

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Christianity and religious beliefs represented in the class, school and local community following EYFS framework. Minimum 30hrs teacher-led activities.					
Y 1	<p>New unit People and the World around us. Who celebrates Harvest? Harvest for all? How does being a Christian make a difference to a family? How do celebrate special times? Harvest, Divali</p>	<p>How and why do people celebrate Birthdays? Why do Christians perform Nativity plays? Introduce Advent Christmas Story</p>	<p>Why is the word God important to Christians?</p>	<p>Why do Christians put a cross in the Easter garden? Easter Story</p>	<p>What can we learn from stories? Nick Butterworth stories Christian/ Islam Golden Domes, Krahn, Silver Lanterns</p>	<p>What is it like to follow God? Multi Faith What is Islamic family life like?</p>
Y 2	<p>New unit Who is in our community? What are the differences between places of worship? Features of a church and mosque Visit a mosque and church Build a church out of lego with features</p>	<p>Why are light and dark important themes in celebration? (Diwali, Hannukah, Advent and Christingle) Christmas Story</p>	<p>What can we learn from stories? Islamic and Jewish stories Drama opportunities Bilal, Daniel in the lion's den</p>	<p>Who is Jesus? What is the Good News Jesus brings? Easter Story</p>	<p>What makes a book special? Bible, Koran, Torah</p>	<p>What makes Islam special? Explore family life – special clothes, place of worship, holy day? (Friday) What message did the prophet Mohammed bring? Ramadam (fasting, visitor in) and Eid</p>

Teaching (statutory)

	What to teach	Approach	Entitlement
EYFS	Will follow EYFS framework. Minimum 30hrs teacher-led activities		
KS1	Christianity. Schools should also draw on the background of the pupils to choose one or more other faiths.	Experiential and enquiry approach. Starting with family, neighbourhood and special times. Concentrating on the similarities of religions	Minimum of 36hrs in a school year
KS2	Christianity, five other world religions, humanism and an acknowledgement of other world views.	Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities and differences within and between religions, humanism and other world views.	Minimum of 45hrs in a school year