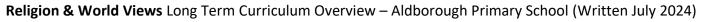




## <mark>Year A</mark>

	Chestnut Class	Cherry Blossom Class	Pine Class	Willow Class	Oak Class
	Chestnut Class explore key RWV	Why is light an	What difference does religion	How do people express	What does it mean to be
	topics across the year using an	important symbol for	make to daily life? What does	commitment to a religion or	part of a global
1	Early Years approach This is guided by the children's interests	religious people?	it mean to be religious?	worldview in different ways?	religious/worldview
Ē	as well as the EYFS Framework	(Focus: Christianity,	(Overview of Christianity,	(Overview of Christianity,	community?
Autumn	which includes the following	Judaism & Hinduism)	Islam, Hinduism, Sikhism,	Islam, Hinduism, Sikhism,	(Overview & Recap of Main
⋖	areas:		Judaism & Buddhism)	Judaism & Buddhism)	Religions)
	'Understanding the world'	What does the nativity	What is the Bible and how do	What do Christians believe	One narrative, many
2 ر	'People, Culture and	story teach Christians	people interpret it?	about God?	beliefs: Why do people
Ē	Communities.'	about Jesus?	(Focus: Christianity)	(Focus: Christianity)	interpret things
Autumn	Children will be taught to:	(Focus: Christianity)			differently?
⋖	'Know some similarities and				(Focus: Christianity)
	differences between different	What do Jews	What do Jews believe about	What do Jews learn from the	How do religious people
<b>H</b>	religious and cultural	remember at	God?	creation story?	make sense of the world?
)g	communities in this country,	Passover?	(Focus: Judaism)	(Focus: Judaism)	(Focus: Judaism)
Spring	drawing on their experiences and	(Focus: Judaism)			
5	what has been read in class.				
	During the year the children will	Why are symbols and	Where is the religion around	How do/have religious	What can we learn about
2	learn about some special	artefacts important to	us?	groups contribute to society	the world/knowledge/
<u>ر</u> هر	religious celebrations including:	some people?	(Multi-Faith. Focus:	and culture in the local	meaning of life from the
Spring	• Diwali	(Focus: Christianity)	Christianity)	area/across the world?	great philosophers?
S	<ul> <li>Hanukkah</li> </ul>			(Multi-Faith)	(Multi/Humanist)
	• Christmas	What does it mean to	What difference does being a	How do religious people	How do beliefs shape
r 1	• Easter	be part of a religious	Muslim make to daily life?	express their beliefs in	identity for religious
me	The children will also discuss and	family?	What does it mean to be a	modern Britain & *one other	people?
Summer	explore the idea of God/s and	(Focus: Islam)	Muslim?	country*?	(Focus: Islam)
Ś	different beliefs, developing an		(Focus: Islam)	(Focus: Islam)	
. 7	understanding of the world and	Why do people have	What is philosophy?	How do people make moral	Why is there suffering in
Summer	the people in it. At the core of all	different views about	(Multi-Faith. Focus: Buddhism)	decisions?	the world?
m	our RWV will be our school value	the idea of God?		(Focus: Buddhism)	(Focus: Buddhism)
Su	'Respect'.	(Multi-Faith/Humanist)			







## <mark>Year B</mark>

		Chestnut Class	Cherry Blossom Class	Pine Class	Willow Class	Oak Class
Autumn 1		Chestnut Class explore key RWV topics across the year using an Early Years approach This is guided by the children's interests	How do festivals/celebrations bring people together?	What can we learn from different religious members & traditions? (Overview of	What do we mean by religion? What makes a religion a religion?	What does it mean to be part of a global religious/worldview
	Autum	as well as the EYFS Framework which includes the following areas:	(Focus: Christianity, Judaism & Hinduism)	Christianity, Islam, Hinduism, Sikhism, Judaism & Buddhism)	(Overview of Christianity, Islam, Hinduism, Sikhism, Judaism & Buddhism)	community? (Overview & Recap of Main Religions)
	Autumn 2	'Understanding the world' 'People, Culture and Communities.' Children will be taught to:	Why does Christmas matter to Christians? (Focus: Christianity)	What is the trinity? (Focus: Christianity)	Where do religious beliefs come from? (Focus: Christianity)	What difference does the resurrection make to Christians? (Focus: Christianity)
	Spring 1	'Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and	What do religious people say God is like? (Focus: Hinduism)	What is the Hindu Holy Book and how do people interpret it? (Vedas) (Focus: Hinduism)	What do Hindus learn from their creation story? (Focus: Hinduism)	How do religious people make sense of the world? (Focus: Hinduism)
	Spring 2	what has been read in class.  During the year the children will learn about some special religious celebrations including:	What might Christians learn from the story of Easter? (Focus: Christianity)	How do religious people express their beliefs in modern Britain & *one other country*?  (Focus: Christianity)	How has belief in religion impacted on music and art through history? (Mulit-Faith)	What does sacrifice mean? (Multi-Faith. Link to Easter Story)
	Summer 1	<ul> <li>Diwali</li> <li>Hanukkah</li> <li>Christmas</li> <li>Easter</li> </ul> The children will also discuss and	What does it mean to be part of the Sikh community? (Focus: Sikhism)	What difference does being a Sikh make to daily life? What does it mean to be a Sikh? (Focus: Sikhism)	How do religious people express their beliefs in modern Britain & *one other country*?  (Focus: Sikhism)	How do beliefs shape identity for religious people? (Focus: Sikhism)
ummer 2	explore the idea of God/s and different beliefs, developing an understanding of the world and the people in it. At the core of all our RWV will be our school value 'Respect'.	How did the universe come to be? (Multi-Faith)	What is the difference between believing and knowing? (Multi-Faith/Humanist)	What do we mean by 'truth'? Is seeing believing? (Multi/Humanist)	What does it mean to be 'human'? (Multi/Humanist)	

