**KEY STAGE 1 CURRICULUM OVERVIEW 2024 – 2025**

**EACH TOPIC REPRERSENTS APPROX 8-10 LESSONS SO WILL**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Autumn 1 / A2** | **Autumn 2 / S1** | **Spring 1 / S2** |  | **Summer** |
| **YEAR 1 CONTENT** | **1.1: Who is a Christian and what do they believe?** | **1.3: Who is Jewish and what do they believe?** | **1.5: What makes some places sacred?** |  | **1.7: What does it mean to belong to a faith community?** |
| **Key New Knowledge** | Recognise some symbols and images  Reflect on and questions about life and God,  Reference stories from the Bible.  Experience thanking and being thanked, praising and being praised, and connect this experience | Know that Jewish people believe in God.  Learn about Shabbat and how it is special for Jewish people  Learn about how Jewish people live. | Recognise special places where people go to worship,  Identify special objects and symbols found in a place where people worship  Talk about ways in which objects, symbols what people believe. |  | Learn what is special and of value about belonging to a group that is important to them    Learn about ways two ways people show they belong to each other when they get married. |
| **Assessment** | End of term retrieval quiz. | End of term retrieval quiz. | End of term retrieval quiz. |  | End of term retrieval quiz. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** |  | **Summer** |
| **YEAR 2 CONTENT** | **Who is a Christian and what do they believe?** | **Who is a Muslim and what do they believe?** | **How and why do we celebrate special and sacred times?** |  | **How should we care for others and the world, and why does it matter?** |
| **Key New Knowledge** | Recognise some symbols and images  Reflect on and questions about life and God,  Reference stories from the Bible.  Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. | Recognise calligraphy  Reflect on objects that are personal to themselves  Identify objects significant to Muslims  Learn how Muslims celebrate | Learn about festivals in Christianity  Learn about festivals to Jewish way of life |  | Learn that some religions believe of supporting others is important  Learn of people who have cared for the poor |
| **Assessment** | End of term retrieval quiz. | End of term retrieval quiz. | End of term retrieval quiz. |  | End of term retrieval quiz. |

**KEY STAGE 2 CURRICULUM OVERVIEW 2024 - 2025**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** |  | **Summer** |
| **YEAR 3 CONTENT** | **What do different people believe about God?** | **Why is the Bible important for Christians today?** | **What does it mean to be a Christian in Britain today?** |  | **Who is Jewish and what do they believe?** |
| **Key New Knowledge** | Study arts of differing religions to find out what they say about god  Similarities and differences between Gods | Learn about the Christian Bible and new and old testament  To express creati8vely narratives of god  Explore the ideas of temptation | Learn about objects that may be found in a Christians home  Learn about how Christians show their faith in the local community  Learn about ways that Christians make a differe3nce worldwide |  | Learn Jewish beliefs about god  Learn about Mezuzah and how it is used  Learn what Jewish people do in their own homes |
| **Assessment** | End of term retrieval quiz. | End of term retrieval quiz. | End of term retrieval quiz. |  | End of term retrieval quiz. |
| **YEAR 4 CONTENT** | **Why is Jesus inspiring to some people?** | **How do people from religious and non-religious communities celebrate key festivals?** | **What does it mean to be a Hindu in Britain today?** |  | **How do family life and festivals show what matters to Jewish people?** |
| **Key New Knowledge** | Identify the characteristics of a good role model  Explore statements and questions  To provide examples of what Christians say are the most important attitudes and values to have | Learn to interpret information as a religious studies investigator  Learn to interpret information as a sociology investigator  To make comparison between investigations | To learn about Hindus faith within their families  To learn about Hindus four aims of life  To learn about how Hindus make a difference in the worldwid3e community |  | To learn to use creative ways to explore stories behind Jewish festivals  To explore in detail Rosh Hashanah  To explore in detail Yom Kippur |
| **Assessment** | End of term retrieval quiz. | End of term retrieval quiz. | End of term retrieval quiz. |  | End of term retrieval quiz. |
| **YEAR 5 CONTENT** | **Why do some people believe God exists?** | **What does it mean to be a Muslim in Britain today?** | **If God is everywhere, why go to a place of worship?** |  | **Green religion? How and why should religious communities do more to care for the Earth?** |
| **Key New Knowledge** | To learn about statistical data locally and globally  To set up an enquiry to explore key questions  To explore some reasons why people do or do not believe in God | Explore practice, meaning and significance of the Five pillars of Islam  To think and discuss about the challenges for Muslins to follow the five pillars | To learn about the key features of places of worship  To explore the duty of pilgrimage in Hinduism  To find out about alternative forms of Christian communities |  | To learn about issues of climate change and the environment  To learn about key concepts of differing religions which have implications of care one earth  To learn about specific work projects |
| **Assessment** | End of term retrieval quiz. | End of term retrieval quiz. | End of term retrieval quiz. |  | End of term retrieval quiz. |
| **YEAR 6 CONTENT** | **What do religions say to us when life gets hard?** | **Is it better to express your religion in arts and architecture or in charity and generosity?** | **What matters most to Christians and Humanists?** |  | **What difference does it make to believe in ahimsa (harmlessness), grace, and Ummah (community)?** |
| **Key New Knowledge** | To begin to formulate ideas about life, death, suffering and what matters most in life  To explore ways in which religions help people to live even in tough times  To learn key concepts of religions about life after death | To research examples of great art and architecture in religion  To list similarities and differences between Christian and Muslim sacred buildings  To compare Christian and Muslims ideas about Art | To have an opinion and express it on why do people do good and bad things  To compare Christian and Humanist codes for living  To consider own values and how they make a difference to their lives |  | To learn about Ahimsa, Grace and Ummah  To consider various impacts of the above and evaluate how would life change if we all followed the ideas . |
| **Assessment** | End of term retrieval quiz. | End of term retrieval quiz. | End of term retrieval quiz. |  | End of term retrieval quiz. |