



**Progression throughout key Stage 2**

**Year 3**

<b>Autumn Term</b>			
<b>Living</b>	<b>What does it mean to be a Christian in Britain today? (Part 1)</b>	Building on learning from Christianity from KS1	<b>Christian</b>
<b>Living</b>	<b>What does it mean to be a Hindu in Britain today? (Part 1)</b>	Introduction of an in-depth focus on Hindu people – this has not been studied in depth in KS1 but mentioned in EYFS / KS1 when celebrating Diwali. This unit is then built on in another systematic unit in Year 4.	<b>Hindu</b>
<b>Spring Term</b>			
<b>Believing</b>	<b>Why is the Bible so important for Christians today?</b>	The learning about Christians is built on in the unit focusing on the Bible... opportunity for more retrieval practice. Children will have been introduced to Christianity in KS1 as well as a unit on Sacred books in Year 2.	<b>Christian</b>
<b>Expressing</b>	<b>What do Christians celebrate at Easter?</b>	Building on learning from KS1 and from previous units taught about Christians.	<b>Christian / Jewish</b>
<b>Summer Term</b>			
<b>Believing</b>	<b>What do different people believe about God?</b>	It is a thematic unit and allows pupils to build on learning about Hindu and Christian people but also bring in, practise and build on learning about Muslim and Jewish people from KS1. Pupils will be introduced again to non-religious groups (Humanism) they were introduced in KS1.	<b>Hindu, Christian, Muslim Non-religious (Humanism)</b>
<b>Believing</b>	<b>Why do people pray?</b>		<b>Christian, Hindu, Muslim</b>

**Year 4**

<b><u>Autumn Term</u></b>			
<b>Living</b>	<b>What does it mean to be a Hindu in Britain today? (Part 2)</b>	Building on learning in the year 3 systematic unit, an opportunity for more retrieval practice but see how this also shows spaced learning.	<b>Hindu</b>
<b>Living</b>	<b>What does it mean to be a Christian in Britain today? (Part 2)</b>	Continues to build up knowledge and understanding of Christians began in Year 3. Preparation for a focus on Jesus in the spring term.	<b>Christian</b>
<b><u>Spring Term</u></b>			
<b>Expressing</b>	<b>Why are festivals important to religious communities?</b>	Festivals will be chosen so that a focus that build pupils' knowledge and understanding can be seen. As Muslims has not been studied in a systematic unit since Year 2 Ramadan will be studied as well as Easter, Diwali. Comparison and similarities of festivals will be taught.	<b>Christian, Muslim, Hindu, Jewish</b>
<b>Believing</b>	<b>Why is Jesus inspiring to some people?</b>	Continues to build on the unit of work studied in year 3 and 4 'What does it mean to be a Christian in Britain today' Children will apply their knowledge and understanding throughout this unit. Opportunities for reflection, questioning will be given as local visitors will be invited in.	<b>Christian</b>
<b><u>Summer Term</u></b>			
<b>Living</b>	<b>What can we learn from religions about deciding what is right and wrong?</b>	In these two thematic units at the end of year 4 there is an opportunity to compare and contrast but also to revisit and build on learning in earlier units. Non-religious beliefs are brought in here in a bit more detail, previously they have just been introduced in Year 3 and KS1. It is expected that these will have been discussed in units earlier e.g. 1.8 How should we care for others and the world? and 2.1 What do different people believe about God?	<b>Christian, Jewish, Non-religious (Humanist)</b>
<b>Expressing</b>	<b>Why do some people think that life is like a journey and what significant experiences mark this?</b>		<b>Christian, Jewish, Hindu Non-religious (Humanist)</b>

## Year 5

<u>Autumn Term</u>			
<b>Believing</b>	<b>Why do some people believe God exists?</b>	This unit will continue to build on knowledge and understanding from LKS2 units of work, thinking of what Christians and Hindus believe about God, as well as non-religious groups.	<b>Christian Hindu non-religious (Humanist)</b>
<b>Living</b>	<b>What does it mean to be a Muslim in Britain today? (Part 1)</b>	Introduction of an in-depth focus on Muslim people – not studied in depth since KS1 but mentioned in some thematic units. This unit is then built on in another systematic unit in Year 6. Knowledge will be embed into their long term memory.	<b>Muslim</b>
<u>Spring Term</u>			
<b>Living</b>	<b>What matters most to Christians and to Humanists?</b>	Introduction of an in-depth focus on Humanist people – not studied in depth, but non-religious groups have been mentioned and introduced in some thematic units in KS1, LKS2. The knowledge and understanding that the children have built up about Christianity throughout each year group will be used to compare similarities and differences between the two.	<b>Christian and Non-religious (Humanist)</b>
<b>Believing</b>	<b>What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</b>	Continues to build on previous unit of work about what matters to Christians. Prior learning from Year 4 will enable the children to apply their knowledge and understanding throughout this unit about Christianity. Children will use their questioning skills.	<b>Christian</b>
<u>Summer Term</u>			
<b>Expressing</b>	<b>If God is everywhere, why go to a place of worship?</b>	In this final and thematic unit at the end of year 5 there is an opportunity to compare and contrast but also to revisit and build on learning in earlier units. Non-religious beliefs are brought in here as well as Hindu (year 4), Muslim (year 5) and Christianity.	<b>Christian Hindu Jewish Muslim Non-religious (Humanism)</b>

## Year 6

<b>Autumn Term</b>			
<b>Living</b>	<b>What does it mean to be a Muslim in Britain today? (Part 2)</b>	This unit is a 'systematic' unit – it focuses on just one religion. The unit has been split in 2, the first part was taught in year 5. This provides the opportunity for pupils to look back and reflect on previous learning in systematic and thematic units and to check on and build on previous learning. This unit will be used to build on previous learning and to do retrieval practice.	<b>Muslims</b>
<b>Living</b>	<b>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</b> Children will learn about what it means for Hindus, Muslims and Christians to commit to key beliefs. They will learn about the importance of Ahimsa for Hindus, Grace for Christians and the Ummah for Muslims.	The next 3 units are thematic units and the Children will use all their prior learning from the different religious groups, as well as the non-religious groups studied. Their knowledge in vocabulary and understanding of each religion will enable the children the opportunity to reflect and compare from all their teaching of the religions taught throughout both Key Stages. Questioning practice, retrieval practice and a time to reflect on all that they have learnt.  These thematic units provide a big opportunity for children to embed all their knowledge, develop their own ideas and values. It will provide the opportunity to make sure all pupils have a good understanding of religions and non-religions taught.  The concepts and the knowledge of major world religions have been built up over time and returned to throughout KS1 AN KS2 many times, this enables pupils to know more and remember more.  In these units pupils will be able to grasp the world that they live in, understand and respect that there are different religions and non-religions.	<b>Christians, Muslims &amp; Hindus (recap)</b>
<b>Spring Term</b>			
<b>Expressing</b>	<b>Is it better to express your religion in arts and architecture or in charity and generosity?</b> Children will look in depth from two different religions about why their holy building and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity.	The repeated opportunities pupils have had to engage with content and a chance to revisit and recall knowledge – in thoughtful and engaging ways. For example, through presenting images or texts from previous units for pupils to label, describe, annotate and explain, allows pupils to articulate ideas, with reasons, arguments, rebuttals and responses – but leaving space for ambiguity and contradiction.	<b>Christians, Hindus, non-religious (humanists)</b>
<b>Summer Term</b>			

<b>Believing</b>	<b>What do religions say to us when life gets hard?</b> This investigation enables the children to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death.	This unit will enable the children to handle and apply their learning. Give opportunities for pupils to make connections between the ideas studied, the world around them, and within their own worldviews. It will give the children a chance to revisit past learning and knowledge	<b>Christians, Hindus, non-religious (Humanists)</b>
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