Question Types	Year Group	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5	Enquiry 6
Theology Philosophy Human & Social Science Other	Golden Threads:	Personal Belief	Authority	God, the world and self	Belonging	Belonging	Marking life's journey
	EYFS	Christianity	Christianity	Christianity	Christianity	Christianity	Christianity
		Why are people special? Why am I special? 1. (A) Talk about how Christians describe God e.g. as creator. 2. (B) Talk about who Christians say Jesus is, e.g. say why they think he might be special. 6. (F) Understand that the Bible tells stories that help Christians think about God and Jesus. Early Learning Goal - Understanding the world: past and present.	Why do most Christians perform a nativity? 2. (B) Talk about who Christians say Jesus is, e.g. say why they think he might be special. 3. (C) Explain the Bible is the Christian's holy book. 4. (D) Retell a few key aspects of the Christmas story e.g. Jesus came to earth and was born in a stable; his parents were Mary and Joseph. Early Learning Goal - Understanding the world: people, culture and communities.	How was the world created? Why is the world special? Why should we look after the world? 1. (A) Talk about how Christians describe God e.g. as creator. 6. (F) Understand that the Bible tells stories that help Christians think about God and Jesus. 8. (H) Begin to show curiosity and ask questions about Christian stories. Early Learning Goal - Understanding the world: people, culture and communities.	Why do we celebrate special times? (Easter) 5. (E) Retell a few key aspects of the Easter story eg Jesus came into Jerusalem on a donkey he died and came back alive. 6. (F) Understand that the Bible tells stories that help Christians think about God and Jesus. 8. (H) Begin to show curiosity and ask questions about Christian stories. Early Learning Goal - Understanding the world: people, culture and communities.	Why do Christians go to church? 2. (B) Talk about who Christians say Jesus is, e.g. say why they think he might be special. 7. (G) Talk about things some Christians do in church. Early Learning Goal - Understanding the world: people, culture and communities.	How do some Christians have a special way of welcoming babies? 1. (A) Talk about how Christians describe God e.g. as creator. 2. (B) Talk about who Christians say Jesus is, e.g. say why they think he might be special. 8. (H) Begin to show curiosity and ask questions about Christian stories. Early Learning Goal - Understanding the world: past and present. Early Learning Goal - Understanding the world: people, culture and communities.
	Golden Threads:	God, the world and self	Religious and non-religious views in the wider world	Personal belief	Religious and non-religious views in the wider world	Belonging	Belonging

					Belonging		
	Year 1	Christianity	Christianity	Free Choice	Christianity	Christianity	Judaism
		What do many Christians believe about God? What do different religions believe about creation? 11. Talk about stories in the Bible that describe what God is like for Christians, Jews, and Muslims. For example, in the Old Testament story of Creation - identify Jewish and Christian beliefs that God is the creator who cares for all people. Also, in the New Testament story of the Lost Sheep - identify that Christians believe God is like a Shepherd who goes after those who are lost.	How do people celebrate special times? (Christmas) 1. Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas. 3. Identify at least four aspects of how Christians celebrate Christmas, Easter, and Baptism, explaining why each event might be important to them. (Use examples from different church traditions). 4. Talk about who Christians say Jesus is e.g. called the Son of God; God in human form	How do people decide what is right and what is wrong? 15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. 16. Begin to talk thoughtfully with respect to a range of spiritual questions, e.g. What happens when you die? Why do people worship? What do others think about God? (Use examples from different traditions/worldviews).	How does a celebration bring a community together? (Easter) 2. Recall the main events from the Easter Bible stories linking these stories with Christianity. For example, recall and order the five key events that happened during Jesus' last week on Earth; entry into Jerusalem, Last Supper, arrest, crucifixion, and resurrection. 3. Identify at least four aspects of how Christians celebrate Christmas, Easter, and Baptism, explaining why each event might be important to them. (Use examples from different church traditions).	What do different Christians mean by the word church? 6. Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians. (Use examples from different traditions). 7. Describe at least three things a minister/church leader might do. (Use examples from different traditions).	What do Jewish people remember on Shabbat? 8. Identify that the Torah is a holy book for Jewish people and how the rules in the Torah can guide a Jew in their lives, e.g. why they believe it is wrong to steal. (Use different interpretations/views) 9. Describe some of the things that happen at the synagogue and why Shabbat is important to some Jews. 10. Describe at least three things a Rabbi might do eg take part in a naming ceremony.
	Golden Threads:	Personal belief	God, the world and self	Authority	Personal belief	Personal belief Belonging	Marking life's journey
	Year 2	Christianity	Christianity	Judaism	Cross Religious	Cross Religious	Christianity
		What makes a holy book	What questions might the	What might people learn	How do people decide what is	How do different Christian and	How do religious and

		special? 5. Explain that the Bible is the Christian holy book (for most Christians) and identify different kinds of genre/writing. 7. Describe at least three things a minister/church leader might do. (Use examples from different traditions). 8. Identify that the Torah is a holy book for Jewish people and how the rules in the Torah can guide a Jew in their lives, e.g. why they believe it is wrong to steal. (Use different interpretations/views)	Christmas story make you ask? 1. Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas. 2. Recall the main events from the Easter Bible stories linking these stories with Christianity. For example, recall and order the five key events that happened during Jesus' last week on Earth; entry into Jerusalem, Last Supper, arrest, crucifixion, and resurrection. 3. Identify at least four aspects of how Christians celebrate Christmas, Easter, and Baptism, explaining why each event might be important to them. (Use examples from different church traditions). 4. Talk about who Christians say Jesus is e.g. called the Son of God; God in human form 13. Begin to show curiosity and ask questions about at least 3 Christian, Jewish and/or Muslim stories	from the story of Abraham? Why is Abraham seen as important to Jewish people? 8. Identify that the Torah is a holy book for Jewish people and how the rules in the Torah can guide a Jew in their lives, e.g. why they believe it is wrong to steal. (Use different interpretations/views) 12. Explain why Abraham is important to both Jewish and Christian traditions (NB he is also important to Muslims). For example, Christians and Jews believe Abraham was the beginning of the promises (covenant) God made with them. He is also an example of faith. (Use examples from different traditions). 13. Begin to show curiosity and ask questions about at least 3 Christian, Jewish and/or Muslim stories. 15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.	right and wrong? 8. Identify that the Torah is a holy book for Jewish people and how the rules in the Torah can guide a Jew in their lives, e.g. why they believe it is wrong to steal. (Use different interpretations/views) 14. Explain three reasons why Moses found it difficult to obey God at first and the 10 Commandments he was given later in life. 15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. 16. Begin to talk thoughtfully with respect to a range of spiritual questions, e.g. What happens when you die? Why do people worship? What do others think about God? (Use examples from different traditions/worldviews).	Jewish communities use artefacts or special objects? 6. Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians. (Use examples from different traditions). 7. Describe at least three things a minister/church leader might do. (Use examples from different traditions). 9. Describe some of the things that happen at the synagogue and why Shabbat is important to some Jews. 10. Describe at least three things a Rabbi might do eg take part in a naming ceremony.	non-religious families show they belong? 3. Identify at least four aspects of how Christians celebrate Christmas, Easter, and Baptism, explaining why each event might be important to them. (Use examples from different church traditions). 7. Describe at least three things a minister/church leader might do. (Use examples from different traditions). 10. Describe at least three things a Rabbi might do eg take part in a naming ceremony. 15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.

	Golden Threads:	God, the world and self	Authority	Religious and non-religious views in the wider world	Personal belief	Belonging	Marking life's journey
	Year 3	Cross Religious	Christianity	Islam	Christianity	Christianity	Judaism
		Why is the concept of God important to most Jewish people and Christians? 17. Explain that most Christians see God as 'three in one,' (Father, Son and Holy Spirit known as the Trinity). (Use examples from different traditions). 19. Describe and suggest reasons why most Christians call Jesus 'Saviour' using references from some key texts studied, e.g. Creation; The Fall, Christmas; The Story of Zacchaeus and Easter. 20. Explain with reference to the creative arts how God has a salvation plan for humans. 38. Compare and contrast Christian, Jewish and Muslim ideas of God, linking their ideas in with other non-religious views and	Why do most Christians call Jesus 'Saviour' at Christmas? 18. Explain what Christians can learn about Jesus from the nativity stories, e.g. 'God with us 'Emmanuel'. 19. Describe and suggest reasons why most Christians call Jesus 'Saviour' using references from some key texts studied, e.g. Creation; The Fall, Christmas; The Story of Zacchaeus and Easter. 22. Compare and contrast 'infant' and 'believers' baptism', suggesting why they are important to most Christians.	What does it mean to be religious according to most Muslims? 24. Explain how Muslims describe Allah, eg using 99 names. 25. Know Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God). (Use examples from different traditions). 25. Know Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God). (Use examples from different traditions). 26. Recall five key facts about the story of the 'Night of Power' - Muhammad's (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur'an and	Why do Christians call the day Jesus died Good Friday? 19. Describe and suggest reasons why most Christians call Jesus 'Saviour' using references from some key texts studied, e.g. Creation; The Fall, Christmas; The Story of Zacchaeus and Easter. 20. Explain with reference to the creative arts how God has a salvation plan for humans.	How do people show they belong to a community? 21. Explain how the Bible is used in the local Church by Christians for guidance, devotion, and inspiration. (Use examples from different traditions). Compare and contrast different Christian places of worship. 23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love and forgiveness stories, 'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower', 'The Lord's Prayer'). (Use examples	Do all Jewish groups mark important events in the same way? 30. Describe three key ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah. (Use examples from different traditions). 31. Explain the key events in a Jew's life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews. 35. Explain how Jews, Muslims, and Christians welcome babies, suggesting differences and similarities between them. Compare and contrast other religious and non-religious ceremonies. 37. Describe what Christians and Jews can learn about God from Old Testament stories: e.g. 'Moses and the escape from Egypt'

		perspectives. (Use examples from different traditions).		afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of God'. 29. Explain how Muslims organisations help people in need.		from different traditions).	showing God as sustainer. Joseph showing God as guide and protector.
	Golden Threads:	Personal belief Religious and non-religious views in the wider world	God, the world and self	Authority	Authority	Personal belief	Religious and non-religious views in the wider world
	Year 4	Christianity	Christianity	Islam	Judaism	Cross Religious	Free Choice
		How do beliefs shape people's lives? What does it mean for Christians to live according to the Bible? Does love really exist and can it change the world? 21. Explain how the Bible is used in the local Church by Christians for guidance, devotion, and inspiration. (Use examples from different	Why do many Christians say 'Father, Son and Holy Spirit'? 17. Explain that most Christians see God as 'three in one,' (Father, Son and Holy Spirit known as the Trinity). (Use examples from different traditions). 18. Explain what Christians can learn about Jesus from the nativity stories, e.g. 'God with us 'Emmanuel' 38. Compare and contrast Christian, Jewish and Muslim ideas of God, linking their ideas in with other non-religious views and perspectives. (Use	Why is Muhammad (pbuh) important to many Muslims? Do all Muslims agree? 27. Recognise a Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and many Muslims believe it to be the exact words of 'Allah' (God). (Use examples from different traditions). 28. Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and	How and why is the Torah important to most Jewish people? 32. Explain two key aspects of the 'covenant' God made with the Jews. Make reference to key texts e.g. Abraham. 33. Describe and explain why the Torah is important to Jews, e.g. given by God to Jews through Moses. 34. Identify ways in which the Jews show respect for the Torah. (Use examples from different traditions)	How do people respond to world poverty? What kind of a world do we want to live in? 39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers. (Use examples from different viewpoints). Identify the impact for religious/non-religious groups on society past and present.	How does a religious or non-religious worldview affect the way we should care for the planet? 39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers. (Use examples from different viewpoints). Identify the impact for religious/non-religious groups on society past and present.

		traditions). Compare and contrast different Christian places of worship. 23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love and forgiveness stories, 'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower', 'The Lord's Prayer'). (Use examples from different traditions).	examples from different traditions).	the celebration of Eid-ul-Fitr. (Use examples from different traditions). Compare different mosques.	36. Explain why the 10 Commandments are important to both Jews and Christians. Link ideas to other sacred texts/non-religious teachings. (Use examples from different traditions). 37. Describe what Christians and Jews can learn about God from Old Testament stories: e.g. 'Moses and the escape from Egypt' showing God as sustainer. Joseph showing God as guide and protector.	40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between your own experiences and material studied.	40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between your own experiences and material studied.
	Golden Threads:	God, the world and self	Authority	Authority	Religious and non-religious views in the wider world	Religious and non-religious views in the wider world	Marking life's journey
	Year 5	Hindu Dharma	Christianity	Islam	Cross Religious	Free Choice	Generic Pilgrimages
		Is the idea of one God important in Hindu Dharma? 58. Describe various forms of worship that	What is truth? How does the Bible help Christians to live?	What makes a good leader worth following? 50. Identify and understand that Muslims believe the Prophets who came before	How have expressions of worship changed over time? Does worship	What do people believe about the origins of the world? 66. Outline compare and contrast key Christian,	What does pilgrimage teach religious people? Do non-religious people express

		happen in the Hindu Mandir (Temple), including Puja. 59. Outline some of the stories of Vishnu, Rama and Sita and explain their significance for many Hindu. 60. Identify key Hindu Dharma symbols and explain their meaning, eg Aum, Swastika. 61. Describe how and suggest why many Hindus celebrate Diwali and Holi. (Use examples from different traditions).	41. Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in some Christian views of God. (Use examples from different Christian viewpoints) 42. Describe why many Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. (Use examples from different viewpoints) 47. Explain using key texts, (e.g. parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom. (Use examples from different viewpoints)	Muhammad (pbuh) all taught the same message. (Use examples from different traditions). 51. Explain how the majority of Muslims believe that Muhammad (pbuh) is the last and final prophet. 52. Understand many Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will. 55. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque. (Use examples from different traditions). 56. Explain why the Qur'an is so important to Muslims. (use key texts to explain ideas)	make people happy? 41. Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in some Christian views of God. (Use examples from different Christian viewpoints) 44. Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in a relationship with God, (sacrifice and reconciliation). (Use examples from different viewpoints) 49. Analyse how diverse expressions of Christian worship can reinforce faith and belief. 55. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque. (Use examples from different traditions). 58. Describe various forms of worship that happen in the Hindu Mandir (Temple), including Puja.	Hindu Dharma and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/do not believe in God.(eg Atheism/Agnosticism) 69. Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints. (eg examine role of art and music in religious expression or life after death.), 70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.eg creation, marriage.	similar ideas? 66. Outline compare and contrast key Christian, Hindu Dharma and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/do not believe in God.(eg Atheism/Agnosticism) 67. Compare and contrast Christians/Hindu Dharma/Muslim pilgrimages and reflect on how they affect believers. (Use examples from different traditions). 69. Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints. (eg examine role of art and music in religious expression or life after death.),
	Golden Threads:	Personal beliefs	Authority	Belonging Marking life's journey	God, the world and self	Personal belief	Religious and non-religious views in the wider world

	Year 6	Hindu Dharma	Christianity	Islam	Christianity	Cross Religious	Free Choice
		How and why do most Hindus show respect for living things? 62. Compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied. 63. Analyse and evaluate Hindu Dharma beliefs about reincarnation, vegetarianism and caring for the environment. 64. Compare and contrast some Hindu Dharma ways of understanding family with other religious/non-religious views about family. (Use examples from different traditions). 65. Explain the Hindu Dharma idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied. (Use examples from different traditions).	Why is there suffering in the world? 42. Describe why many Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. (Use examples from different viewpoints) 43. Identify ways in which some Christians believe the Old Testament prophecies speak about Jesus. 46. Identify ways Christians believe God is with them in hard times eg: prayer; worship; peace. (Use different views)	What does it mean to be a Muslim in the UK today? 53. Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable most Muslims to have peace with God. (Use examples from different traditions eg Sunni and Shi'ite). 54. Identify, describe, and explain key Muslim beliefs related to Allah (God); marriage and life after death. 55. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque. (Use examples from different traditions). 56. Explain why the Qur'an is so important to Muslims. (use key texts to explain ideas) 57. Analyse how main features of a mosque explain Muslim key beliefs. (Use examples from different traditions).	Why is the resurrection important to most Christians? 44. Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in a relationship with God, (sacrifice and reconciliation). (Use examples from different viewpoints) 45. Suggest answers to questions that the resurrection of Jesus might raise 48. Describe how signs of salvation in churches reinforce the Christian idea of forgiveness. (Use examples from different traditions and viewpoints)	How do beliefs shape a person's identity? 62. Compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied. 64. Compare and contrast some Hindu Dharma ways of understanding family with other religious/non-religious views about family. (Use examples from different traditions). 68. Compare and contrast what motivates people of a religious faith (eg Christian, Hindu Dharma and Muslim) and a non-religious belief to work together to impact the UK and the wider world through environmental and global charities, eg Islamic Aid, Christian Aid.	How do religious and non-religious groups contribute to society? 68. Compare and contrast what motivates people of a religious faith (eg Christian, Hindu Dharma and Muslim) and a non-religious belief to work together to impact the UK and the wider world through environmental and global charities, eg Islamic Aid, Christian Aid. 69. Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints. (eg examine role of art and music in religious expression or life after death.), 70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.eg creation, marriage.