experiences which have impacted on Hindu beliefs. • HI: Key vocabulary and global diversity associated with the study of Hinduism. • HI: Sanatan Dharma, the diversity of practice and expression and festivals. 	<ul style="list-style-type: none"> • C: The different views about the nature of knowledge, meaning and existence. • C: The work of one key Christian philosopher. • HI: The different views about the nature of knowledge, meaning and existence. • HU: Examples of writings of Humanist thinkers. • HU: Examples of the writing of a Humanist philosopher. • HU: Importance of evidence and reasoning in Humanist thought. 	<ul style="list-style-type: none"> • C: Sources of authority such as the Bible, creeds, tradition and different genres and interpretation • C: How events in society have influenced Christian beliefs. • C: the role of the Christian community in charity work. • HI: Ahisma • I: The Qur'an and Hadith as sources of Authority. • I: Muslim perspectives on morality. 	<ul style="list-style-type: none"> • C: The different views about the nature of knowledge, meaning and existence. • HI: The different views about the nature of knowledge, meaning and existence.