

Substantive concept	EYFS		Key Stage 1		Key Stage 2	
	Nursery	Reception – Class 1	Year 1 and 2 - Class 2	Year 2 & 3 -Class 3	Year 4 & 5 - Class 4	Year 5 & 6 - Class 5
<b>Abrahamic</b>	<ul style="list-style-type: none"> <li>Christmas is a special festival celebrating the birth of Jesus. <b>God, Easter, Mary, Joseph, Jesus,</b></li> </ul>	<ul style="list-style-type: none"> <li>Recognise some religious words – God, Bible, Torah – and talk simply about some religious stories (different faiths and messages).</li> <li><b>Talk about some of the things these stories teach believers, eg saying thank you.</b></li> </ul> <p>Key vocabulary: Bible, Torah, Christians, Muslims, Jewish, stories, special</p>	<ul style="list-style-type: none"> <li>Recognised the Christian idea of God as a forgiving father. Christians, parables, prayer, Bible, love, forgiveness, church.</li> <li>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with Jews; offer informed suggestions for what this means to Jews today. Exodus, sin, forgiveness, salvation, freedom, Rosh Hashanah, Yom Kippur, Pesach.</li> <li>Say simply what Jesus and Muhammad taught about loving other people (The Lost Sheep; The story of the tiny ants.</li> </ul>	<ul style="list-style-type: none"> <li><b>Make links between Jewish ideas of God in the story of Chanukah and how Jews choose to live.</b></li> <li>Key vocabulary: God, Jewish, Shabbat, Chanukah, Rosh Hashanah.</li> <li>Identify some beliefs about God in Islam (Surah 1); make clear links between these and Ibadah (worship) - why God is worth worshipping, how Muslims submit.</li> </ul> <p>Islam, Muslim, mosque, Allah, Qu’ran, Muhammad, prophet, Ibadah.</p> <p>Bethlehem, Good news, Gospels, gratitude, incarnate, prophecy, Trinity.</p>	<ul style="list-style-type: none"> <li>Identify and explain beliefs about why people are good and bad (Christian).</li> <li>Make links with sources of authority in the Bible (“made in the image of God” but “fallen”)</li> <li><b>Make clear connections between Christian and Humanist ideas about being good and how people live; suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</b></li> <li><b>Give examples of how Christians try to show love for all – forgiveness, tolerance, charity, kindness.</b></li> </ul> <p>Christian, code for living, decisions, consequences, fairness, justice, freedom, forgiveness.</p>	<ul style="list-style-type: none"> <li>Identify different types of Biblical texts – poetry, narrative, letters – using technical terms accurately; explain connections between Biblical texts and Christian ideas of God.</li> <li><b>Make clear connections between Bible texts and what Christians believe about God – eg: how Cathedrals are designed.</b></li> </ul> <p>omnipotent, omniscient, eternal, sin, justice, injustice, loving, full of grace</p> <ul style="list-style-type: none"> <li>Identify and explain Jewish beliefs about God; give examples of some texts that say what God is like and how Jews interpret them.</li> </ul> <p>Jewish, Orthodox, Reform, synagogue, Shabbat, kosher, trefah, ways of describing God, Torah, Laws.</p> <ul style="list-style-type: none"> <li>Identify and explain Muslim beliefs about God, the Prophet Muhammad as the Messenger and the Qu’ran as the message.</li> <li><b>Give evidence/examples to show how Muslims put their beliefs into practice in different ways.</b></li> <li><b>Reflect on/articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</b></li> </ul> <p>Muslim, Islam, Five pillars of Islam, Ibadah, worship, Qu’ran, prophet Muhammad.</p>
<b>Dharmic</b>					<ul style="list-style-type: none"> <li>Identify some Hindu deities and say how they help Hindus describe God; offer suggestions about what Hindu murtis express about God.</li> <li>Make clear links between some stories and what Hindus believe about God – Ganesh, Diwali.</li> </ul> <p><b>Brahman, Hindu, Aum, deity, murtis, universe, create, preserve, destroy.</b></p> <ul style="list-style-type: none"> <li>Identify the terms dharma and Hinduism and say what they mean; make links between Hindu practices and the idea that Hinduism is a way of life (dharma).</li> </ul> <p>puja, worship, diva lamp, dharma, diwali, ritual, mandir, karma, reincarnation.</p>	
<b>Other religions &amp; personal reflection</b>	<ul style="list-style-type: none"> <li>Embedding a sense of awe and wonder</li> </ul>	<ul style="list-style-type: none"> <li>Identify their own feelings in the stories they hear.</li> </ul>	<ul style="list-style-type: none"> <li>Think/talk/ask questions about whether they can learn anything from the story, giving reasons for their ideas.</li> </ul>		<ul style="list-style-type: none"> <li>Identify and explain beliefs about Humanists saying people can be “good without God”.</li> <li><b>Make clear connections between Christian and Humanist ideas about being good and how people live; suggest reasons why it might be helpful</b></li> </ul>	

			<ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities.</li> </ul>		<p>to follow a moral code and why it might be difficult, offering different points of view.</p> <ul style="list-style-type: none"> <li>Raise questions/suggest answers about how and why people should be good.</li> </ul> <p>Humanist, code for living, decisions, consequences, fairness, justice, freedom, forgiveness.</p>	
Trinity				<ul style="list-style-type: none"> <li>Offer suggestions about what baptism and the Trinity mean.</li> <li>Describe how Christians show their belief about God the Trinity in worship in different ways – baptism, prayer – and in the way they live.</li> </ul>		
Gospel/ religious text			<ul style="list-style-type: none"> <li>Identify what a parable is.</li> <li>Tell the story of the Lost Son; recognise a link with the Christian idea of God as a forgiving father.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what a Gospel is and give examples of the kind of stories it contains – stories about the life and work of Jesus,</li> <li>Christmas and Easter stories.</li> <li>Make links between Bible texts studied in class and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</li> </ul>	<ul style="list-style-type: none"> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus’ example and be “fishers of people”.</li> <li>Suggest ideas/find out what Jesus’ actions towards outcasts mean for a Christian.</li> <li>Make links between the importance of love in the Bible and life in the world today, giving a good reason for their ideas.</li> <li>disciple, Gospel, minister, clergy, injustice</li> <li>Make simple links between the Gospel accounts of Easter and how Christians mark these events.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Jewish beliefs about the Torah and how they use/treat it – Orthodox and Reform.</li> </ul>
Sacred	Experience of stories from different countries and religions.	<ul style="list-style-type: none"> <li>Talk about places special to them, saying why.</li> <li>Use appropriate words to talk about thoughts/feelings when visiting a church.</li> <li>Recognise that some religious people have special places (Church, mosque, synagogue).</li> <li>Talk about things that are valued in a place of worship (holy books, altar, prayer mat).</li> <li>Begin to recognise that for Christians, Jews and Muslims these special things link to beliefs about God.</li> <li>Key vocabulary: Christians, Muslims, church, mosque, holy, Bible, Qu’ran, vicar, imam.</li> </ul>				<ul style="list-style-type: none"> <li>Make clear connections between Jewish beliefs about the Torah and how they use/treat it – Orthodox and Reform.</li> </ul>
Rites of passage	Celebrations of difference – including opportunities for play with	<ul style="list-style-type: none"> <li>Share and record times when things have happened that make them feel special.</li> <li>Recall simply what happens at an infant baptism and</li> </ul>		<ul style="list-style-type: none"> <li>Offer suggestions about what baptism and the Trinity mean.</li> </ul>	<ul style="list-style-type: none"> <li>Identify beliefs about love, commitment and promise in Christian and Jewish traditions and describe what they mean; offer informed suggestions about the meaning/importance of ceremonies of commitment, religious and non-religious.</li> </ul>	

	dolls/ clothing/ books of different race and religions.	<p>dedication*; recall simply what happens at a different welcoming ceremony other than Christianity (Jewish and/or Muslim Aquiqah); make connections with personal experiences if possible.</p> <ul style="list-style-type: none"> <li>Key vocabulary: special, belonging, welcome, baby, Christian, Muslim, baptism.</li> </ul>			<ul style="list-style-type: none"> <li>Describe what happens in ceremonies of commitment – baptism, marriage – and say what these ceremonies mean; identify some similarities and differences.</li> <li>Make simple links between love and commitment and how people live in Christian and Jewish traditions – forgiveness, salvation, freedom.</li> <li>Make links between ideas of love, commitment and promises (religious and non-religious).</li> </ul> <p>love, commitment, promises, ceremony, baptism, marriage, bar/bat mitzvah, humanist.</p>	
<b>Festivals</b>	Christmas is a special festival celebrating the birth of Jesus.	<ul style="list-style-type: none"> <li>Talk about ideas of new life in nature.</li> <li>Retell the Easter story simply (Last Supper, Crucifixion, Resurrection) and say why Easter is an important time for Christians (remembering and celebrating).</li> <li>Recognise some symbols used by Christians during holy week (palm leaves, cross, eggs) and make connections with signs of new life in nature.</li> </ul> <p>Key vocabulary: God, salvation, palm, donkey, hosanna, Jesus, disciples, Good Friday, Easter Sunday, new life.</p>	<ul style="list-style-type: none"> <li>Give a clear, simple account of the birth of Jesus and why it is important; recognise that this story comes from the Gospels written about the life of Jesus.</li> <li>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas, eg; sending Christmas cards with a Christian theme, lighting a candle for each day in Advent.</li> <li>Think/talk/ask questions about Christmas for Christians and those who are not.</li> <li>Advent, Christmas, Bethlehem, nativity, God's son, Jesus, Saviour, shepherds, wise men, angels.</li> </ul>	<ul style="list-style-type: none"> <li>Retell simply some stories used in Jewish celebrations; such as Chanukah</li> <li>Think/talk/ask questions about why it is good to reflect, thank and praise; Jewish festivals, and in their own lives.</li> <li></li> </ul>		
<b>Duty</b>	Modelling kindness and thinking of others			<ul style="list-style-type: none"> <li>Identify some beliefs about why the world is not always a good place – Christian idea of sin.</li> <li>Make links between religious beliefs and teachings and why people try to live and make the world a better place.</li> <li>Make simple links between teachings about how to live and ways in which people try to make the world a better place – Tikkun olam, charity.</li> <li>Raise questions/suggest answers about why the world is not always a good place, and what are the best ways of making it better; make some links between commands for living from Christian/Jewish traditions and non-religious worldviews.</li> </ul> <p>Christian, Jewish, Muslim, sin, charity (zakah), Tikkun olam, Ten Commandments, Golden rule.</p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Raise questions/suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.</li> </ul>	<ul style="list-style-type: none"> <li>Weigh up how Biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</li> <li>Describe ways in which Muslim sources of authority guide Muslim living – Ibadah, Five Pillars, festivals, mosque.</li> <li>Consider and weigh up the value of obedience and self-control in the lives of Muslims today; articulate responses on how far they are valuable to people who are not Muslims</li> </ul>

<b>Prayer &amp; worship</b>	Opportunities to send time to reflect			<ul style="list-style-type: none"> <li>Give examples of Ibadah – prayer, fasting, celebrating; describe what they involve.</li> <li>Describe how Muslims worship – as a family/community, at home/mosque</li> <li>Identify some beliefs about God in Islam (Surah 1); make clear links between these and Ibadah (worship) - why God is worth worshipping, how Muslims submit</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between beliefs about God and how Hindus live – choosing and worshipping a deity, home shrine, Diwali.</li> <li>Identify some different ways in which Hindus worship – at home, as a community.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Consider/weigh up different values - tradition, ritual, worship – in the lives of Jews today and explain whether they are valuable to people who are not Jewish.</li> <li></li> </ul>
<b>Sacrifice &amp; forgiveness</b>			<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</p> <ul style="list-style-type: none"> <li>Make simple links about Jewish beliefs about God and his people and how Jews live – celebrating forgiveness, salvation and freedom in festivals; describe how Jews show their beliefs at home and in the wider communities (Shabbat, Chanukah).</li> <li>Raise questions/suggest answers about whether it is good for Jews and others to remember the past and look to the future; make links with the value of personal reflection – saying sorry, being forgiven, being grateful, seeking freedom and justice</li> </ul>		<ul style="list-style-type: none"> <li>Offer informed suggestions about what the events of Holy Week mean to Christians, giving examples – being selfless, putting God first.</li> <li>Recognise the word “salvation” and that Jesus came to save/rescue people – by showing them how to live, by taking their place in death.</li> <li>Give examples of how Christians try to show love for all – forgiveness, tolerance, charity, kindness.</li> <li></li> </ul>	
<b>Covenant (promises)</b>	Knowing actions and words which are right and wrong.		<ul style="list-style-type: none"> <li>Give at least two examples of a way in which Christians show their belief of God as loving and forgiving (by saying sorry; God welcoming them back; forgiving others).</li> <li>Give an example of how Christians put their beliefs into practice (saying sorry to God).</li> </ul>	<ul style="list-style-type: none"> <li>Make clear links between the story of Noah and the idea of covenant.</li> <li>Make simple links between the promises in the story of Noah and promises that Christians make</li> </ul>		
<b>Incarnation &amp; resurrection</b>		<ul style="list-style-type: none"> <li>Talk about people who are special to them; family and friends, saying what makes them special.</li> <li>Begin to recognise “incarnation” as God coming to Earth as Jesus.</li> <li>Recall simply the events of the Christmas story (angel visit to Mary, journey to Bethlehem, birth in stable, visit of shepherds and kings).</li> </ul> <p>Key vocabulary: Christians, baby, Jesus, Mary, Joseph, Angel Gabriel, shepherds, Advent, Christmas.</p>			<ul style="list-style-type: none"> <li>Make clear links between the story of Pentecost and Christian beliefs about the Kingdom of God on Earth; offer informed suggestions about what the events of Pentecost in Acts 2 might mean both then and now.</li> <li>Make simple links between the description of Pentecost, the Holy Spirit, the Kingdom of God and how Christians live now.</li> <li>Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their answers.</li> </ul>	

					<p>Pentecost, resurrection, holy spirit, disciples, repent, baptised, kingdom of God.</p> <ul style="list-style-type: none"> <li>Raise thoughtful questions/suggest answers about why Christians call the day Jesus died “Good Friday”, giving good reasons for their suggestions.</li> </ul> <p>Gospels, salvation, Kingdom of God, Palm Sunday, Good Friday, Easter Sunday, holy week, crucified, resurrection.</p>	
Community	A special place can be anywhere and it can be different to different people		<ul style="list-style-type: none"> <li>Give an account of what happens at a traditional Christian (baptism)and Muslim (aqiquah) welcome ceremony; suggest what the actions/symbols mean.</li> <li>Identify two ways people show they love each other when the get married; Christian and Jewish ceremonies – rings, promises, prayers.</li> <li>Talk about what is good about being in a community, for people of different faiths and for themselves.</li> <li>community, faith, Christian, Jewish, Islam, symbols, cross, candle, welcome</li> </ul>		<ul style="list-style-type: none"> <li>Describe how Hindus show their faith within their families/faith community in Britain today – mandir, Diwali</li> <li>Raise questions/suggest answers about what is good about being a Hindu in Britain today and whether family/community rituals are a good thing for individuals/society.</li> </ul>	
Stewardship	The world is a very special place which we need to look after.	<ul style="list-style-type: none"> <li>Talk about things they find interesting/puzzling/wonderful (including the natural world): talk about own experiences/feelings about the world.</li> <li>Talk about how people look after the world.</li> <li>Retell the Creation story talking about God and humans.</li> <li>Say how and when Christians like to thank their Creator</li> </ul> <p>Key vocabulary: God, Creation, Christians, Adam, Eve, Bible, Jesus, precious.</p>	<ul style="list-style-type: none"> <li>Retell the story of Creation simply; make connections between this and the Jewish/Muslim creation stories.</li> <li>Recognise that Creation is the beginning of the “big story” of the Bible; say what it says about God and the world.</li> <li>Give at least one example (saying grace before a meal, harvest celebrations) of how Christians say “thank you” to God for Creation.</li> <li>Think/talk/ask questions about the world; make connections between the Creation stories and the world they live in.</li> <li>Creation, Christian, Jewish, Bible, Torah, Genesis, thankful</li> <li>Understand why Christians and Jews think everyone is unique and important - Christian; Jesus blesses the children; Christians and Jews; Psalm 8.</li> <li>Give a clear, simple account of what Genesis 1 teaches</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Place the concept of Creation on a timeline of the “big story” of the Bibl</li> <li>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.</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation; understand what happens in Genesis 3 (the “Fall”) and why things go wrong in the world.</li> <li>Describe what Christians do because they believe God is Creator – care for the Earth, follow God, amazement at Creation; describe Christians’ response of prayer – saying sorry, asking for forgiveness.</li> <li>Ask questions/suggest answers about what might be important in the Creation story for Christians/non-Christians today.</li> </ul> <p>Creation, Christian, Jewish, God, Bible, Torah, Adam and Eve, The Fall, sin</p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Identify what type of text some Christians believe Genesis 1 is; suggest what Genesis 1 might mean and compare their ideas with ways Christians interpret it, showing awareness of different interpretations.</li> <li>Make clear connections between Genesis 1 and the Christian belief about God as Creator; show an understanding of why many Christians find science and faith go together.</li> <li>Weigh up how far the Genesis 1 Creation narrative is in conflict, or is complimentary, with a scientific account, giving good reasons for their views.</li> <li>Creation, Science, complimentary, conflicting, Genesis, The Fall, Big Bang, Evolution, faith.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the story of Exodus (Moses leading the slaves from Egypt)- and</li> <li>Make simple links between teachings about how to live and ways in which people try to make the world a better place – ten commandments</li> <li>Consider the importance of freedom and justice makes a difference in the world today.</li> </ul> <p>Slavery, freedom, justice, moses, pharoah</p>



			<p>Christians and Jews about the natural world.</p> <ul style="list-style-type: none"> <li>Give an example of how people show they care for others – golden rule.</li> <li>Say why Christians and Jews might look after the natural earth.</li> <li>Think/talk/ask questions about what difference believing in God makes to how people treat each other and the natural world.</li> <li>Creation, Golden rule, friendship, responsibility, Genesis, world, Bible, Torah.</li> </ul>			
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Coverage/ Scheme of work

	Class 1	Class 2	Class 3	Class 4	Class 5
Places of worship	<i>St John’s Church, Doddington</i> <i>Open the Book</i>	<i>St John’s Church, Doddington</i> St Peter’s church, Clee Hill <i>Open the Book</i>	Craven Arms Islamic Centre	Shri Venkateswara Balaji Temple, Tivdale	<i>York Minster</i> Singers Hill Synagogue, Birmingham
		<i>St John’s Church, Doddington</i> St Peter’s church, Clee Hill <i>Open the Book</i>	<i>St John’s Church, Doddington</i>	Shri Venkateswara Balaji Temple, Tivdale	The Islamic Exhibition, Birmingham <i>Open the Book</i>

