

## EYFS continuous provision: how does the curriculum work?

**EYFS** There are 6 key questions, accessed through continuous provision (or discretely), in line with Development Matters & Birth to 5 Matters guidance for EYFS. **Pupils are assessed against ELGs.** All units will introduce specialist vocabulary and be resourced reflecting the worldviews that are appropriate for each school's setting, whilst also including Christianity.

 <b>Who am I and where do I belong?</b>	 <b>Why do we have celebrations?</b>	 <b>What makes a place special?</b>
<ul style="list-style-type: none"> <li>• Every person is special and unique</li> <li>• Some people believe that God made them this way</li> <li>• How new babies are welcomed</li> <li>• People belong together in different ways</li> <li>• People have different ways of showing they 'belong' together (religious &amp; non-religious)</li> <li>• Special people in different religions (e.g. Jesus / Prophet Muhammad (pbuh) / Moses)</li> </ul>	<ul style="list-style-type: none"> <li>• Each person has a "birth-day" and this is celebrated on the anniversary of their birth</li> <li>• Celebrations are joyful times</li> <li>• Celebrations are often a time to say "thank you"</li> <li>• Christians celebrate special festivals e.g. Harvest, Christmas, Easter</li> <li>• Other religions have different festivals</li> <li>• School-based celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Some people have places that are special to them</li> <li>• There are special buildings where some people go to think and learn about God</li> <li>• Some people feel close to God anywhere or in their own special places</li> </ul>
 <b>What can we learn from stories?</b>	 <b>What makes something 'special'?</b>	 <b>What makes our world wonderful?</b>
<ul style="list-style-type: none"> <li>• People can have favourite stories</li> <li>• Through stories people share ideas and values about how to live</li> <li>• Some books are special to religious groups e.g. Bible (Christians) Torah (Jews) Qur'an (Muslims) and talk about God</li> <li>• Some stories are about special people e.g. Jesus, Prophet Muhammad (pbuh*), Moses etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Different things are special to people for different reasons</li> <li>• How to look after special things and respect things that are special to others</li> <li>• People can use objects to help them remember special times and places</li> <li>• Memories can be special</li> <li>• Some objects are 'religious' objects and help people to think about God</li> </ul>	<ul style="list-style-type: none"> <li>• Our world is a place of wonder &amp; we should look after it</li> <li>• People are naturally 'creative'</li> <li>• Some people believe our world was created by God and that this is an important story in their special books</li> <li>• Some people believe that it came about naturally and that science is the best way to understand it</li> </ul>

## KS1 & KS2: How does the curriculum work?

Per phase, there are....

**10 Compulsory units**  
introducing / revisiting key concepts



**2 thematic units from a selection** to be planned for the 2<sup>nd</sup> half of the Summer term, drawing together 'golden threads' across learning  
**Select an appropriate range of beliefs, including non-religious perspectives and Christianity**

The balance of units across the key stages ensure that schools meet statutory requirements: there are also more detailed overviews for each phase in the Agreed Syllabus support materials. The thematic units are designed to draw together key ideas that are present in other units across the phase, consolidating prior knowledge & helping pupils to make links, whilst introducing new material from religions or beliefs represented in their school community or not previously studied. Each unit will contain some suggestions to help schools to plan and give a guide as to the appropriate balance of the content. These units also create opportunities for assessing pupils' progress.

**There is more guidance about choosing units in the introductory pages for each phase and in the non-statutory support materials. There are also non-statutory materials to accompany each unit in the Primary section of the syllabus.**

KSI	Compulsory units: 3 per year	Concepts	Compulsory units: 2 per year	Concepts	Thematic units – choose 1 per year
Y1	<b>CHRISTIANITY: Why do Christians call God ‘creator’?</b>	God Creation	<b>JUDAISM: What is the Torah &amp; why is it so important to Jewish families?</b>	Shabbat Creation ‘shalom’ rest	<b>What makes a good leader?</b>
	<ul style="list-style-type: none"> <li>‘Create’ / ‘creation’ / ‘creator’</li> <li>Biblical creation story</li> <li>God as ‘creator’ of the world &amp; in other parts of the Bible</li> <li>Celebration of Harvest</li> </ul>		<ul style="list-style-type: none"> <li>What makes a book special?</li> <li>Torah is special as it contains G_d’s words &amp; rules for living (mitzvot)</li> <li>How Jewish people show the Torah is special in how it’s treated &amp; where it lives</li> </ul>		<ul style="list-style-type: none"> <li>Who are ‘good’ leaders?</li> <li>Why did people follow Moses / Jesus / Muhammad?</li> <li>Leaders who followed a faith / belief</li> <li>What can we learn from leaders?</li> <li>How can we be a good ‘follower’?</li> </ul>
Y1	<b>CHRISTIANITY: What is the ‘Nativity’ and why is it important to Christians?</b>	Incarnation God Worship	<b>JUDAISM: Why do Jewish families celebrate the gift of Shabbat?</b>	‘Holy’ Torah Mitzvot Respect	<b>Why do people tell stories?</b>
	<ul style="list-style-type: none"> <li>‘Nativity’ as the birth of Jesus</li> <li>Other important people in the Nativity</li> <li>Why did angels announce Jesus’ birth?</li> <li>Diversity of Nativity sets across the world</li> <li>Christmas as focus of worship of Jesus</li> </ul>		<ul style="list-style-type: none"> <li>Shabbat as a special gift of rest</li> <li>Links with creation story</li> <li>Friday night meal &amp; symbols; Saturday night ceremony as start of new week</li> </ul>		<ul style="list-style-type: none"> <li>Stories help us understand life; teach us to be better people; about real events; to comfort &amp; link us to others</li> <li>Stories linked to festivals; add Hanukkah / Purim</li> <li>Aesop’s Fables / Badger’s Parting Gifts</li> </ul>
Y1	<b>CHRISTIANITY: What do Christians learn from stories of Jesus?</b>	Incarnation Salvation	<b>ISLAM: What is important for Muslim families?</b>	respect Prophet ibadah salaam (peace) creation	<b>Is prayer important to everyone?</b>
	<ul style="list-style-type: none"> <li>Stories about Jesus, baby → man</li> <li>Jesus human ‘like us’ and divine, ‘like God’</li> <li>Jesus’ stories (‘parables’) &amp; miracles</li> <li>Christians as ‘followers’ of Jesus</li> <li>End with Easter story and symbols</li> </ul>		<ul style="list-style-type: none"> <li>Muhammad (pbuh) is the most important Prophet (messenger) for Muslims</li> <li>Muslims learn from his life &amp; example</li> <li>Qur’an contains the holy words of Allah</li> </ul>		<ul style="list-style-type: none"> <li>Who do people pray to? Does everyone pray?</li> <li>How is prayer different from reflection?</li> <li>Buddhist ‘prayer’ flags &amp; prayer beads across traditions</li> </ul>
Y2	<b>CHRISTIANITY: What is God like for Christians?</b>	God ‘Holy’ Creation	<b>ISLAM: Who is Allah and how do Muslims worship him?</b>	Allah salah Ibadah	<b>Why should we look after the world?</b>
	<ul style="list-style-type: none"> <li>Build on idea of God as creator</li> <li>Images of God from the Bible: shepherd, parent, King; Jesus ‘like God’</li> <li>Ideas in art / story / song</li> </ul>		<ul style="list-style-type: none"> <li>Muslims believe in One God, Allah</li> <li>99 beautiful names express what Allah is like, including ‘Al-Khaliq’ (creator)</li> <li>Prayer is part of worship of Allah (ibadah)</li> </ul>		<ul style="list-style-type: none"> <li>Link to ideas from prior learning about creation</li> <li>Caring about the world from non-religious perspective – we all share our world</li> <li>Tu B’Shvat (Jewish tree-planting festival)</li> </ul>
Y2	<b>CHRISTIANITY: Why is giving important to Christians?</b>	Incarnation Worship Kingdom	THIS BOX IS INTENTIONALLY BLANK!		<b>Y2: Is it better to give or to receive?</b>
	<ul style="list-style-type: none"> <li>Why / when do we give to others?</li> <li>Christians as ‘Church’ give in different ways e.g. ‘service’, food bank</li> <li>Commandments to ‘love God &amp; love others’</li> <li>Giving at Christmas because God gave</li> </ul>				<ul style="list-style-type: none"> <li>Giving &amp; receiving through festivals e.g. Harvest festivals / Christmas / Easter / Eid</li> <li>Gifts of Creation / Shabbat / Torah / Qur’an / Jesus</li> <li>How do Sikhs give and why?</li> <li>Giving from a non-religious perspective</li> </ul>
Y2	<b>CHRISTIANITY: Why do Christians call Jesus ‘Saviour’?</b>	Salvation	THIS BOX IS INTENTIONALLY BLANK!		THIS BOX IS INTENTIONALLY BLANK!
	<ul style="list-style-type: none"> <li>‘Saving’ others; Jesus as ‘Saviour’</li> <li>Jesus changing lives e.g. Zacchaeus</li> <li>Salvation in Easter story, symbols in Easter garden</li> </ul>				

LKS2	Compulsory units: 3 per year	Concepts	Compulsory units: 2 per year	Concepts	Thematic units – choose 1 per year
Y3	<b>CHRISTIANITY: How can artists help us to understand what Christians believe and do?</b>	God Incarnation Salvation	<b>JUDAISM: What are important times for Jewish people?</b>	mitzvot Covenant Shabbat Shalom	<b>Why do people make promises?</b>
	<ul style="list-style-type: none"> <li>How Christians show ideas about God through art</li> <li>Crosses from around the world</li> <li>Art (incl. Christmas) from different cultures: Jesus 'like us' (incarnation)</li> </ul>		<ul style="list-style-type: none"> <li>Importance of 'remembering' in Judaism</li> <li>Key festivals: Passover, Yom Kippur &amp; Sukkot, links to stories &amp; practices</li> <li>Bar/Bat Mitzvah as commitment to keep mitzvot</li> </ul>		<ul style="list-style-type: none"> <li>How people demonstrate commitment through making promises e.g. in marriage, at birth, rites of passage etc.</li> <li>Draw on material across religions &amp; beliefs studied</li> </ul>
Y3	<b>CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?</b>	Gospel Kingdom	<b>ISLAM: How does 'ibadah' (worship) show what's important to Muslims?</b>	Tawhid – Allah is One Ummah Salah submission	<b>What is the 'Golden Rule' and why do so many people live by it?</b>
	<ul style="list-style-type: none"> <li>Miracles &amp; stories about Jesus through the eyes of Peter</li> <li>'Gospel' as 'good news'</li> <li>Forgiveness &amp; restoration</li> </ul>		<ul style="list-style-type: none"> <li>Prayer (salah) shows submission to Allah</li> <li>Ummah as an equal community of believers</li> <li>Qur'an as final revelation &amp; guide for living</li> </ul>		<ul style="list-style-type: none"> <li>We share a common need to be treated well in order to live together peacefully.</li> <li>The 'golden rule' is shared across religions &amp; beliefs &amp; how this impacts on ways of living</li> </ul>
Y3	<b>CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?</b>	Creation Free will / Fall Covenant People Incarnation Salvation Gospel Kingdom	<b>SIKHI: What do Sikhs value?</b>	Equality 'Pray, Work, Give' Moksha Five Ks Guru	<b>Why do people use creative ways to express their beliefs?</b>
	<ul style="list-style-type: none"> <li>The Bible tells the big story of God and his people – place stories &amp; concepts</li> <li>At the centre of it is Jesus</li> <li>Why might the Bible be like 'treasure'?</li> <li>Using creativity to express ideas / beliefs</li> </ul>		<ul style="list-style-type: none"> <li>Duties of Sikhs to pray, work and give</li> <li>Equality is important to Sikhs &amp; is expressed in langar &amp; Sikh community</li> <li>Gurus as teachers &amp; leaders</li> </ul>		<ul style="list-style-type: none"> <li>People from different traditions express themselves through the arts in different ways &amp; why this is</li> <li>Some ideas and beliefs are easier to express through the arts / symbolism</li> </ul>
Y4	<b>CHRISTIANITY: What did God promise to his people?</b>	God Creation Covenant People	<b>Y4: HUMANISM: How do non-religious people celebrate new life?</b>	Science Reason Empathy	<b>Are words more important than actions?</b>
	<ul style="list-style-type: none"> <li>Covenants and stories from OT, including creation</li> <li>What impact do God's promises have on Christians, the things they promise and their subsequent actions?</li> </ul>		<ul style="list-style-type: none"> <li>Celebrating new life is important to religious &amp; non-religious people</li> <li>We have one life to live &amp; it's worth celebrating; freedom to choose</li> <li>Key principles of Humanism through baby welcoming ceremonies</li> </ul>		<ul style="list-style-type: none"> <li>Consider key teachings from religions / beliefs studied – is it more important to believe words or live them?</li> <li>Which words / actions do you live by?</li> </ul>
Y4	<b>CHRISTIANITY: What did Jesus say about God's kingdom &amp; why is it 'good news'?</b>	Gospel Kingdom	THIS BOX IS INTENTIONALLY BLANK!		<b>How do people try to make the world a fairer place?</b>
	<ul style="list-style-type: none"> <li>'Kingdom' as God's rule on earth &amp; in heaven</li> <li>Jesus' teaching about God's Kingdom in the Sermon on the Mount &amp; the Great Commandment</li> <li>Christians living as citizens of God's Kingdom</li> </ul>				<ul style="list-style-type: none"> <li>There are situations of social and economic unfairness in the world</li> <li>Many religions and belief systems teach it is important to share and give to those who are in need &amp; care for the environment</li> <li>Focus on Mitzvah Day in Judaism as a way of bringing about tzedek (justice) or Tikkun Olam (restoration)</li> <li>How can <b>we</b> make a difference?</li> </ul>
Y4	<b>CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?</b>	Salvation	THIS BOX IS INTENTIONALLY BLANK!		
	<ul style="list-style-type: none"> <li>Communion as a sacrament to 'remember'</li> <li>Passover &amp; new covenant (&amp; Easter)</li> <li>Communion &amp; symbolism across the world</li> </ul>				

UKS2	Compulsory units: 3 per year	Concepts	Compulsory units: 2 per year	Concepts	Thematic units – choose 1 per year
Y5	<b>CHRISTIANITY: What do Christians believe about creation?</b>	Creation Free will	<b>NB Judaism &amp; Islam units are compulsory &amp; for either Y5 or Y6</b>  <b>Across UKS2, choose either 1 Hindu &amp; 1 Buddhism unit or both Hindu Dharma units: if you choose both, you <u>must</u> include some Buddhism in your chosen thematic unit</b>		<b>How did it all begin?</b>
	<ul style="list-style-type: none"> <li>Link with Science curriculum: creation / evolution theories</li> <li>Humanity has choices – ‘free will’</li> <li>All of creation is affected by ‘the fall’</li> <li>One day there will be a new creation</li> </ul>				<ul style="list-style-type: none"> <li>What are the different beliefs about what happened?</li> <li>Are there common threads across religions?</li> <li>Can you believe in both God and science?</li> <li>Is it important to know how the world began?</li> </ul>
Y5	<b>CHRISTIANITY: Why is the idea of ‘rescue’ so important to Christians?</b>	Creation Free will / Fall Covenant People Incarnation Gospel Salvation Kingdom	<b>JUDAISM: What does it mean to be part of a synagogue community?</b>	Shema Torah mitzvot Tzedek (Justice)	<b>Is life a journey?</b>
	<ul style="list-style-type: none"> <li>God’s ‘Big Story’ – the rescue plan</li> <li>Stories of salvation across OT &amp; NT</li> <li>‘Salvation’ in the Easter story</li> <li>Creative expressions of salvation</li> </ul>		<ul style="list-style-type: none"> <li>Milestones – personal / others</li> <li>How do we overcome hurdles on a journey?</li> <li>How do people decide which way to go?</li> <li>Is a journey better shared?</li> <li>Is a pilgrimage different from a journey?</li> </ul>		
Y5	<b>CHRISTIANITY: How did the Church begin, and where is it now?</b>	Kingdom Gospel	<b>ISLAM: What helps Muslims to live a good life?</b>	Shahadah Salah Sawm Zakah Hajj hadith	<b>What does it mean to live a ‘good life’?</b>
	<ul style="list-style-type: none"> <li>Birth of the Church at Pentecost</li> <li>God calls the Church to do God’s work in the world and be ‘good news’</li> <li>Baptism, worship &amp; service are signs of membership</li> </ul>		<ul style="list-style-type: none"> <li>Five pillars as duties for living a good life</li> <li>Fasting and celebrating contribute to a good life</li> <li>Hadith &amp; sunnah as guidance to follow</li> </ul>		<ul style="list-style-type: none"> <li>How do different people answer this question?</li> <li>Does collaborating make life better?</li> <li>What might the consequences of not living a good life be?</li> <li>Impact of good life on world, global / local community &amp; self-identity</li> </ul>
Y6	<b>CHRISTIANITY: How is God Three – and yet One?</b>	God Trinity Incarnation	<b>HINDU (SANATAN) DHARMA: What helps Hindus to worship?</b>	‘sanatan dharma’ Brahman (tri)murti Puja Arta ‘Incarnation’	<b>What can be done to reduce racism? Can RE help? (NATRE materials)</b>
	<ul style="list-style-type: none"> <li>Holy Spirit is God at work in the world</li> <li>Holy Spirit in relationship with Father &amp; Son</li> <li>Trinity in baptism of Jesus, creation &amp; Christians’ experience</li> <li>How does this compare with other religions?</li> </ul>		<ul style="list-style-type: none"> <li>‘Sanatan Dharma’ as a way of life</li> <li>Brahman present in all things &amp; represented in many forms esp. Trimurti</li> <li>Key deities and avatars of Hinduism and their place in Hindu worship</li> </ul>		<ul style="list-style-type: none"> <li>What do we mean by ‘racism’?</li> <li>What can we learn from two statues in Bristol?</li> <li>How can the Golden Rule challenge racism?</li> <li>Can good RE promote justice &amp; equality for all?</li> </ul>
Y6	<b>CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?</b>	Incarnation Covenant People Gospel Salvation	<b>HINDU (SANATAN) DHARMA: Why should Sanatanis (Hindus) live a good life?</b>	‘sanatan dharma’ Samsara Karma Moksha	<b>Y6: Who am I and where do I belong?</b>
	<ul style="list-style-type: none"> <li>Jesus as fulfilment of OT prophecies in his birth, life and death</li> <li>Link with story of Simeon in the temple</li> <li>What Jesus said about himself</li> <li>Links to ‘I AM’ statements in John’s Gospel</li> </ul>		<ul style="list-style-type: none"> <li>Cycle of samsara &amp; impact of karma</li> <li>Moksha as release from cycle of samsara</li> <li>Importance of 4 dharma (duties) &amp; artha (honest living) in achieving a good life</li> </ul>		<ul style="list-style-type: none"> <li>How do communities gain a sense of personal identity through the things they believe?</li> <li>What are the things that I believe – and where have my ideas come from?</li> <li>How might these ideas help me as I move into Y7?</li> </ul>
Y6	<b>CHRISTIANITY: For Christians, what difference does it make to belong to God’s Kingdom?</b>	Kingdom	<b>BUDDHISM: What is the ‘Buddhist way of life’?</b>	‘Buddha’ Samsara Karma Nirvana	<b>THIS BOX IS INTENTIONALLY BLANK!</b>
	<ul style="list-style-type: none"> <li>Command to ‘act justly, love mercy, walk humbly’ – what does this mean?</li> <li>Lord’s Prayer – on earth/ in heaven</li> <li>Christians’ beliefs about life after death</li> </ul>		<ul style="list-style-type: none"> <li>Story of Buddha’s enlightenment</li> <li>Buddhists follow dhamma (teachings) to avoid bad karma &amp; escape cycle of samsara</li> <li>Eightfold Path as the way to enlightenment esp. meditation</li> </ul>		

