







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

KSI: 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 2nd 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.

KS1	Compulsory units: 3 per year	Concepts	Compulsory units: 2 per year	Concepts	Thematic units – Summer 2
Y1 Autumn 1	CHRISTIANITY: Why do Christians call God ‘creator’? <ul style="list-style-type: none"> • ‘Create’ / ‘creation’ / ‘creator’ • Biblical creation story • God as ‘creator’ of the world & in other parts of the Bible • Celebration of Harvest 	God Creation	JUDAISM: What is the Torah & why is it so important to Jewish families? Spri 2 <ul style="list-style-type: none"> • What makes a book special? • Torah is special as it contains God’s words & rules for living (mitzvot) • How Jewish people show the Torah is special in how it’s treated & where it lives 	Shabbat Creation ‘shalom’ rest	
Y1 Autumn 2	CHRISTIANITY: What is the ‘Nativity’ and why is it important to Christians? <ul style="list-style-type: none"> • ‘Nativity’ as the birth of Jesus • Other important people in the Nativity • Why did angels announce Jesus’ birth? • Diversity of Nativity sets across the world • Christmas as focus of worship of Jesus 	Incarnation God Worship	JUDAISM: Why do Jewish families celebrate the gift of Shabbat? Summer 1 <ul style="list-style-type: none"> • Shabbat as a special gift of rest • Links with creation story • Friday night meal & symbols; Saturday night ceremony as start of new week 	‘Holy’ Torah Mitzvot Respect	Why do people tell stories? <ul style="list-style-type: none"> • Stories help us understand life; teach us to be better people; about real events; to comfort & link us to others • Stories linked to festivals; add Hanukkah / Purim • Aesop’s Fables / Badger’s Parting Gifts
Y1 Spring 1	CHRISTIANITY: What do Christians learn from stories of Jesus? <ul style="list-style-type: none"> • Stories about Jesus, baby → man • Jesus human ‘like us’ and divine, ‘like God’ • Jesus’ stories (‘parables’) & miracles • Christians as ‘followers’ of Jesus • End with Easter story and symbols 	Incarnation Salvation	We have chosen to block Judaism in Yr 1 and Islam in Yr 2.		The thematic unit enables the teacher to revisit prior learning from the year and observe how the children use this to answer the big question of the topic.
Y2 Autumn 1	CHRISTIANITY: What is God like for Christians? <ul style="list-style-type: none"> • Build on idea of God as creator • Images of God from the Bible: shepherd, parent, King; Jesus ‘like God’ • Ideas in art / story / song 	God ‘Holy’ Creation			Why should we look after the world? <ul style="list-style-type: none"> • Link to ideas from prior learning about creation • Caring about the world from non-religious perspective – we all share our world • Tu B’Shvat (Jewish tree-planting festival)
Y2 Autumn 2	CHRISTIANITY: Why is giving important to Christians? <ul style="list-style-type: none"> • Why / when do we give to others? • Christians as ‘Church’ give in different ways e.g. ‘service’, food bank • Commandments to ‘love God & love others’ • Giving at Christmas because God gave 	Incarnation Worship Kingdom	ISLAM: What is important for Muslim families? Spring 2 <ul style="list-style-type: none"> • Muhammad (pbuh) is the most important Prophet (messenger) for Muslims • Muslims learn from his life & example • Qur’an contains the holy words of Allah 	respect Prophet ibadah salaam (peace) creation	
Y2 Spring 1	CHRISTIANITY: Why do Christians call Jesus ‘Saviour’? <ul style="list-style-type: none"> • ‘Saving’ others; Jesus as ‘Saviour’ • Jesus changing lives e.g. Zacchaeus • Salvation in Easter story, symbols in Easter garden 	Salvation	ISLAM: Who is Allah and how do Muslims worship him? Summer 1 <ul style="list-style-type: none"> • Muslims believe in One God, Allah • 99 beautiful names express what Allah is like, including ‘Al-Khaliq’ (creator) • Prayer is part of worship of Allah (ibadah) 	Allah salah Ibadah	