

Year group	Key theme	Knowledge and understanding	Skills development	Examples
Year 1	Religious festivals	<ul style="list-style-type: none"> <li>- Identify and name religious festivals from different traditions.</li> <li>- Understand that festivals are important in religious communities.</li> <li>- Recognise key symbols, traditions, and stories linked to festivals.</li> <li>- Compare personal celebrations with religious festivals.</li> <li>- Understand themes of light, kindness, and giving</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Recognising religious symbols and artefacts.</b></li> <li>- Listening and responding to religious stories.</li> <li>- <b>Making simple comparisons between religious and personal experiences</b></li> </ul>	<p><b>Christianity:</b> Christmas, Easter</p> <p><b>Islam:</b> Eid al-Fitr, Eid al-Adha</p> <p><b>Hinduism:</b> Diwali, Holi</p> <p><b>Judaism:</b> Hanukkah, Passover</p> <p><b>Sikhism:</b> Vaisakhi, Gurburab</p>
Year 2	Religious Clothing	<ul style="list-style-type: none"> <li>- Recognise different types of religious clothing.</li> <li>- Understand clothing's role in worship, modesty, and identity.</li> <li>- Explain how clothing expresses beliefs.</li> <li>- Show respect for different traditions.</li> <li>- Compare religious clothing with special clothes worn in daily life.</li> </ul>	<ul style="list-style-type: none"> <li>- Observing and describing religious clothing.</li> <li>- Explaining why certain clothing is important to believers.</li> <li>- <b>Developing respect for different cultural and religious practices.</b></li> </ul>	<p><b>Christianity:</b> Clergy robes, nun's habit</p> <p><b>Islam:</b> Hijab, thobe, kufi, abaya</p> <p><b>Judaism:</b> Kippah, tallit, tzitzit</p> <p><b>Sikhism:</b> Turban (Dastar), Kara (bracelet)</p> <p><b>Hinduism:</b> Sari, dhoti, bindi</p>
Year 3	Special People (leaders of worship)	<ul style="list-style-type: none"> <li>- Identify religious leaders in different faiths.</li> <li>- Describe their role in worship and community.</li> <li>- Recognise how leaders teach about faith, kindness, and responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying similarities and differences between religious leaders.</li> <li>- Explaining how leaders</li> </ul>	<p><b>Christianity:</b> Priest, vicar, pope, minister</p> <p><b>Islam:</b> Imam</p> <p><b>Judaism:</b> Rabbi</p> <p><b>Sikhism:</b> Granthi</p>

		<ul style="list-style-type: none"> <li>- Understand how leaders support and guide people.</li> <li>- Compare religious leaders to other leaders in society</li> </ul>	<ul style="list-style-type: none"> <li>influence their communities.</li> <li>- Developing awareness of leadership and responsibility.</li> </ul>	<b>Hinduism:</b> Pujar
<b>Year 4</b>	Places and ways of worship	<ul style="list-style-type: none"> <li>- Identify places of worship and their significance.</li> <li>- Understand how worship happens in different faiths.</li> <li>- Recognise symbols, rituals, and practices used in worship.</li> <li>- Explore the role of prayer, music, and readings in worship.</li> <li>- Compare religious gatherings with community events.</li> </ul>	<ul style="list-style-type: none"> <li>- Describing the features of places of worship.</li> <li>- Comparing religious and secular gatherings.</li> <li>-</li> </ul> <p><b>Understanding how faith communities express devotion.</b></p>	<b>Christianity:</b> Church, cathedral <b>Islam:</b> Mosque <b>Judaism:</b> Synagogue <b>Sikhism:</b> Gurdwara <b>Hinduism:</b> Mandir (temple)
<b>Year 5</b>	Religious laws and holy books	<ul style="list-style-type: none"> <li>- Identify key holy books and their purpose.</li> <li>- <b>Understand how religious laws guide behaviour and morality.</b></li> <li>- Compare rules, commandments, and ethical teachings across religions.</li> <li>- <b>Discuss how religious laws influence daily life and decision-making.</b></li> <li>- Explore similarities and differences between religious and secular laws</li> </ul>	<ul style="list-style-type: none"> <li>- Reading and interpreting extracts from religious texts.</li> <li>- <b>Comparing religious and non-religious moral codes.</b></li> <li>- Discussing ethical dilemmas from different perspectives.</li> </ul>	<b>Christianity:</b> The Bible – The Ten Commandments <b>Islam:</b> The Quran – The Five Pillars <b>Judaism:</b> The Torah – The 613 Mitzvot <b>Sikhism:</b> The Guru Granth Sahib – Ethical teachings <b>Hinduism:</b> The Vedas, Bhagavad Gita – Dharma (duty)
<b>Year 6</b>	Buddhism, agnosticism and atheism	<ul style="list-style-type: none"> <li>- Understand the key beliefs of Buddhism.</li> <li>- Explore non-religious worldviews such as agnosticism and atheism.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing philosophical and ethical questions.</li> <li>- <b>Comparing different worldviews</b></li> </ul>	<b>Buddhism:</b> The Four Noble Truths, The Eightfold Path, meditation <b>Agnosticism:</b> The idea that

		<ul style="list-style-type: none"><li>- Compare different perspectives on life, morality, and purpose.</li><li>- Recognise how some people find meaning without religion.</li><li>- Discuss how religious and non-religious beliefs influence ethical decisions.</li></ul>	<p>with an open mind.</p> <ul style="list-style-type: none"><li>- Evaluating different sources of meaning and morality</li></ul>	<p>the existence of God is unknown or unknowable</p> <p><b>Atheism:</b> The belief that there is no God, focus on science and human reason</p>
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