







EYFS continuous provision: how does the curriculum work?

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

KS1 & KS2: How does the curriculum work?

Per phase, there are....

10 Compulsory units

introducing / revisiting key concepts



2 thematic units from a selection

to be planned for the 2nd half of the Summer term, drawing together 'golden threads' across learning

Select an appropriate range of beliefs, including non-religious perspectives and Christianity

The balance of units across the key stages ensure that schools meet statutory requirements: there are also more detailed overviews for each phase in the Agreed Syllabus support materials. The thematic units are designed to draw together key ideas that are present in other units across the phase, consolidating prior knowledge & helping pupils to make links, whilst introducing new material from religions or beliefs represented in their school community or not previously studied. Each unit will contain some suggestions to help schools to plan and give a guide as to the appropriate balance of the content. These units also create opportunities for assessing pupils' progress.

There is more guidance about choosing units in the introductory pages for each phase and in the non-statutory support materials. There are also non-statutory materials to accompany each unit in the Primary section of the syllabus.

KSI						
Compulsory units: 3 per year			Compulsory units: 2 per year			Thematic units – choose 1 per year
CHRISTIANITY: Why do Christians call God ‘creator’? <ul style="list-style-type: none"> • ‘Create’ / ‘creation’ / ‘creator’ • Biblical creation story • God as ‘creator’ of the world & in other parts of the Bible • Celebration of Harvest 	Y1 – Autumn 1	God Creation	JUDAISM: What is the Torah & why is it so important to Jewish families? <ul style="list-style-type: none"> • What makes a book special? • Torah is special as it contains G_d’s words & rules for living (mitzvot) • How Jewish people show the Torah is special in how it’s treated & where it lives 	Y1 – Spring 1	Shabbat Creation ‘shalom’ rest	What makes a good leader? <ul style="list-style-type: none"> • Who are ‘good’ leaders? • Why did people follow Moses / Jesus / Muhammed? • Leaders who followed a faith / belief • What can we learn from leaders? • How can we be a good ‘follower’?
CHRISTIANITY: What is the ‘Nativity’ and why is it important to Christians? <ul style="list-style-type: none"> • ‘Nativity’ as the birth of Jesus • Other important people in the Nativity • Why did angels announce Jesus’ birth? • Diversity of Nativity sets across the world • Christmas as focus of worship of Jesus 	Y1 – Autumn 2	Incarnation God Worship	JUDAISM: Why do Jewish families celebrate the gift of Shabbat? <ul style="list-style-type: none"> • Shabbat as a special gift of rest • Links with creation story • Friday night meal & symbols; Saturday night ceremony as start of new week 	Y1 – Spring 2	‘Holy’ Torah Mitzvot Respect	Why do people tell stories? <ul style="list-style-type: none"> • Stories help us understand life; teach us to be better people; about real events; to comfort & link us to others • Prior learning across units; add Hanukkah / Purim • Aesop’s Fables / Badger’s Parting Gifts
CHRISTIANITY: What do Christians learn from stories of Jesus? <ul style="list-style-type: none"> • Stories about Jesus, baby → man • Jesus human ‘like us’ and divine, ‘like God’ • Jesus as storyteller: ‘parables’ as teaching • Christians as ‘followers’ of Jesus • End with Easter story and symbols 	Y1 – Summer 1	Incarnation Salvation	ISLAM: What is important for Muslim families? <ul style="list-style-type: none"> • Muhammed (pbuh) is the most important Prophet (messenger) for Muslims • Muslims learn from his life & example • Qur’an contains the holy words of Allah 	Y2 – Spring 1	respect Prophet ibadah salaam (peace) creation	Is prayer important to everyone? <ul style="list-style-type: none"> • Who do people pray to? Does everyone pray? • How is prayer different from reflection? • Buddhist ‘prayer’ flags & prayer beads across traditions
CHRISTIANITY: Why is giving important to Christians? <ul style="list-style-type: none"> • Why / when do we give to others? • Christians as ‘Church’ give in different ways e.g. ‘service’, food bank • Commandments to ‘love God & love others’ • Giving at Christmas because God gave 	Y2 – Autumn 2	Incarnation Worship Kingdom	ISLAM: Who is Allah and how do Muslims worship him? <ul style="list-style-type: none"> • Muslims believe in One God, Allah • 99 beautiful names express what Allah is like, including ‘Al-Khaliq’ (creator) • Prayer is part of worship of Allah (ibadah) 	Y2 – Summer 1	Allah salah Ibadah	Why should we look after our world? <ul style="list-style-type: none"> • Link to ideas from prior learning about creation • Caring about the world from non-religious perspective – we all share our world • Tu B’Shvat (Jewish tree-planting festival)
CHRISTIANITY: Why do Christians call Jesus ‘Saviour’? <ul style="list-style-type: none"> • ‘Saving’ others; Jesus as ‘Saviour’ • Jesus changing lives e.g. Zacchaeus • Salvation in Easter story, symbols in Easter garden 	Y2 – Spring 1	Salvation	<p style="text-align: center;">THIS BOX IS INTENTIONALLY BLANK!</p>			Y2: Is it better to give or to receive? <ul style="list-style-type: none"> • Giving & receiving through festivals e.g. Harvest festivals / Christmas / Easter / Eid • Gifts of Creation / Shabbat / Torah / Qur’an / Jesus • How do Sikhs give and why? • Giving from a non-religious perspective
CHRISTIANITY: What is God like for Christians? <ul style="list-style-type: none"> • Build on idea of God as creator • Images of God from the Bible: shepherd, parent, King; Jesus ‘like God’ • Ideas in art / story / song 	Y2 – Spring 2	God ‘Holy’ Creation				<p style="text-align: center;">THIS BOX IS INTENTIONALLY BLANK!</p>

LKS2							
Compulsory units: 3 per year			Compulsory units: 2 per year			Thematic units – choose 1 per year	
CHRISTIANITY: CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?	Y3 – Autumn 1	<i>Creation</i> <i>Free will / Fall</i> <i>Covenant People</i> Incarnation <i>Salvation</i> <i>Gospel</i> <i>Kingdom</i>	JUDAISM: What are important times for Jews?	Y3 – Spring 1	<i>mitzvot</i> <i>Covenant</i> <i>Shabbat</i> <i>'shalom'</i>	Why do people make promises?	
<ul style="list-style-type: none"> The Bible tells the big story of God and his people – place stories & concepts At the centre of it is Jesus Why might the Bible be like 'treasure'? Using creativity to express ideas / beliefs 			<ul style="list-style-type: none"> Importance of 'remembering' in Judaism Key festivals: Passover, Yom Kippur & Sukkot, links to stories & practices Bar/Bat Mitzvah as commitment to keep mitzvot 			<ul style="list-style-type: none"> How people demonstrate commitment through making promises e.g. in marriage, at birth, rites of passage etc. Draw on material across religions & beliefs studied 	
How can artists help us to understand what Christians believe?	Y3 – Autumn 2	<i>God</i> Incarnation	ISLAM: How does 'ibadah' (worship) show what's important to Muslims?	Y3 – Summer 1	<i>Tawhid – Allah is One</i> <i>Ummah</i> <i>Salah</i> <i>submission</i>	What is the 'Golden Rule' and why do so many people live by it?	
<ul style="list-style-type: none"> How Christians show ideas about God through art Intro to God as Father, Son & Holy Spirit Art (incl. Christmas) from different cultures: Jesus 'like us' (incarnation) 			<ul style="list-style-type: none"> Prayer (salah) shows submission to Allah Ummah as an equal community of believers Qur'an as final revelation & guide for living 			<ul style="list-style-type: none"> We share a common need to be treated well in order to live together peacefully. The 'golden rule' is shared across religions & beliefs & how this impacts on ways of living 	
CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?	Y3 – Spring 2	<i>Gospel</i> <i>Kingdom</i>	SIKHI: What do Sikh people value?	Y4 – Summer 1	<i>Equality</i> <i>'Pray, Work, Give'</i> <i>Moksha</i> <i>Five Ks</i> <i>Guru</i>	Why do people use creative ways to express their beliefs?	
<ul style="list-style-type: none"> Miracles & stories about Jesus through the eyes of Peter 'Gospel' as 'good news' Forgiveness & restoration 			<ul style="list-style-type: none"> Duties of Sikhs to pray, work and give Equality is important to Sikhs & is expressed in langar & Sikh community Gurus as teachers & leaders 			<ul style="list-style-type: none"> People from different traditions express themselves through the arts in different ways & why this is Some ideas and beliefs are easier to express through the arts / symbolism 	
CHRISTIANITY: What did Jesus say about God's kingdom & why is it 'good news'?	Y4 – Autumn 2	<i>Gospel</i> <i>Kingdom</i>	Y4: HUMANISM: How do non-religious people celebrate new life?	Y4 – Autumn 1	<i>Science</i> <i>Reason</i> <i>Empathy</i>	Are words more important than actions?	
<ul style="list-style-type: none"> 'Kingdom' as God's rule on earth & in heaven Jesus' teaching about God's Kingdom in the Sermon on the Mount & the Great Commandment Christians living as citizens of God's Kingdom 			<ul style="list-style-type: none"> Celebrating new life is important to religious & non-religious people We have one life to live & it's worth celebrating Key principles of Humanism through baby welcoming ceremonies 			<ul style="list-style-type: none"> Consider key teachings from religions / beliefs studied – is it more important to believe words or live them? Which words / actions do you live by? 	
CHRISTIANITY: What did God promise to his people?	Y4 – Spring 1	<i>God</i> <i>Creation</i> <i>Covenant</i> <i>People</i>	THIS BOX IS INTENTIONALLY BLANK!			How do people try to make the world a fairer place?	
<ul style="list-style-type: none"> Covenants and stories from OT, including creation What impact do God's promises have on Christians, the things they promise and their subsequent actions? 						<ul style="list-style-type: none"> There are situations of social and economic unfairness in the world Many religions and belief systems teach it is important to share and give to those who are in need Focus on Mitzvah Day in Judaism as a way of bringing about tzedek (justice) How can we make a difference? 	
CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?	Y4 – Spring 2	<i>Salvation</i>				How do people try to make the world a fairer place?	
<ul style="list-style-type: none"> Communion as a sacrament to 'remember' Passover & new covenant (& Easter) Communion across the world Cross as worldwide symbol 			<ul style="list-style-type: none"> There are situations of social and economic unfairness in the world Many religions and belief systems teach it is important to share and give to those who are in need Focus on Mitzvah Day in Judaism as a way of bringing about tzedek (justice) How can we make a difference? 				

UKS2						
Compulsory units: 3 per year			Compulsory units: 2 per year			Thematic units – choose 1 per year
CHRISTIANITY: Why is the idea of ‘rescue’ so important to Christians? <ul style="list-style-type: none"> God’s ‘Big Story’ – the rescue plan Stories of salvation across OT & NT ‘Salvation’ in the Easter story Creative expressions of salvation 	Y5 – Autumn 1	<i>Creation</i> <i>Free will / Fall</i> <i>Covenant</i> <i>People</i> Incarnation <i>Gospel</i> <i>Salvation</i> <i>Kingdom</i>	JUDAISM: What does it mean to be part of a synagogue community? <ul style="list-style-type: none"> Centrality of Torah to worship (e.g. <i>shema</i>) Commitment to justice / living according to mitzvot in the Torah Synagogue: place of learning, worship & gathering for different types of Jewish people 	Y6 – Autumn 1	<i>Shema</i> <i>Torah</i> <i>mitzvot</i> <i>Tzedek</i> <i>(Justice)</i>	How did it all begin? <ul style="list-style-type: none"> What are the different beliefs about what happened? Are there common threads across religions? Can you believe in both God and science? Is it important to know how the world began?
CHRISTIANITY: How did the Church begin, and where is it now? <ul style="list-style-type: none"> Birth of the Church at Pentecost God calls the Church to do God’s work in the world and be ‘good news’ Baptism, worship & service are signs of membership 	Y5 – Autumn 2	<i>Kingdom</i> <i>Gospel</i>	ISLAM: What helps Muslims to live a good life? <ul style="list-style-type: none"> Five pillars as duties for living a good life Fasting and celebrating contribute to a good life Hadith & sunnah as guidance to follow 	Y6 – Summer 1	<i>Shahadah</i> <i>Salah</i> <i>Sawm</i> <i>Zakah</i> <i>Hajj</i> <i>hadith</i>	What can be done to reduce racism? Can RE help? (NATRE materials) <ul style="list-style-type: none"> What do we mean by ‘racism’? What can we learn from two statues in Bristol? How can the Golden Rule challenge racism? Can good RE promote justice & equality for all?
CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news? <ul style="list-style-type: none"> Jesus as fulfilment of OT prophecies in his birth, life and death Link with story of Simeon in the temple What Jesus said about himself Links to ‘I AM’ statements in John’s Gospel 	Y5 – Spring 2	Incarnation <i>Covenant</i> <i>People</i> <i>Gospel</i> <i>Salvation</i>	HINDU (SANATAN) DHARMA: What helps Hindus to worship? <ul style="list-style-type: none"> ‘Sanatan Dharma’ as a way of life Brahman present in all things & represented in many forms esp. Trimurti Key deities and avatars of Hinduism and their place in Hindu worship 	Y5 – Spring 1	<i>‘sanatan dharma’</i> <i>Brahman</i> <i>(tri)murti</i> <i>Puja</i> <i>Arti</i> <i>‘Incarnation’</i>	Is life a journey? / How is pilgrimage different from a journey? <ul style="list-style-type: none"> Milestones – personal / others How do we overcome hurdles on a journey? How do people decide which way to go? Is a journey better shared? Is a pilgrimage different from a journey?
CHRISTIANITY: What do Christians believe about creation? <ul style="list-style-type: none"> Link with Science curriculum: creation / evolution theories Humanity has choices – ‘free will’ All of creation is affected by ‘the fall’ One day there will be a new creation 	Y6 – Autumn 2	<i>Creation</i> <i>Free will</i>	HINDU (SANATAN) DHARMA: Why should Hindus live a good life? <ul style="list-style-type: none"> Cycle of samsara & impact of karma Moksha as release from cycle of samsara Importance of 4 dharma (duties) & artha (honest living) in achieving a good life 		<i>‘sanatan dharma’</i> <i>Samsara</i> <i>Karma</i> <i>Moksha</i>	What does it mean to live a ‘good life?’ <ul style="list-style-type: none"> How do different people answer this question? Does collaborating make life better? What are the consequences of not living a good life? Impact of good life on world, global / local community & self-identity
CHRISTIANITY: How is God Three – and yet One? <ul style="list-style-type: none"> Holy Spirit is God at work in the world Holy Spirit in relationship with Father & Son Trinity in baptism of Jesus, creation & Christians’ experience How does this compare with other religions? 	Y6 – Spring 1	<i>God</i> <i>Trinity</i> Incarnation	BUDDHISM: What is the ‘Buddhist way of life?’ <ul style="list-style-type: none"> Story of Buddha’s enlightenment Buddhists follow dhamma (teachings) to avoid bad karma & escape cycle of samsara Eightfold Path as the way to enlightenment esp. meditation 	Y5 – Summer 1	<i>‘Buddha’</i> <i>Samsara</i> <i>Karma</i> <i>Nirvana</i>	Y6: Who am I and where do I belong? <ul style="list-style-type: none"> How do communities gain a sense of personal identity through the things they believe? What are the things that I believe – and where have my ideas come from? How might these ideas help me as I move into Y7?
CHRISTIANITY: For Christians, what difference does it make to belong to God’s Kingdom? <ul style="list-style-type: none"> Command to ‘act justly, love mercy, walk humbly’ – what does this mean? Lord’s Prayer – on earth/ in heaven Christians’ beliefs about life after death 	Y6 – Spring 2	<i>Kingdom</i>	NB Judaism & Islam units are compulsory & for either Y5 or Y6 Across UKS2, choose either 1 Hindu & 1 Buddhism unit or both Hindu units: if you choose both Hinduism, you <u>must</u> include some Buddhism in your chosen thematic unit			

