



Progression in Key Stage 1

Year 1

<u>Autumn Term</u>			
Believing	Who is a Christian and what do they believe?	This is a systematic unit and it looks at an individual religion. They will listen to stories that they will have heard throughout EYFS in a bit more detail. It enables pupils to build on this learning later in the year in thematic units, comparing more than one religion.	Christian
Believing	Who is Jewish and what do they believe? (Part 1)	Although the syllabus suggests focusing on two religions in depth as a minimum in KS1, we have chosen to add in a minor focus on a third religion. This prepares for learning in KS2, allowing time to check knowledge and build on learning. It enables pupils to build on this learning later in the year in thematic units, comparing more than one religion.	Jewish
<u>Spring Term</u>			
Believing	Who is Jewish and what do they believe? (Part 2)	After a break from this unit learning about Christmas / Hanukah, pupils will reflect on previous learning through festivals. This unit is split over 2 terms. Judaism was introduced and revisiting the religion in this term allows time to check knowledge and build on learning.	Jewish
Expressing	How and why do we celebrate special and sacred times? Easter/ Passover	This unit enables the children to apply their knowledge and understanding finding out how each religion celebrates different festivals. introducing the pupils to Islam, which they have visited in EYFS. Children begin to compare.	Christian Jewish Muslim
<u>Summer Term</u>			
Living	What does it mean to belong to a faith community?	These are thematic units. It is in the Summer Term of the year so that children can revisit and build on learning about these religions they visited earlier on in the year. This allows for similarity and difference work. Children will build on their knowledge and understanding. Children will be introduced for the first time of a non-religious group (Humanism) when finding out how others care for the world.	Christian Jewish Muslim
Living	How should we care for others and the world, and why does it matter?		Christian Jewish Muslim Non-religious (Humanism)

Year 2

<u>Autumn Term</u>			
Believing	Who is a Muslim and what do they believe? (Part 1)	Pupils know what it means to belong to a Muslim faith which they visited in EYFS and Year 1. This is a systematic unit and it looks at an individual religion. It enables pupils to build on this learning later in the year in thematic units, comparing more than one religion.	Muslim
Expressing	How and why do we celebrate special and sacred times? Christmas / Eid	This unit enables the children to take a break from the systematic unit and build on previous knowledge about Christianity. Children will learn about why Christmas is important, looking at incarnation. There may be an opportunity to think about what Muslims celebrate at this time of the year.	Christian
<u>Spring Term</u>			
Believing	Who is a Muslim and what do they believe? (Part 2)	This unit is split over 2 terms. Islam was introduced and revisiting the religion in this term allows time to check knowledge and build on learning.	Muslim
Expressing	How and why do we celebrate special and sacred times? Easter	This unit enables the pupils to build on knowledge and understanding on Christianity, revealing the key beliefs of God to a Christian revealed through Easter.	Christian
<u>Summer Term</u>			
Believing	What can we learn from sacred books?	Through these two units' children can revisit and build on learning about these religions they visited earlier on in the year and in Year 1. This allows for similarity and difference work. Children will build on their knowledge and understanding. Examining sacred books and places of worship of the religions that the children have studied throughout Key Stage 1. These units offer the opportunity for pupils to go on local visits and invite local Muslims, Christians and Jews into school / zoom. Children will begin to ask questions.	Christian, Muslim, Jewish
Expressing	What makes some places sacred?		