St Mark's CE Primary School

Religious Education Curriculum Map 2026-27

	EYFS (Nursery/ Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
God		Unit 10: What do Christians believe God is like?				Unit 31: What does it mean if Christians believe God is holy and loving?	
Creation/Fall	Unit 1: Why is the word 'God' so important to Christians?	Unit 7: Who do Christians say made the world?		Unit 23: What do Christians learn from the Creation story?		Unit 34: Creation and science: conflicting or complementary?	
People of God				Unit 19: What is it like for someone to follow God?		Unit 35: How can following God bring freedom and justice?	
Incarnation	Unit 2: Why is Christmas special for Christians?	Unit 8: Why does Christmas matter to Christians?		Unit 20: What is the Trinity and why is it important for Christians?			Unit 38: Why do Christians believe Jesus was the Messiah?
Gospel			Unit 14: What is the good news that Christians believe Jesus brings?		Unit 25: What kind of world did Jesus want?		Unit 37: Christians and how to live. What would Jesus do?

Salvation	Unit 4: Why is Easter special for Christians?		Unit 16: Why does Easter matter to Christians?		Unit 28: Why do Christians call the day Jesus died 'Good Friday'?		Unit 40: What difference does the resurrection make to Christians? What do Christians believe Jesus did to 'save' people?
Kingdom of God				Unit 26: For Christians, when Jesus left, what was the impact of Pentecost?			Unit 41: For Christians, what kind of king is Jesus?
Other faiths and Thematic units	Unit 3: Being special: where do we belong? (Thematic) Unit 5: Which places are special and why? (Thematic) Unit 6: Which stories are special and why? (Thematic)	Unit 9: Who is Jewish and how do they live? (Judaism) Unit 11: What does it mean to belong to a faith community? (Thematic) Unit 12: How should we care for others and for the world and why does it matter? (Thematic)	Unit 15: Who is a Muslim and what do they believe? Part 1 and 2 (Islam) (double unit) Unit 18: What makes some places sacred to believers? (Thematic)	Unit 21: How do festivals and worship show what matters to a Muslim? (Islam) Unit 22: How do festivals and family life show what matters to Jews? (Judaism) Unit 24: How and why do people try to make the world a better place? (Thematic)	Unit 27: What do Hindus believe God is like? (Hindi dharma) Unit 29: What does it mean to be Hindu in Britain today? (Hindu dharma) Unit 30: How and why do people mark the significant events of life? (Thematic)	Unit 32: What does it mean to be a Muslim in Britain today? (Islam) Unit 33: Why is the Torah so important to Jewish people? (Judaism) Unit 36: What matters most to Humanists and Christians? (Thematic)	Unt 39: Why do Hindus want to be good? (Hindu dharma) Unit 42: Why do some people believe in God and some people not? How does faith help people when life gets hard?

Religious Education Sticky Knowledge

	EYFS (Nursery/ Reception)	End of KS1	End of Lower KS2	End of Upper KS2	End of KS3
God	See Creation	Pupils will know that: • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways that please him.	Pupils will know that: • Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation). • Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them, and Bible stories show how God keeps his promises. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.	Pupils will know that: • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.	Students will know that: • Christians believe in God as Trinity, and that the different roles of the three persons in one God can be seen as exemplifying the relational nature of God and the importance of self-giving love in Christian practice • Ideas of God have varied (and still do) within the Christian Church, and that different emphases lead to different ways of living (for example, some Christians explain how and why God allows suffering; others cannot but still trust God). • Christians can use the Bible to describe God in different ways. • It is not simple to talk about God, and language

				• Christians believe getting to know God is like getting to know a person rather than learning information.	about God might use analogy, symbol, or metaphor and still not get close to what God is 'really' like. Christians believe that trying to express the inexpressible mystery of God is still worthwhile. Not all Christians agonise over such theological problems — some might say it is more important to get on with loving God and their neighbour.
Creation and Fall	Pupils will know that: • The word God is a name. • Christians believe God is Creator of the universe. • Christians believe God made our wonderful world and so we should look after it.	Pupils will know that: • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for	Pupils will know that: • God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be	Pupils will know that: • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians.	Students will know that Christians believe: • Creation reveals something about the nature of God (for example, powerful, involved in human life, source of all life on earth), and reminds humans of their place as dependent upon the Creator. • Humans have a responsibility to Creation, as stewards. • Genesis 1 and Genesis 2 present different pictures of God.

		the world because it belongs to God.	close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	• The discoveries of science make Christians wonder even more about the power and majesty of the Creator.	• There are various ways of resolving the perceived conflict between science and religion, such as by interpreting Genesis in different ways. • Being made 'in the image of God' can be interpreted widely, but implies a significance for human beings, and an intimate connection between them and the Creator. • The story of 'the Fall' (Genesis 3) is interpreted differently by Christians (for example, Augustine and Irenaeus). • The idea that sin spoils creation is fundamental to Christian belief, but it is tied with the idea that God brings salvation through Jesus — sin does not have the last word. Evil and suffering need not destroy faith in God. • The idea that human beings are flawed and in need of God's salvation has influenced Christian thought over centuries. Reactions against it include ideas of

					Freud, Marx and positive psychology. • Christians celebrate being created by God, and also respond to sin through confession, believing that God forgives, by his grace, through Jesus.
People of God			Pupils will know that: • The Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them, and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God.	Pupils will know that: • The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them,	Students will know that Christians believe: • The People of God did not always live according to the Law. Prophets spoke out through words and symbolic actions, declaring the word of the Lord'. • Prophets called people back to God's Law — they reminded the People of God that their relationship with God was a covenant, or agreement; if they keep breaking the terms of the agreement, there would be difficulties. • The People of God often ignored the voice of the prophet but sometimes would repent and come back

			• Christians believe that, through Jesus, all people can become the People of God.	bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God and try to live in a way that attracts others to God: for example, as salt and light in the world.	to God. Then the cycle would start all over again. • The idea that sin spoils creation is fundamental to Christian belief, but it is tied with the idea that God brings salvation through Jesus — sin does not have the last word. Evil and suffering need not destroy faith in God. • Christians today often focus on the call for social justice as an indicator of how far they are living as the People of God. • The Bible has a rich 'wisdom' strand which gives a way of seeing the world, and guidance on responding to the challenges of life.
Incarnation	Pupils will know that: • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show	Pupils will know that: • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that	Pupils will know that: • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son	Pupils will know that: • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the	Students will know that: • Christians believe the incarnate Jesus embodies the nature of God and shows them what God is like. • Christians believe Jesus' life offers a pattern for humans and models the way humans should be.

	that all people are precious and special to God.	his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.	sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation).	• Christians have used artwork of Jesus to show rich and diverse ways of understanding the incarnation and to reflect on the nature of God. • Christians believe the incarnation validates the physical creation and the human body (for example, in the Orthodox tradition). • For Christians, Jesus' life and teaching exemplify God's interest in, care for and love of the poor and vulnerable
Gospel		Pupils will know that: • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being	Pupils will know that: • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love	Pupils will know that: • Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an	Students will know that: • Jesus' teachings challenged social structures as well as individuals, disappointing some of his contemporaries, who wanted the Romans out and the People of God to rule. • The Bible teaches that the good news is for all people and should bring liberation

		forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way.	and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus — they want to know him better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.	in individuals' lives and transform communities. • Jesus' teaching challenges Christians to embody this transformation in their individual lives, church communities, and in the wider world. • Christians believe the good news points toward a future rule of God when wisdom will prevail, and evil and suffering will end. (See also Kingdom of God.) • Jesus' teachings have influenced Christians and others beyond the Christian tradition
Salvation	Pupils will know that: • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves.'	Pupils will know that: • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.	Pupils will know that: • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.	Pupils will know that: • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection.	Students will know that: • For Christians, salvation is a deep concept that incorporates all the others in this scheme. It includes healing of the whole person, of society and of the natural world. • For Christians, different ways of understanding how Jesus brings salvation

	• Christians believe Jesus came to show God's love. • Christians try to show love to others.	• Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life.	• Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.	• The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are	depends upon which aspect of Jesus' significance they emphasise: for example, his teaching, his example, his death, his resurrection and so on. • For Christians, the Holy Spirit carries on the work of sanctification in their lives, helping them to be more like Jesus, restoring the image of God.

				prepared to die for others and for their faith.	
Kingdom of God			Pupils will know that: • Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.) • Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost, as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.	Pupils will know that: • Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future Kingdom, where God's reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	Students will know that: • For Christians, the future element of the Kingdom of God suggests a renewed heaven and earth, transforming the current creation, but taking account of human achievement (as humans are made 'in the image of God'), rather than wiping it away. • There are different Christian understandings about life after death (soul; resurrection or re-creation; timeless beatific vision or everlasting life), but God's rule is seen as fundamental. • Different readings of apocalyptic texts (for example, Revelation) are a feature of contemporary Christian beliefs, and these have an impact on how some Christians live now.

End of Key Stage outcomes				
	End of KS1	**End of LKS2**	**End of UKS2**	**End of KS3**
Islam	• Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what Some of them mean • Give examples of how stories about the Prophet* show what Muslims believe about Muhammad • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action	• Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there	• Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways • Make connections between Muslim beliefs studied and Muslim ways of living in	• Explain the importance of the key beliefs studied (e.g. iman, ibadah, akhlaq) for Muslim ways of living in Britain today • Give reasons and examples to explain how and why Muslims put their beliefs into action in different ways (e.g. Sunni/ Shi'a traditions) • Show how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today • Give a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, offering reasons and justifications for their responses.

	• Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action	are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	Britain/ Stoke-on-Trent today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	
Judaism	• Recognise the words of the Shema as a Jewish prayer • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live	• Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)	• Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)	• Explain the importance of the key beliefs studied for Jewish ways of living in Britain today (e.g. identity, Shabbat, tzedaka) • Give reasons and examples to explain how and why Jews put their beliefs into action in different ways (e.g. Orthodox and Progressive traditions) • Show how beliefs and teachings guide Jews in responding to the challenges of life in Britain today

	• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too	• Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	• Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish.	• Give a coherent account of the challenges and opportunities of being a Jewish teenager in Britain today, offering reasons and justifications for their responses.
Hindu Dharma		• Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God	• Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. • Make clear connections between Hindu beliefs about dharma, karma, samsara and	• Explain the importance of the key beliefs studied (e.g. karma, samsara, moksha) for Hindu ways of living • Give reasons and examples to explain how and why Hindus put their beliefs into action in different ways (e.g. paths to moksha; aims in life; varnas)

		• Identify the terms 'dharma', 'Sanatan Dharma' and say what they mean • Make links between Hindu practices and the idea that the Hindu faith is a whole 'way of life' (dharma) • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or	moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view	• Show how Hindu beliefs and teachings guide them in making moral decisions (e.g. non-violence, vegetarianism) • Give a coherent account of why a Hindu would not want to be reincarnated, and what they might do about it. • Evaluate how far the ideas of karma and samsara help students to make sense of the world and their own experience.

		between Britain and parts of India • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.		

Religious Education Key Vocabulary

	EYFS (Nursery/ Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
God		Father Parable Jonah God Holy Forgiving Prodigal Worship Nineveh loving				Loving Omnipotent Isaiah John Testament Holy Omnipresent Omniscient Believer Eternal	
Creation/Fall	Christians God Creation Adam Eve Bible Parable Precious Jesus Pearl	God believe Bible Genesis praise Creation World Belief Thank Harvest				Science Genesis Big bang theory Complementary Creation Literal Creator Conflicting Interpretation Theory	

People of God				Prophets Abram Noah Wedding Old Testament Promise Abraham Covenant Righteous Christians		People of God Children of Israel Freedom Justice Moses Exodus Slavery Egypt Pharoah Rescue	
Incarnation	Incarnation Jesus Christmas Mary Joseph Shepherds Angel Star Magi Manger	Incarnation Jesus Mary Joseph Shepherds Advent Secular Religious Birth Celebration					Messiah Incarnation Saviour Immanuel Micah Theological Prophecy Gospel Prophet Isaiah
Gospel			Christians Jesus Matthew Fishermen Disciples Tax collector peace forgiveness Apostles prayer		Jesus Disciples Follower Clergy Galilee Vicar Parable Samaritan Gospel Evangelist		

Salvation	Jesus God Salvation Easter Hosanna Palm Good Friday Donkey Sunday Disciples		God Salvation Saviour Resurrection Eternal Life Secular Easter Worship Good Friday Religious		Salvation Jerusalem Resurrection Forgiveness Crucifixion Palm Sunday Disciples Sin Easter Calvary		Salvation Resurrection Interpret Sacrifice Biblical Theological Gospel Eternal life Incarnation Funeral
Kingdom of God					Pentecost Holy Spirit Disciples Lord's Prayer Baptised Tongues Acts Trinity Apostles		Parable Kingdom Salvation Forgiving Unforgiving Banquet Biblical Inheritance Social Unjust
Other faiths							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Islam			**Units 15 and 16** Shahadah Zakat Muslims Haij Islam Sawm Salah Tawhid Ramadan	**Unit 21** Prophet Muhammad Allah Fasting Tawhid Quran Salah Ramadan Sawm		**Unit 32** Muslim Ibadah Submission Ramadan Shahadah Salah Sawm Zakah Hajj	

			Prophet Allah	Eid		Pilgrimage	
Judaism		**Unit 9** Synagogue Torah Jewish Mezuzah Shabbat Shema God Chanukah Dreidel Star of David		**Unit 22** Freedom Torah Yom Kippur Orthodox Pesach Shabbat Rosh Hashanah Shema Progressive Forgiveness		**Unit 33** Torah Sefer Torah Orthodox Secular Pesach (Passover) Synagogue Kosher Progressive Kashrut	
Hindu dharma					**Units 27 and 29** Hindu Brahman Deity Namaste Shiva Aum Atman Lakshmi Vishnu Brahma		**Unit 39** Dharma Samsara Reincarnation Atman Duty Karma Moksha Brahman Ahimsa Deity
Thematic	**Unit 3** Muslim Hindus Christians Jesus Baptism Raksha badhan Welcome Love	**Unit 11** Community Muhammad Shabbat Allah Ichthus Faith Baptism Agigah	**Unit 18** Worship Jewish Holy Christian Muslim community Mosque Sacred	**Unit 24** Tikkun Olam Jewish Christian Muslim Zakat Stewardship Steward Salvation	**Unit 30** Significant Journey Baptism Commitment Marriage Bar Mitzvah Bat Mitzvah Ceremony	**Unit 36** Humanist Non-religious Belief Moral Golden rule Humanism Worldview Christian	**Unit 42** Theist Atheist Psychology Evidence Psychologist Agnostic Humanist Philosophy

	Special Rakhi **Unit 5** Christians Pilgrimage Muslims Holy Church Bible Mosque Imam Qur'an Vicar **Unit 6** Christians Bible Muslims Torah Believe Text Stories Jews Qur'an Special	Parable wedding **Unit 12** Community World Psalm Stewardship love Genesis Religious Non- religious Christian Jews	Church Synagogue Place of worship Shabbat	Humanist Golden Rule	Wedding Sacred thread	Values Authority	Reason Theologian