

EYFS	Believing		Living		Expressing	
	Relevant ELG	KS1 readiness objectives				
	<b>ELG: listening, attention and understanding</b> ✓ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions ✓ Make comments about what they have heard and ask questions to clarify their understanding <b>ELG: self-regulation</b> ✓ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <b>ELG: people, culture and communities</b> ✓ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class ✓ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps		✓ To know that different people have different times of celebration ✓ To understand that different people have different ways of celebrating major events ✓ To know that people of all faiths can and do live well alongside each other ✓ To enjoy joining in with family customs and routines ✓ To be able to express some of their own families' customs and traditions	✓ To know that different people have a range of different ways of showing their beliefs, including prayers and worship ✓ To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions		
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Year 1	<b>Believing</b>		<b>Expressing</b>		<b>Living</b>	
	✓ KQ1.1 Who is a Christian and what do they believe? (half unit) ✓ KQ1.2 Who is a Muslim and what do they believe? (half unit)		✓ KQ 1.5 What makes some places sacred? ( <i>Christians / Muslims</i> )		✓ KQ1.7 What does it mean to belong to a faith community? (full unit)	
	<b>Expressing</b> <b>Religious and spiritual forms of expression; questions about identity and diversity</b> ✓ KQ1.6 How and why do we celebrate special and sacred times? ( <i>half unit per year group link to Christian and Muslim festivals and occasions throughout the year</i> ).					
Year 2	<b>Believing</b>		<b>Believing</b>		<b>Living</b>	
	✓ KQ1.1 Who is a Christian and what do they believe? (half unit) ✓ KQ1.2 Who is a Muslim and what do they believe? (half unit)		Religious beliefs, teachings, sources: questions about meaning, purpose and truth ✓ KQ 1.4 What can we learn from sacred books? ( <i>Christians / Muslims</i> ) (full unit)		Religious practices and ways of living; questions about values and commitments ✓ KQ1.8 How should we care for others in the world and why does it matter? (full unit)	
	<b>Expressing</b> <b>Religious and spiritual forms of expression; questions about identity and diversity</b> ✓ KQ1.6 How and why do we celebrate special and sacred times? ( <i>half unit per year group link to Christian and Muslim festivals and occasions throughout the year</i> ).					
Year 3	<b>Believing</b>	<b>Believing</b>	<b>Believing</b>	<b>Expressing</b>	<b>Expressing</b>	<b>Living</b>
	✓ KQ L2.10 How do family life and festivals show what matters to Jewish People, e.g., Hanukah. (Half Unit)	✓ KQL2.1 What do different people believe about God? <i>Christian &amp; Hindu</i>	✓ KQ L2.2 Why is the bible so important for Christian's today? ( <i>link to Easter</i> ) (full unit)	✓ KQ L2.5 Why are festivals important to religious communities ( <i>half unit per year group link to Christian, Muslim and/or Hindu and/or Jewish festivals and occasions throughout the year</i> ).	✓ KQ L2.4 Why do people pray? ( <i>Christian/Muslims and /or Hindus</i> ) (full unit)	✓ KQ L2.7 What does it mean to be a Christian in Britain today? (full unit)
Year 4	<b>Believing</b>	<b>Expressing</b>	<b>Expressing</b>	<b>Believing</b>	<b>Living</b>	<b>Living</b>
	✓ KQ L2.3 Why is Jesus inspiring to some people? (full unit)	✓ KQ L2.5 Why are festivals important to religious communities ( <i>half unit per year group link to Christian, Muslim and/or Hindu and/or Jewish festivals and occasions throughout the year</i> ).	✓ KQ L2.6 Why do some people think that life is like a journey and what significant experiences mark this? ( <i>Christians, Hindus, and non-religious responses (e.g., Humanist)</i> ). (full unit)	✓ KQ L2.10 How do family life and festivals show what matters to Jewish People, e.g., Purim and Passover (Half Unit)	✓ KQ L2.8 What does it mean to be a Hindu in Britain today? (full unit)	✓ KQ L2.9 What can we learn from religions about deciding what is right wrong? ( <i>Christians, Jewish people, and non-religious responses (e.g. Humanist)</i> ). (full unit)
Year 5	<b>Believing</b>		<b>Living</b>		<b>Believing</b>	<b>Expressing</b>
	✓ KQ U2.1 Why do some people think God exists? ( <i>Christians and non-religious, e.g., humanist</i> ) (Full Unit)		✓ KQ U2.6 What does it mean to be Muslim in Britain today? (Full Unit)		✓ KQ U2.2 What would Jesus do? ( <i>Can we live by Christian values in the 21<sup>st</sup> century?</i> ) (Full Unit)	✓ KQ U2.4 If God is everywhere why go to a place of worship ( <i>Christian, Hindu, and /or Jewish people</i> ) (Full Unit)
Year 6	<b>Living</b>		<b>Believing</b>	<b>Living</b>	<b>Expressing</b>	
	✓ KQ U2.10* Green religion? How and why should religious communities do more to care for the Earth? ( <i>Christians, Hindus, Jewish and non-religious</i> )		✓ KQ U2.3 What do religions say when life gets hard? ( <i>Christians, Hindus, non-religious (e.g., Humanist)</i> ) (Full Unit)	✓ KQ U2.7 What matters most to Christians and Humanists? (Full Unit)	✓ KQ U2.9* What can be done to reduce racism, can religion help? ( <i>Christians, Muslims and non-religious (e.g., Humanist)</i> ) (Full Unit)	