


























Year B 2026-2027	Autumn		Spring		Summer	
Overarching concepts within each teaching unit	<p>Origins and Expression</p> <p>What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences</p> 	<p>Personal and Collective</p> <p>How people's individual worldviews relate to wider, organised or institutional worldviews</p> 	<p>Place and Time</p> <p>How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change</p> 	<p>Ethics and Values</p> <p>How worldviews may provide guidance on how to live a good life</p> 	<p>Meaning and Purpose</p> <p>How worldviews may offer responses to fundamental questions raised by human experience</p> 	<p>Influence and Power</p> <p>How worldviews influence, and are influenced by, people and societies</p> 
EYFS Year 1 Concepts	<p>Unit 1 Why is the word God so important to Christians?</p>	<p>Unit 2 Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?)</p>	<p>Unit 3 Being special: where do we belong?</p>	<p>Unit 4 Why do Christians put a cross on their Easter Garden? (Why is Easter special to Christians?)</p>	<p>Unit 5 Which places are special and why?</p>	<p>Unit 6 Which stories are special and why?</p>
						 

			<p style="text-align: center;">THEMATIC</p> <p style="text-align: center;">Christianity Hindu Dharma Islam</p> <p>The children will develop their personal knowledge by reflecting upon the things that are special to many Christians, Hindus and Muslims and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby and how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.</p>	<p style="text-align: center;">SALVATION</p> <p style="text-align: center;">Christianity</p> <p>In this unit, pupils further develop their understanding of some key beliefs for Christians from units 1 and 2 by finding out about the key events in the Salvation story (from Palm Sunday until Easter Day). They will build on their exploration of signs and symbols from unit 3 by exploring signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.</p>	<p style="text-align: center;">THEMATIC</p> <p style="text-align: center;">Christianity Judaism Islam</p> <p>In this unit, pupils further develop their personal knowledge by considering the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer.</p>	<p style="text-align: center;">THEMATIC</p> <p style="text-align: center;">Christianity Judaism Islam</p> <p>In this unit, pupils further develop their personal knowledge by considering the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer.</p>
<p>EYFS</p> <p>Year 1</p>	<p style="text-align: center;">CREATION/GOD</p> <p style="text-align: center;">Christianity</p> <p>In this unit, pupils are introduced to some key beliefs for Christians such as creation, stewardship and God.</p>	<p style="text-align: center;">INCARNATION</p> <p style="text-align: center;">Christianity</p> <p>In this unit, pupils will build on their understanding of some key beliefs for Christians and learn the key events from, and beliefs linked to, the Christmas story. They will begin to understand that some stories change over time and that it is important for believers to return to and study the original text.</p>				
<p>Year 2</p> <p>Concepts</p>	<p style="text-align: center;">Unit 13</p> <p style="text-align: center;">What is the good news Christians believe Jesus brings? (Part 1)</p>	<p style="text-align: center;">Unit 14</p> <p style="text-align: center;">What is the good news Christians believe Jesus brings? (Part 2)</p>	<p style="text-align: center;">Unit 15</p> <p style="text-align: center;">Who is a Muslim and how do they live? (part 1)</p>	<p style="text-align: center;">Unit 16</p> <p style="text-align: center;">Why does Easter matter to Christians?</p>	<p style="text-align: center;">Unit 17</p> <p style="text-align: center;">Who is a Muslim and how do they live? (Part 2)</p>	<p style="text-align: center;">Unit 18</p> <p style="text-align: center;">What makes some places special to believers?</p>
						

<p>Year 2</p>	<p>GOSPEL Christianity</p> <p>In this double unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about how many Christians try to follow the example and teachings of Jesus.</p>	<p>GOSPEL Christianity</p> <p>In this double unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about how many Christians try to follow the example and teachings of Jesus.</p>	<p>GOD TAWHID IBADAH Islam</p> <p>In this unit, pupils will find out about Islam, key beliefs, and ways of living for many Muslims. Pupils will learn about some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. Whilst pupils have had the opportunity to explore Islam in previous thematic units, this is their first systematic encounter and will build upon and deepen previous learning.</p>	<p>SALVATION Christianity</p> <p>In this unit, pupils will explore the concepts of God, Incarnation, Gospel and Salvation through learning about Holy week. Pupils will learn about how many Christians show their beliefs within celebrations and worship in church at Easter and will consider what the story of Easter means for Christians today.</p>	<p>GOD TAWHID IBADAH Islam</p> <p>In this unit, pupils will find out about Islam, key beliefs, and ways of living for many Muslims. Pupils will learn about some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. The placement of this unit, allows pupils to revise unit 15 and deepen their learning.</p>	<p>THEMATIC Non-religious, Paganism and Christianity</p> <p>Pupils will find out about Glastonbury as a place of pilgrimage and why it is important to both Christians and Pagans. They will build on prior learning about Christians, and special places. Pupils will also learn about the legacy of the Somer People in Somerset.</p>
<p>Year 3/4 Concepts</p>	<p>Unit 25</p> <p>What kind of world did Jesus want?</p>	<p>Unit 26</p> <p>For Christians when Jesus left, what was the impact of Pentecost?</p>	<p>Unit 27</p> <p>What do Hindus believe God is like?</p>	<p>Unit 28</p> <p>Why do Christians call the day that Jesus died 'Good Friday'?</p>	<p>Unit 29</p> <p>What does it mean to be a Hindu in modern Britain today?</p>	<p>Unit 30</p> <p>How and why do people mark the significant events of life?</p>
						

<p>Year 3/4</p>	<p>GOSPEL Christianity</p> <p>In this unit, pupils will build on work done in KS1 about the concept of 'Gospel' which focuses on the 'Good News' which Christians believe Jesus brings and tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how many Christians today try to follow Jesus.</p>	<p>KINGDOM OF GOD Christianity</p> <p>In this unit, pupils will build on their understanding of their Easter story from KS1 and find out about the events of Pentecost found in the Bible, considering what it might have meant for the first Christians and what they mean for many Christians today.</p>	<p>HINDU DHARMA ATMAN BRAHMAN Hinduism</p> <p>This unit introduces Hindu Dharma to pupils, exploring how Hindus might see the world. They look at the concept of Brahman and use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.</p>	<p>SALVATION Christianity</p> <p>Within this unit, pupils build on prior knowledge from KS1 and learn about how the Christian Salvation story fits into the big story of the Bible. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.</p>	<p>HINDU DHARMA Hindu Dharma</p> <p>This unit develops and extends the learning from Unit 27 and builds on pupils' understanding of Brahman and looks at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma which will sow seeds for examining this concept in more depth in Upper Key Stage 2.</p>	<p>THEMATIC Christianity Judaism Islam Non-religious world views</p> <p>In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people.</p>

Year	Autumn		Spring		Summer	
Year 5/6	<p>Unit 37</p> <p>Christians and how to live: what would Jesus do?</p>	<p>Unit 38</p> <p>Why do Christians believe that Jesus was the Messiah?</p>	<p>Unit 39</p> <p>What do Hindus want to be good?</p>	<p>Unit 40</p> <p>What difference does the resurrection make to Christians?</p>	<p>Unit 41</p> <p>For Christians, what kind of king is Jesus?</p>	<p>Unit 42</p> <p>Why do some people believe in God and some not? How does faith help people when life gets hard?</p>
Concepts						

	<p style="text-align: center;">GOSPEL</p> <p style="text-align: center;">Christianity</p> <p>In this unit pupils will build on work done in Lower KS2 and learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels spend time discussing how Christian communities today act and how this is based on Jesus' teachings.</p>	<p style="text-align: center;">INCARNATION</p> <p style="text-align: center;">Christianity</p> <p>In this unit, pupils will build on work done in Lower KS2 on the Trinity and learn about the concept of 'incarnation'. They will study key texts that recount the story of Jesus' <u>birth</u> and the links Christians make to Old Testament prophecies. Pupils will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition. .</p>	<p style="text-align: center;">HINDU DHARMA ATMAN KARMA MOKSHA</p> <p style="text-align: center;">Hindu Dharma</p> <p>Within this unit, pupils will build on their learning about the Hindu worldview and way of life. They will build on their understanding of dharma, investigate the key concepts of Karma, Dharma and samsara and how these might affect how a Hindu chooses to live their life using the example of two charities.</p>	<p style="text-align: center;">SALVATION</p> <p style="text-align: center;">Christianity</p> <p>In this unit, pupils will continue to study the 'big story' of the Bible, explaining the place of incarnation and salvation. Through studying accounts of Jesus' death and resurrection and comparing their thoughts with the different ways that Christians may interpret these texts. They will explore how Christians put their beliefs into practice in different ways.</p>	<p style="text-align: center;">KINGDOM OF GOD</p> <p style="text-align: center;">Christianity</p> <p>In this unit, pupils will build on work done in Lower KS2 on Pentecost and find out about parables and how most Christians believe that they explain what the Kingdom of God is like. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community.</p>	<p style="text-align: center;">THEMATIC</p> <p>Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units previously studied. They will put this in the context of both global and local beliefs and examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.</p>