

## Subject Curriculum Overview updated 2022-2023

### RE

<b>N</b>	<b>3 &amp; 4 Year Olds Expectations.</b>					
	Personal Social and Emotional Development Develop their sense of responsibility and membership of a community.			Understanding the World Continue to develop positive attitudes about the differences between people.		
	Autumn Topics: All About Me, Traditional Tales, Winter and Christmas		Spring Topics: People Who Help Us, Growing, Magic: Witches and Wizards		Summer Topics: Animals, Seaside and Transport	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
<p>Taught through topic sessions or festivals as and when they come up. E.g. Diwali – day of themed activities around Diwali.</p>	<p><b>Diwali</b> I know what Diwali is. I know how Diwali is celebrated.</p> <p><b>Christmas</b> I know what Christmas is. I know how people celebrate Christmas. I know how people celebrate Christmas around the world.</p>	<p><b>Diwali</b> I can join in with activities related to Diwali. I can make a Diya lamp. I can make rangoli patterns. I can talk about how people celebrate Diwali.</p> <p><b>Christmas</b> I can join in with Christmas activities. I can talk about how Christmas is celebrated. I can talk about how I celebrate</p>	<p><b>Chinese New Year</b> I know about important events in different religions. I know how Chinese New Year is celebrated.</p> <p><b>Lent</b> I know what Lent is. I know why people might give things up for Lent.</p> <p><b>Easter</b> I know what Easter is. I know how Easter is celebrated.</p>	<p><b>Chinese New Year</b> I can join in with activities to celebrate Chinese New Year. I can taste food eaten at Chinese New Year. I can talk about events that happen at Chinese New Year.</p> <p><b>Lent</b> I can talk about why people might give things up for Lent. I can taste and help make pancakes.</p>	<p><b>Eid</b> I know what Eid is. I know how Eid is celebrated.</p>	<p><b>Eid</b> I can join in with activities to celebrate Eid. I can talk about how Eid is celebrated.</p>

		<b>Christmas (if applicable)</b>	<b>I know why people give and receive eggs.</b>	<b>Easter</b> I can talk about why people celebrate Easter. I can join in with Easter activities. I can talk about what happens at Easter time.		
<b>Continuos Provision</b>	Children will have activities for the day around these celebrations e.g. Diwali: Rangoli patterns outside and using 2D shapes in the maths area, making Diya lamps in the creative area, writing about Diwali in the writing area, looking at books about Diwali etc.					
<b>Key Vocabulary</b>	Christmas, Jesus, presents, giving, tree, bauble, tinsel, Mary, Joseph, stable, Wise Men, Shepherd, camel, donkey, Jerusalem, Diwali, diya lamp, rangoli pattern, Hindu, celebration, Chinese New Year, dragon, festival, red, food, noodles, Easter, Lent, bunny, cross, egg, pancake, Eid, Muslim					
<b>R</b>	<b>In Reception and ELG Expectations</b>					
	<b>Personal Social and Emotional Development</b> <b>In Reception:</b> See themselves as a valuable individual. Think about the perspectives of others. <b>ELG:</b> Show sensitivity to their own and others' needs.			<b>Understanding the World</b> <b>In Reception:</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. <b>ELG:</b> Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.		
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	

	Topics: All About Me, Fantasy, Winter and Christmas		Topics: People Who Help Us, Where We Live, Space		Topics: Animals and Dinosaurs, Under the Sea, Pirates	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
<p><b>Circle Time Inputs</b></p> <p>We celebrate different cultural and religious celebrations by having themed days.</p>	<p><b>Diwali</b> I know what Diwali is. I know how Diwali is celebrated. I know Hindu's celebrate Diwali I know that it is called the Festival of Light I know about important events in different religions.</p> <p><b>Hanukkah</b> I know that Jewish people celebrate Hanukkah. I know what Hanukkah is. I know how people celebrate Hanukkah. I know the story of Hanukkah. I know about important</p>	<p><b>Diwali</b> I can join in with activities related to Diwali. I can make a Diya lamp. I can make rangoli patterns. I can talk about how people celebrate Diwali. I can listen to stories about Diwali.</p> <p><b>Hanukkah</b> I can join in with Hanukkah activities. I can talk about how Hanukkah is celebrated. I can talk about the story of Hanukkah.</p>	<p><b>Chinese New Year</b> I know about important events in different religions. I know how Chinese New Year is celebrated.</p> <p><b>Lent</b> I know what Lent is. I know why people might give things up for Lent.</p> <p><b>Holi</b> I know that Hindu's celebrate Holi. I know how Holi is celebrated.</p> <p>I know about important events in different religions. I know that Hindu's celebrate Holi.</p>	<p><b>Chinese New Year</b> I can join in with activities to celebrate Chinese New Year. I can taste food eaten at Chinese New Year. I can talk about events that happen at Chinese New Year. I can explain how Chinese New Year is celebrated. I can explain how people prepare for Chinese New Year.</p> <p><b>Lent</b> I can talk about why people might give things up for Lent.</p>	<p><b>Eid</b> I know what Eid is. I know how Eid is celebrated. I know that Eid is a special time for Muslims. I know about important events in different religions.</p> <p><b>Shavuot</b> I know about important events in different religions. I know that Jewish people celebrate Shavuot. I know that it is a celebration of the grain harvest.</p>	<p><b>Eid</b> I can join in with activities to celebrate Eid. I can talk about how Eid is celebrated.</p> <p><b>Shavuot</b> I can talk about Shavuot. I can say who celebrates Shavuot.</p>

<p>We learn about different religions and about different beliefs.</p>	<p>events in different religions.</p> <p>Christmas I know what Christmas is. I know how people celebrate Christmas. I know how people celebrate Christmas around the world. I know the Christmas story. I know Jesus was born at Christmas. I know that Christians celebrate Christmas. I know about important events in different religions.</p>	<p>Christmas I can join in with Christmas activities. I can talk about how Christmas is celebrated. I can talk about how I celebrate Christmas (if applicable) I can retell the Christmas story. I can sing Christmas songs. I can join in with the Christmas performance.</p>	<p>I know that Holi is the festival of colour.</p> <p>Easter I know what Easter is. I know how Easter is celebrated. I know why people give and receive eggs. I know about important events in different religions.</p> <p>Ramadan I know about important events in different religions. I know that Ramadan is important to Muslims. I know that in Ramadan people fast in the day.</p>	<p>I can taste and help make pancakes.</p> <p>Holi I can join in with activities to celebrate Holi. I can talk about how Holi is celebrated.</p> <p>Easter I can talk about why people celebrate Easter. I can join in with Easter activities. I can talk about what happens at Easter time.</p> <p>Ramadan I can talk about what happens at Ramadan.</p>		<p><u>Living</u> F5 Where do we belong?</p>
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	<p><u>Believing</u> Which stories are special and why? I know some religious stories. I know some religious words. I know different religions have different sacred texts. I know that it is good to say thank you and be thanked. I know there are different religions and that people</p>	<p><u>Believing</u> Which stories are special and why? I can talk about some religious stories I can recognise some religious words. I can identify some of their own feelings in the stories they hear I can identify a sacred text. I can talk about what Jesus teaches</p>	<p><u>Expressing</u> Which places are special and why? I know somewhere that is special to me and why. I know some religious people have places which have special meaning for them I know some of the things that are special and valued in a place of worship I can identify some significant features of sacred places I can recognise a place of worship</p>	<p><u>Expressing</u> Which places are special and why? I can talk about somewhere that is special to me, saying why. I can talk about the things that are special and valued in a place of worship. I can talk about different places of worship.</p> <p>F4 Which times are special and why? I can give examples of</p>	<p><u>Living</u> F5 Where do we belong? I know religious stories and how to make connections with personal experiences I know different occasions when things have happened in my life that made me feel special</p> <p>F6 What is special about our world and why? I know different things I find interesting, puzzling or wonderful (using my feelings and experiences)</p>	<p>I can re-tell religious stories making connections with personal experiences I can share and record occasions when things have happened in my life that made me feel special</p> <p>F6 What is special about our world and why? I can talk about things I find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. I can re-tell stories, talking about what they say about the world, God, human beings I can think about the wonders of the natural world, expressing ideas and feelings Express ideas about how to look after animals and plants I can talk about what people do to mess up the world and what they do to look after it.</p>
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	<p>have different beliefs.</p> <p>Which people are special and why? I know who is special to me and why. I know why my friends and family are special to me. I know how to be a good friend. I know some religious stories from different religions.</p>	<p>about keeping promises and say why Keeping promises is a good thing to do I can talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p> <p>Which people are special and why? I can talk about people who are special to them I can say what makes their family and friends special to them I can identify some of the qualities of a good friend.</p>	<p><b>F4</b> Which times are special and why? I know different special occasions and suggest features of a good celebration. I know simple stories connected with Christmas/ Easter and a festival from another faith</p>	<p>special occasions and suggest features of a good celebration. I can recall simple stories connected with Christmas/ Easter and a festival from another faith.</p>	<p>about the world I know about stories that talk about what they say about the world, God, human beings I know about how to look after the world, animals and plants I know about what people do to mess up the world and what they do to look after it.</p>	
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		I can recall and talk about stories of Jesus as a friend to others				
<b>Continuous Provision</b>	Children will have activities for the day around these celebrations e.g. Diwali: Rangoli patterns outside and using 2D shapes in the maths area, making Diya lamps in the creative area, writing about Diwali in the writing area, looking at books about Diwali, Investigate clothing or cultural items in the investigation area etc.					
<b>Key Vocabulary</b>	Christmas, Jesus, presents, giving, tree, bauble, tinsel, Mary, Joseph, stable, Wise Men, Shepherd, camel, donkey, Jerusalem, Diwali, diya lamp, rangoli pattern, Hindu, celebration, Chinese New Year, dragon, festival, red, food, noodles, Easter, Lent, bunny, cross, egg, pancake, Eid, Muslim, Hanukkah, Jewish, special, bible, Qu’ran, Torah, Shavuot, Holi, Ramadan					
<b>What does this look like in Nursery and Reception?</b>						
<b>Nursery</b>	In Nursery children access RE and learning about differences between people in the community through festivals. Children have themed days around celebrations, where they will complete an input learning about the festival or cultural celebration and then have a wide variety of activities in continuous provision to follow up and further explore this.					
<b>Reception</b>	In Reception, children access RE sessions once a week in a circle time. These sessions focus on 3 themes (believing, expressing and living). Children also take part in the celebrations and festivals of different cultures and religions by having themed sessions on this in a circle time. On days where they are celebrating a festival or cultural/religious celebration they will have activities out related to this event and will be able to further explore activities relating to the event in continuous provision activities. It is also discussed and modelled again with the children in child led play and adult initiated play. Vocabulary is also modelled and children whilst in play. Adults can also ask children questions to further their learning.					
<b>Autumn 1 &amp; 2</b>			<b>Spring 1</b>		<b>Summer 1 &amp; 2</b>	
<b>Who is a Christian and what do they believe?</b>			<b>What makes some places sacred?</b>		<b>What does it mean to belong to a faith community?</b>	
	<b>To Know</b>	<b>To know how</b>	<b>To Know</b>	<b>To know how</b>	<b>To Know</b>	<b>To know how</b>

1	<p>To know what a Christian is.          To know about the Christian way of life e.g. they read the Bible.          To know who God is to Christians and what he does.          To know who Jesus is to Christians and what he does.          To know what God and Jesus mean to Christians.          To know Bible stories including: Jonah and the Big Fish, The Lost Sheep, The Prodigal Son, The Good Samaritan,          To know why Jesus told these stories.          To know that Christians follow the Bible.          To know the types of behavior a Christian would show e.g. kindness          To know the different roles Christians think</p>	<p>To consider questions such as what Christians might believe and think is important.          To discuss ways that Christians describe God and Jesus.          To discuss why God is important to Christian people.          To articulate their own ideas about God based on the views of Christians.          To retell stories told by Jesus and about Jesus in words, drama and pictures.          To describe some ways Christians might use a Bible.          To reflect on why God and Jesus are important for Christian people.</p>	<p>To know what the term sacred means.          To know that a place can be sacred for a person.          To know that nobody everybody has the same sacred place.          To know that you can share the same sacred place.          To know that a place of worship can be a sacred place for believers.          To know that a church is a sacred place for Christians.          To know that a mosque is a sacred place for Muslims.          To know that a synagogue is a sacred place for Jews.          To know why the church is important for believers.          To know what a church can be used for.          To know key features of a church, synagogue and mosque.          To know that the cross is the symbol of Christianity.</p>	<p>To consider places that make them feel safe.          To give simple reasons as to why these places make them feel safe.          To look for similarities and differences between pictures of three different places of worship.          To describe some places of worship whilst considering why they are important to believers.          To describe key areas of the synagogue, church and mosque.          To look for similarities and differences between symbols.          To give simple reasons as to why places of worship are important to the community.          To think about their own experiences</p>	<p>To know that there are symbols of belonging.          To know the symbols of belongings for Christians.          To know the symbols of belongings for Muslim.          To know the symbols of belongings for Jews.          To know the different communities you might belong to.          To know why it is important for you to feel like you belong in the opportunities.          To know the story of the Lost Coin.          To know the story of the Boy Who Threw Stones at Trees.          To know the story of Leah and the Shabbat.          To know how what</p>	<p>To recognise symbols of belonging from their own experiences.          To recognise the symbols of belonging for a Christian.          To recognise the symbols of belonging for a Muslim.          To recognise the symbols of belonging for Jews.          To explore the different communities you might belong to.          To understand why it is important for you to feel like you belong in the opportunities.          To recognise how the story of the Lost Coin demonstrates Christian belonging.          To recognise how the story of The Boy Who Threw Stones at Trees' demonstrates</p>
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	<p>God has e.g. father, creator, etc.          To know that the Bible is the Christians special book.          To know that the Bible tells Christians how to live their life.          To know that Bible stories are called Parables.          To know that Jesus told Christians Parables to show them the types of behavior that God wanted.          To know who Jesus is and why he is important to Christians.</p>	<p>To think, talk and ask thoughtful questions about how the Bible influences Christians and what else influences them.          To make links between what Jesus taught and what Christians believe and do.          To consider the different roles that Christians think God does.          To be able to draw a picture of what Christians think God looks like.          To express their own ideas about the parables that Jesus told and the stories told about Jesus.</p>	<p>To know that the Star of David is the symbol of Judaism.          To know that the moon and crescent in the symbol of Islam.          To know that people who follow Christianity are called Christians.          To know that people who follow Judaism are called Jewish.          To know that people who follow Islam are called Muslims.</p>	<p>inside religious sacred places.          To be able to give reasons as to why places of worship are important to believers.          To be able to give reasons as to why places of worship are sacred.</p>	<p>happens at a Christening.          To know what happens at an Initial Ritual.          To know what happens at a Christian wedding.          To know what happens at a Jewish wedding</p>	<p>Muslim belonging.          To recognise how the story of Leah and the Shabbat demonstrates Jewish belonging.          To recognise how different religions welcome new babies to their community.          To recognise how different religious celebrate marriage.          To recognise how friends can show belonging.</p>
Autumn 1 & 2		Spring 2			Summer 1 & 2	
Who is a Christian and what do they believe?		How do we celebrate special and sacred times? (Easter)			What is it like to belong to a faith community?	

To Know		To know how	To Know	To know how	To Know	To know how
1			<p>To know about significant Easter events.</p> <p>To know the story of Palm Sunday.</p> <p>To know that significant events have moods associated with them.</p> <p>To know which colour reflects which mood.</p> <p>To know the moods and feelings associated with Palm Sunday.</p> <p>To know the Easter story.</p> <p>To know that an egg is the symbol of a new life.</p> <p>To know that there is a pattern of change and renewal in life.</p> <p>To know Christian Easter traditions.</p>	<p>To be able to retell the Easter story using key vocabulary.</p> <p>To be able to retell the story of Palm Sunday using key vocabulary.</p> <p>To think about colours that reflect mood and feelings.</p> <p>To understand and explain the changes in mood and feelings for the friends of Jesus in the Easter story.</p> <p>To consider changes and losses that have occurred in their own lives and how they feel about them.</p> <p>To understand that the changing liturgical colours remind Christians of the change from sadness to joy in the Easter story.</p> <p>To understand the</p>		

				<p>changes in mood for the friends of Jesus in the Easter story.</p> <p>To understand and explain the changes in mood and feelings for events that have occurred in their own lives.</p> <p>To explore the concept of a renewal and pattern in life.</p> <p>To understand why eggs are a symbol of Easter.</p> <p>To explore Christian Easter traditions.</p>		
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	Autumn 1		Spring 1		Summer 1	
	Who is a Muslim and what do they believe?		Who is Jewish and what do they believe?		How can we learn from sacred books?	
	To Know	To know how	To Know	To know how	To Know	To know how
2	-Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and	Identify some ways a Muslim might describe God.  Respond sensitively to what matters to	To know what a Judaism/Jewish/Jews mean. To know about the Jewish way of life. To know what the mezuzah is. To know what some of	To recognise objects that can be found in many Jewish homes. To consider feelings associated with looking forward to and finishing Shabbat each week.		

	<p>the cat', 'The story of the two brothers', 'The crying camel'.          -Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha; share the words of the Shahadah, listen to the Call to Prayer.          -Give children a way to respond to their own big questions e.g writing a class big questions poem or a 'Where is God?' poem.          -Describe one of the beliefs that Muslims hold about God e.g. tawhid. Share the story of the revelation of the Holy Qur'an – how the Angel Jibril</p>	<p>Muslims and what matters to me.          Retell a story about the Prophet Muhammad.          Understand why Muslims try to follow Muhammad and have great respect for him.          Identify what makes a place special, or holy.          Recognise and describe the significance of particular objects and places to Muslims.          Use the right words to describe some things that are important in Islam.          To recognise how important the Qur'an is to</p>	<p>the words inside the mezuzah mean.          To know that Jewish people only believe in one God.          To know why Jewish practices are important to the religion.          To know that the Jewish place of worship is called the synagogue.          To know that the Star of David is the symbol of Judaism.          To know what the term 'precious objects' means.          To know Jewish precious objects.          To know the Star of David is precious to Jewish people.          To know what Shabbat is.          To know why and how Jewish people celebrate Shabbat.          To know the Jewish Story of Creation          To know what Hanukkah is.          To know the story of Hanukkah.          To know how Jewish</p>	<p>To recognise that Jewish people believe in one God.          To recognise some of the words inside the mezuzah and learn what some of the words mean.          To recognise how Jewish practices at Hanukkah help them to reflect on important aspects of the story.          To reflect on their own beliefs and how they live.          To recognise how Jewish people choose to live their life.          To retell the Jewish Story of Creation using key vocabulary.</p>		
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	<p>revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an.</p> <p>-Talk to Muslims about what they believe about God.</p> <p>-Explore what the concept of God means for the children themselves</p> <p>Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf.</p> <p>Why are these important?</p> <p>Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate?</p>	<p>Muslims and give an example of a way Muslims treat the Qur'an.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.</p>	<p>people celebrate Hanukkah.</p> <p>To know why Jewish people celebrate Hanukkah.</p>			
	<p>Autumn 2</p>	<p>Spring 2</p>	<p>Summer 2</p>			

	Who is a Muslim and what do they believe?		How do we celebrate special and sacred times? (not Easter)		How should we care for others and the world and why does it matter?	
	To Know	To know how	To Know	To know how	To Know	To know how
2			<p>To know the importance and value of celebration and remembrance in children's own lives.</p> <p>To know festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them. For example, from Easter:</p> <p>To recall stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning.</p> <p>To know ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of</p>	<p>To reflect on their own beliefs.</p> <p>Identify a special time they celebrate and describe its importance.</p> <p>Explain simply what celebration means.</p> <p>Describe how a festival is celebrated.</p> <p>Recognise similarities and differences between different festivals</p> <p>Share personal opinion why some people like to celebrate important events</p> <p>Find out more about the items on the seder plate and their meaning</p> <p>Consider questions such as how might these foods help</p>	<p>Story of the Good Samaritan.</p> <p>Tzedekah, Zakat and Sadaqah</p> <p>Teaching in the Torah,</p> <p>How Mother Teresa or Dr Barnado have put their beliefs into action.</p> <p>The creation story</p> <p>To learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam; tzedekah (charity) in Judaism.</p> <p>To read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother</p>	<p>Give an example of what Jesus said about the importance of children.</p> <p>Give simple examples of how people are unique and valuable.</p> <p>Describe how it feels when people are not kind.</p> <p>Consider questions such as what does this story teach us about caring?</p> <p>Look for similarities and differences between different stories from the bible about caring, Identify two examples of religious believers caring for people.</p> <p>Give simple reasons why Jesus told the story of the Good Samaritan.</p>

			<p>Good Friday; darkness on Saturday services; light and joy of Easter day etc.</p> <p>To know the festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</p> <p>To know the significance of Jewish rituals and practices during each festival.</p> <p>To know about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan).</p> <p>Find out what happens in a Muslim household at Eid-ul-Fitr.</p> <p>To know whether the stories and events mean something for the pupils themselves – can they connect with ideas of rest, freedom, hope and self-control?</p>	<p>people remember this festival?</p> <p>Look for similarities and differences between celebrations of Pesach and Easter</p> <p>Describe the link between a selection of Pesach symbols and the story of Pesach</p> <p>Describe what happens and what is being celebrated at Eid-ul Fitr</p> <p>Describe what happens during Ramadan and think of reasons why some people choose to fast during Ramadan</p> <p>Ask questions and suggest answers about stories to do with festivals.</p>	<p>Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area.</p>	<p>Give examples of what believers do as a result of learning from the Good Samaritan and/or Four friends and the paralysed man.</p> <p>Consider questions such as who needs our help? The links between the teaching in the Torah and caring. Think of some ways Jewish people care for the world.</p> <p>Describe how Mother Teresa or Dr Barnardo have put their beliefs into action.</p> <p>Consider questions such as what would it be like if everyone followed the golden rule? Some people look after the world because God is a creator. Describe different ideas about what God might be like from</p>
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						<p>reading the creation story. Share their own creative ideas about what the creation story says about God. Give their own answer to the unit question, giving simple reasons for their answers.</p>
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Autumn 1		Spring 1		Summer 1	
What do different people believe about God?		Why are festivals important to religious communities?		Why do people pray?	
To Know	To know how	To Know	To know how	To Know	To know how
<p>To understand some reasons why people believe in God. To know some symbols of Christianity. To understand what the Holy Trinity represents to Christians. To know some symbols of Islam.</p>	<p>To ask questions about God. To examine similarities and differences in the ways different people think about God. Describe some of the ways in which Christians Hindus and/or Muslims describe God.</p>	<p>To be able to explain the significance and importance of festivals to religious communities. -To recall the events of Holy week. -To know the story of Rama and Sita. -To know why Hindus celebrate Diwali. -To know what Ramadan is and its importance to Muslims.</p>	<p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. Make connections between stories,</p>	<p>-Discover and think about the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur’an, the Christian Lord’s Prayer and the Hindu Gayatri Mantra. Learn that Hindus, Muslims and Christians pray in many different ways,</p>	<p>-Consider the idea that some people consider themselves ‘spiritual but not religious’ and some of them may like to pray in their own way. -Consider the idea that some non-religious people may believe it is more use to be kind or to</p>

<p>To know some of the ways in which Muslims describe Allah.  To know some of the ways Hindus describe God.  To understand some reasons why people don't believe in God.  Discover what Christians mean when they say 'Father, Son and Holy Spirit' for God  Describe some simple Muslim beliefs about God based on 12 of the 99 Names of Allah  Describe the symbolism of Hindu murtis / statues of the gods and goddesses.  Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses.</p>	<p>Ask questions and suggest some of their own responses to ideas about God  Suggest why having a faith or belief in something can be hard  Identify how and say why it makes a difference in people's lives to believe in God.  Describe some things we cannot see but do believe in.  Give simple reasons for their own views and ideas about God.  Think of reasons why some people believe in God and some do not</p>	<p>-To know why Eid is celebrated after Ramadan.  -To know what Pesach is and its importance to Jews.</p>	<p>symbols and beliefs with what happens in at least two festivals.  Ask questions and give ideas about what matters most to believers in festivals.  Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.  to understand why Muslims celebrate Eid ul Fitr.  Describe ways in which Ramadan and Eid show commitment to Allah  to know the story of Pesach and why it is celebrated.</p>	<p>both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers.  Describe and outline some ways Christians pray, including using the Lord's Prayer.  Describe and outline some ways Muslims pray, including how they use the First Surah of the Holy Qur'an.  Describe and outline some ways some Hindus pray and worship, including using the Gayatri Mantra</p>	<p>help someone than to pray for them.  Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray.  -Ask good questions about answered and unanswered prayer and find out some answers to these questions.  -Make links between beliefs and practice of prayer in different religions.  -Describe ways in which prayer can comfort and challenge believers  -Describe and comment on similarities and differences between how Christians,</p>
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	<p>Know some of the artefacts religious people might use when they talk to God or pray</p> <p>Describe, with examples, the influence believing in God has on the lives of believers.</p>					<p>Muslims and Hindus pray.</p>
Autumn 2		Spring 2		Summer 2		
What does it mean to be a Christian in Britain today?		How do family life and festivals show what matters to Jewish people?		Why is the Bible so important to Christians?		
To Know	To know how	To Know	To know how	To Know	To know how	
<p>To name some of the key ways Christians show their beliefs at home for example -</p> <p>Read bible</p> <p>Say Grace</p> <p>Have a cross</p> <p>To know that some Christians go to church to pray, read the Bible and take Holy Communion.</p>	<p>Identify and name examples of what Christians have and do in their families and at church to show their faith</p> <p>Ask good questions about what Christians do to show their faith</p> <p>Describe some examples of what Christians do to show their faith, and make connections with</p>	<p>-The story of Exodus</p> <p>How the Seder plate connects to the story, and brings it to mind for Jewish people today.</p> <p>-The Ten Commandments are a two-way arrangement – God’s care for his creatures and their acknowledgement of his authority.</p> <p>-Make links between the Ten Commandments and Jewish beliefs about God and his relationship</p>	<p>-Retell the story of Creation behind Shabbat</p> <p>-Describe how Jewish people show their beliefs through worship in Shabbat, both at home and in wider communities</p> <p>-To identify and name examples of what Jewish people have and do in their families during Rosh Hashanah.</p> <p>-Describe how Jewish people show their</p>	<p>Describe how the bible is divided into books, chapters and verses, and arranged in two ‘Testaments.’</p> <p>Describe the ‘big story’ of the Bible simply.</p> <p>To look for similarities and differences between their own ideas about God and some Christian ideas</p> <p>Describe what Christians and/or people from other religions believe</p>	<p>To give simple reasons for their own views and ideas about what words are wise.</p> <p>Describe examples of things that matter in relation to holy writings.</p> <p>To look for similarities and differences between their own ideas about God and some Christian ideas.</p>	

<p>To be able to name some of the activities that take place in a church. To know what Holy Communion is and how/why they celebrate it. To know what the symbols bread and wine mean. To be able to name some of the ways local churches and Christians help their community.</p> <p>To know the story of Rosa Parks. To know that Rosa Parks was a Christian To know she took part in the Montgomery Bus Boycott. To know that she helped spark the civil rights movement.</p>	<p>some Christian beliefs and teachings. Describe some ways in which Christian express their faith through hymns and modern worship songs. Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Explain similarities and differences between at least two different ways of worshipping in</p>	<p>with the Jewish people.- to know the story of the Exodus and that it is behind Pesach. to understand how and why the festival of Pesach is valuable to Jewish people. to start to know how and why family life and Shabbat are valuable to Jewish people</p>	<p>beliefs through worship in Rosh Hashanah. Identify and name examples of what Jewish people have and do in their families during Yom Kippur. -Describe how Jewish people show their beliefs through worship in Yom Kippur. Identify and name examples of what Jewish people have and do in their families during Pesach to show their faith. -Describe how Jewish people show their beliefs through worship in Pesach, both at home and in wider communities. -Explore and suggest ideas about what is worth remembering and being sorry for, for Jewish people, and in pupils' own lives.</p>	<p>makes their book sacred or holy. Describe the story of Genesis chapter 1 and think and talk about the meaning of temptation. Describe Jesus' teaching about forgiveness.</p>	<p>Describe some things that Christians find helpful about reading their Bible? Find out more about the ways Christians think of God and see the world</p>
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		two different Christian churches. Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences.				
<b>Autumn 1</b>			<b>Spring 1</b>		<b>Summer 1 &amp;2</b>	
<b>Why do some people think life is a journey and what significant experiences mark this?</b>			<b>What can we learn from religions about deciding what is right and wrong?</b>		<b>Hinduism-what does it mean to be a Hindu in Britain today?</b>	
<b>To Know</b>	<b>To know how</b>	<b>To Know</b>	<b>To know how</b>	<b>To Know</b>	<b>To know how</b>	
<p>How some religions see life at a journey.</p> <p>To know about different journeys that they have taken so far in their life.</p> <p>To describe future journeys they might go on</p> <p>Different Christian celebrations/ceremonies.</p> <p>What the ceremony and symbolism is involved in a baptism.</p>	<p>Describe how life is seen as a journey by some people.</p> <p>Find out more about the use of journey as a metaphor for life.</p> <p>Think of reasons why some people have rituals to mark important life events.</p> <p>Describe two different Christian celebrations of belonging/initiation</p> <p>Consider questions</p>	<p>To know the Golden Rules in Christianity, Judaism and Humanism.</p> <p>To discuss how the Golden rule can be found in the thinking of many different groups of people and how this impacts the moral decisions that they make.</p> <p>To understand that acting in accordance with the Golden Rule can have an impact.</p>	<p>To work collaboratively with others and record information either verbally or written down.</p> <p>To work in pairs and collate information in order of importance.</p> <p>To create and write new commandments.</p> <p>To be able to work in small groups.</p> <p>To find similarities and differences between</p>	<p>To know Hindu beliefs about their different Gods.</p> <p>To be able to name 3 hindu gods</p> <p>To know about the cycle of reincarnation</p> <p>To know how Hindus worship God in a temple and at their homes.</p> <p>To be able to label all the parts of an aarti prayer tray</p>	<p>Describe two of the four aims in Hindu life; Dharma and Moksha.</p> <p>Find out more about the metaphor of the journey of life for Hindus and for themselves.</p> <p>Look for similarities and differences between duty for Hindu children and for themselves.</p>	

<p>What is a Jewish Bat/bar Mitzvah ceremony and why it's important to Jewish people. Hindu beliefs– dharma, karma and moksha and the cycle of reincarnation. What hindu celebrations are important and how are they marked in a temple. What is a pilgrimage and why do people do them. What other pilgrimages do other religions have? Talk about Hajj etc...</p>	<p>about the importance and significance to Christians of different forms of baptism. Look for similarities and differences between different Christian belonging/initiation ceremonies. Think of reasons why some Christians baptise babies at birth and others have believer's baptism. Describe what happen at a Jewish Bar or Bat Mitzvah ceremony. Find out more about why these ceremonies are significant to Jewish people. Consider questions such as what does it mean to become a Jewish adult. Look for similarities and differences between the Bar</p>	<p>To know that the Torah is the holy scripture for the Jewish faith. To know that the Torah holds the 10 Commandments that Jewish people follow. To understand how the Ten Commandments might affect the way a Jewish person lives their life. To recall at least five of the Ten Commandments. To be able to create their own commandments to follow in their own life, based on leading a moral life. To know that the story of the seven Beatitudes comes from the bible. To know that the bible is the holy scripture that Christians follow. To know some similarities and differences between the Beatitudes and the Ten Commandments. To compare how the Ten Commandments and the</p>	<p>Beatitudes and the child friendly 10 commandments.</p> <p>To empathise with others and make suggestions how someone could/should act in a given scenario.</p> <p>To justify their opinion by giving valid reasons.</p> <p>To be able to participate in class discussion. To create a poster showing similarities and differences between 10 commandments, Beatitudes and Humanists.</p> <p>To predict future events.</p> <p>To be able to deduce and conclude information from a picture.</p> <p>To write a temptation story.</p>	<p>To know what a worship ceremony (aarti) looks like in a Hindu temple. To understand about Karma, Dharma and Moksha and what they mean for Hindus. To understand who Gandhi is. What did Gandhi want to achieve in his life. What did Gandhi achieve in his lifetime. What is it like being a Hindu in Britain today. Understanding that Hinduism is part of british values of acceptance.</p>	<p>Describe the Hindu belief in Karma.</p> <p>Think of reasons why Gandhi behaved in the way he did. How does this show Hindu beliefs?</p> <p>Describe some key events in the life of Gandhi.</p> <p>Describe how the life of Gandhi shows Hindu beliefs in action.</p> <p>Describe how vibrant British Hindu life is.</p> <p>Describe examples of where the life of a Hindu can be seen in Britain.</p> <p>Consider questions about how it could be hard for British Hindu children to live across two cultures, but it</p>
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		<p>and Bat Mitzvah ceremony. Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha. Describe the significance of the Hindu sacred thread ceremony Look for similarities and differences between the sacred ceremony and other ceremonies of commitment in Judaism or Christianity Think of reasons why some people might not choose to have an initiation ceremony. To research and explain what a pilgrimage is and where Christian people go on a pilgrimage.</p>	<p>Beatitudes influence moral decision making To identify three values that matter to Humanists.</p> <p>To understand how Humanists use empathy and reasoning to make moral decisions.</p> <p>To identify similarities and differences between how humanists and people from religious groups might think about and react to situations where they are faced with a moral choice .</p> <p>How temptation is part of two religious stories. To recall the story of Adam and Eve and how they were tempted. To understand the repercussions of giving into temptation. What Jewish and Christian people might learn about temptation from religious stories. To understand what temptation is and</p>	<p>To use a variety of sources to find information.</p> <p>To create a fact file on Desmond TuTu.</p>		<p>could also be exciting and enriching.</p> <p>To consider what 21<sup>st</sup> Britain should be like today.</p>
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		<p>Consider questions such as What are the challenges people might face on the journey of life? Is being committed to a religion challenging? Why? Why not? Look for similarities and differences between the description of the journey of life for two different groups Think of reasons why some people describe life as like a journey.</p>	<p>how it can affect people's behaviour. To be able to identify when they have been tempted and what consequences could arise. To learn about the life and work of Desmond Tutu. To recall that Desmond Tutu worked to defeat the Apartheid in South Africa. To understand that God influenced Tutu in his moral decision making. To understand what the Apartheid was. To be able to link somebody's beliefs with his/her actions.</p>			
	<b>Autumn 2</b>		<b>Spring 2</b>			<b>Summer 1 &amp; 2</b>
	<b>How do people from religious and non-religious communities celebrate key festivals?</b>		<b>Why is Jesus inspiring to some people?</b>		<b>What does it mean to be a Hindu in Britain today?</b>	
	<b>To Know</b>	<b>To know how</b>	<b>To Know</b>	<b>To know how</b>	<b>To Know</b>	<b>To know how</b>

<p>To understand Describe these things that make Holy Week a special time for Christians. Describe what 3 symbols tell us about the story of Easter. Describe the similarities and differences between Eid and Easter. Describe the link between a selection of Pesach symbols and the story of Pesach.</p>	<p>To look for similarities and differences between religious and non-religious celebrations. How to connect stories, symbols and beliefs with what happens at Easter. why some people choose to celebrate significant events Consider questions such as is it hard to make sacrifices? Are links between being generous and being self-disciplined? Look for similarities and differences between sacrifice at Easter and Eid as the end of a time of sacrifice. Give simple reasons for why Jewish people celebrate Pesach annually. Make links between the ideas</p>	<p>Define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter Describe how and why Christians celebrate/mark Palm Sunday, Maundy Thursday, Good Friday and Easter day. Identify the most important parts of Easter for Christians and say why they are important. Give simple definitions of key Christian terms (e.g. gospel, incarnation, salvation) To know the parable of the feeding of the five thousand. To know the parable of the unforgiving servant. To know the parable of the two builders.</p>	<p>Connect the story of the unforgiving servant with an example of Christian life or action. Connect the story of the feeding of the five thousand with an example of Christian life or action. Ask questions raised by the stories and life of Jesus and followers today. Give examples of how Christians are inspired by Jesus Suggest an example of how to treat other people relating to the Feeding of five thousand or the Unforgiving servant. Make connections between the Easter story of Jesus and the wider 'big story' of the Bible. Connect up ideas like sin, salvation and Jesus as God come to earth with</p>		
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		<p>of Pesach e.g. sacrifice, hope, sadness or joy and their own life.</p> <p>To consider how a festival is celebrated in different places.</p> <p>Consider why festivals are still important to people of different worldviews today.</p> <p>Discuss how festivals in the UK may have changed in meaning and emphasis.</p> <p>Consider why festivals are still important to people of different worldviews today.</p> <p>Discuss how festivals in the UK may have changed in meaning and emphasis.</p>		<p>the story.</p> <p>Give examples of why these ideas and stories inspire Christians.</p> <p>Present own ideas about the most important attitudes and values to have today, making links with Christian values</p>		
	<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1 &amp; 2</b>	
	Why do some people believe God exists?		If God is everywhere why go to a place of worship?		What does it mean to be a Muslim in Britain today?	
	To Know	To know how	To Know	To know how	To Know	To know how

<p>Understand the definitions of the terms; theism, atheism and agnosticism.</p> <p>Describe the God of Christianity, using some technical words and Biblical metaphors</p> <p>Give reasons why some people believe in God and some people do not.</p> <p>Talk about some of the differences between people's ideas of what God is like and whether God exists.</p> <p>Consider reasons that people might believe or not believe in God.</p> <p>Reflect upon the argument that God cannot be all-</p>	<p>Gather information and ideas about the religious make-up of the world, the UK and their local area.</p> <p>Give some reasons why some people believe in God, some people do not believe in God and some people have not decided.</p> <p>Express their own ideas about theism, atheism and agnosticism.</p> <p>Suggest answers to some of the Big Questions about the existence of God.</p> <p>Consider how facts, beliefs and opinions come about and how they are interpreted.</p>	<p>Recall and name some key features of places of worship studied.</p> <p>Select and describe the most important functions of a place of worship for the community.</p> <p>Outline how and why places of worship fulfil special functions in the lives of believers.</p>	<p>To know what places of worship are for.</p> <p>To know about the most important function of a place of worship.</p> <p>To identify the differences within Anglican and Baptist churches.</p> <p>To make links between Christian beliefs and features of these places of worship.</p> <p>To identify key features of Hindu worship at home and worship in a mandir.</p> <p>To know the differences between worship in the home and at the mandir.</p> <p>To make links between Hindu beliefs and worship.</p> <p>To identify key features of a Jewish synagogue</p> <p>To know the differences between Jewish synagogues.</p> <p>To make links between Jewish beliefs and features of Jewish places of worship.</p>		
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	<p>powerful and all-loving if the world is like this – full of suffering.</p> <p>Describe the God of Christianity, using some technical words and Biblical metaphors.</p> <p>Suggest answers to some of the Big Questions about the existence of God.</p> <p>Talk about some of the differences between people’s ideas of what God is like and whether God exists</p>	<p>Show understanding of the difference between a fact, belief and opinion.</p> <p>Give reasons why some people believe in God and some people do not.</p> <p>Give a balanced argument.</p>				
	Autumn 2	Spring 2		Summer 1 & 2		
	What would Jesus do? (Can we live by the values of Jesus in the 21 <sup>st</sup> century?)	What can be done to reduce racism? Can religion help?		What does it mean to be a Muslim in Britain today?		
	To Know	To know how	To Know	To know how	To Know	To know how

<p>Jesus's teachings.</p> <p>Reading the Bible - Luke 4:18–19.</p> <p>Forgiveness. Christian text (scripture and prayer).</p> <p>Mother Teresa.</p> <p>The Widow's Offering, Mark 12:41–44 and the story of Zacchaeus, Luke 19:1–9.</p> <p>Christian charities.</p>	<p>Explore Jesus' teachings and example and how they inspire Christians today.</p> <p>Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the global community.</p> <p>Examine Luke 4:18–19 and find out what Jesus saw as his mission. Find examples of where he fulfilled this mission.</p> <p>Think for themselves about Justice and fairness.</p> <p>Use some examples of Christian text (scripture and</p>	<p>Describe links between religious teaching and practice and the struggle to reduce racism, giving simple examples.</p> <p>Consider and compare the teachings of two different religions about human unity.</p> <p>Use a sentence from Muslim or Christian sacred writing to say what the religion teaches about human unity</p> <p>Consider the meaning of selected texts and examples from two religions and suggest how these relate to the concept of fairness</p>	<p>Describe simply two examples of racism, describing what is unfair or unjust in each case.</p> <p>Choose some examples of the teaching of sacred texts about justice and say what they think about the meanings of these texts</p> <p>Give an example of a time when religious people could have done more to reduce racism</p> <p>Discuss three or more suggested ways of reducing prejudice and racism</p> <p>Discuss a case study of 'religion against racism' thoughtfully.</p> <p>Express reasoned ideas of their own about how prejudice and racism can be reduced, taking account of ideas from religion (e.g. in art)</p> <p>Identify and talk about 2 or more examples of racism simply, using the language of fairness and unfairness</p> <p>Respond sensitively to</p>	<p>Five pillars of Islam.</p> <p>Key beliefs of Muslims.</p> <p>Life of the Prophet.</p> <p>Hearing the shahdah.</p> <p>Muslim prayers.</p> <p>Pillar of Zakah.</p> <p>Fasting in Islam.</p> <p>Festival of Eid ul Fitr.</p> <p>Describe two sources that Muslims get guidance from</p> <p>Pilgrimage to Mecca and at the celebration of Eid ul Adha.</p> <p>Describe and explain what it means to be a Muslim</p> <p>Architecture and design of the Mosque.</p> <p>Qur'an as a source of guidance.</p> <p>The message that Muhammad brought.</p>	<p>Describe what people might need to support them on the journey of life.</p> <p>Consider questions such as how life is like a journey?</p> <p>What do people use to support them through the journey?</p> <p>Consider questions such as how might hearing the shahdah every day affect the life of a Muslim?</p> <p>Think of reasons why Muslims find it important to hear the Shahadah regularly.</p> <p>Describe how and why Muslim people pray</p> <p>Look for similarities and differences between prayer in Islam and prayer in Christianity</p> <p>Think of reasons why some people pray regularly</p>
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		<p>prayer) to understand the way Christians believe we should treat each other in modern times,</p> <p>Learn from the example of Mother Teresa.</p> <p>Think for themselves about generosity and greed.</p> <p>Use some of Jesus' stories, teaching and examples to understand the way Christians believe we should handle wealth Learn about The Widow's Offering, Mark 12:41–44 and the story of Zacchaeus, Luke 19:1–9, suggesting meanings, applying ideas and interpreting texts for themselves.</p>		<p>the work a one anti-racist religious person Express some thoughts of their own about racism and fairness (e.g. in art)</p>		<p>Give simple reasons for prayer as a form of guidance for Muslims. Think of reasons why some people think regularly giving away money is a good idea for themselves and the community Give simple reasons for the importance of generosity, Describe reasons for the practice of fasting in Islam Find out more about what happens at the festival of Eid ul Fitr Look for similarities and differences Between Eid ul Fitr and other festivals the pupils have studied. Think of reasons why some people choose to fast. Look for similarities and differences between pilgrimage to Mecca in Islam</p>
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		<p>Explore and explain the impact of Jesus' teaching on some examples of major Christian charities in the UK today.</p> <p>Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.</p> <p>Think of reasons why some people want to follow Jesus' teaching today Apply sayings of Jesus to different ways of behaving relevant to children's lives today.</p> <p>Give simple reasons why some people don't want to follow Jesus teaching today,</p>				<p>and pilgrimage in another religion Think of reasons why some people go on pilgrimage to Mecca Give simple reasons for the place of pilgrimage in some religions. Consider questions such as whether books of Guidance from religions are useful and a good thing Look for similarities and differences between the Qur'an as a source of guidance and guidance the pupils might use Think of reasons why some people might have rejected the message that Muhammad brought. Describe the key functions of the Mosque and explain how they</p>
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		including ideas about making my own choices about good and evil. .				link to the key beliefs of Muslims Find out more about the architecture and design of the Mosque Look for similarities and differences between the Mosque and another place of worship you have visited and studied.
<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>		
<b>What matters most to humanist and Christians?</b>		<b>Death and resurrections with what does religion say to use when life gets hard?</b>		<b>What difference does it make to believe in ahimsa(harmlessness), grace and/or ummah(community)?</b>		
<b>To Know</b>	<b>To know how</b>	<b>To Know</b>	<b>To know how</b>	<b>To Know</b>	<b>To know how</b>	
Knowing the difference between good and bad behaviour and what leads to this behaviour. E.g jealousy leading to negative behaviour (examples of characters given from films and stories)	To explore the concepts of being naughty and being good in terms of actions, words and thoughts.  To think about the idea of a code for living and to examine whether they are living by a code themselves.	To know that different beliefs have different views on death and life after death. To know that a soul and physical characteristics are different. To know the Hindu religion believes in reincarnation and Karma. TO look for similarities and differences	To consider questions such as What happens when we die? To gather and deploy knowledge about beliefs on life after death from different religions and worldviews. To ask some questions of my own about life after death and suggest			

<p>The key Christian values of love and forgiveness, prayer, worship, trust and belief in God, following the teachings of Jesus.</p> <p>Begin to understand that not all people are religious, that non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god'.</p> <p>To know what humanists regard as important-science, happiness for as many people as possible, empathy.</p> <p>To know what a humanist believes-rejecting the idea or belief in a supernatural being, no belief in afterlife</p>	<p>To think carefully about the Christian ideas of values such as love and forgiveness.</p> <p>To continue to think about the idea that values show in what people do.</p> <p>To consider how we should care for others and the world and why it matters.</p> <p>To reflect on what we have learnt from religion and deciding on right and wrong.</p> <p>To consider whether religion helps people to be good.</p> <p>To work collaboratively and present findings to class.</p>	<p>between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation</p> <p>To describe the impact for a Christian and or a Muslim, of a belief in Judgement, in a series of areas of their life.</p> <p>Think of reasons why some people might be comforted by their beliefs when someone dies</p> <p>Describe a link between a reading that might be used at a funeral and a Christian belief about life after death</p> <p>Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death</p> <p>Describe how not believing in life after death might make a difference to how someone lives</p>	<p>two different answers to the questions</p> <p>To describe the impact that the belief that we have a soul might have on the way someone might live their life.</p> <p>To gather and deploy knowledge from different religions and worldviews about the idea of the soul</p> <p>To consider questions such as Will people behave differently in life if they believe in reincarnation? Why?</p> <p>To consider questions such as Will people behave differently in life if they believe in reincarnation? Why?</p> <p>Investigate: What do Christians think happens when we die? How do they mark a death?</p> <p>Investigate: What do people who don't believe in God think happens when we die?</p> <p>Evaluate and Express: Weigh up arguments and assess conclusions</p>		
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<p>but making the most of life on earth, seeking happiness in this life, the natural world can be explained by science.</p> <p>Knowing what values are and that these can be different depending on the person.</p> <p>That people's values are evident in their behaviour.</p> <p>To begin to understand that the impact of our values can make people happy – or unhappy.</p> <p>To know that some values can be shared between religions and to be able to compare humanism and Christianity.</p>	<p>To use their own moral compass to write a list of actions/behaviours they consider to be naughty.</p> <p>To identify their own code for living.</p> <p>To consider a new/different viewpoint.</p> <p>To write a dilemma about what a humanist would do and why.</p> <p>To participate in class discussions about how values are shared by Christians and Humanists.</p> <p>To represent Christian teachings through the tree of life.</p> <p>To compare and contrast different</p>	<p>Look for similarities and differences between non-religious and Christian beliefs about the afterlife</p> <p>Think of reasons why non-religious people and Christians might choose to live their life in similar or different ways because of their beliefs</p> <p>Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people</p> <p>gather and deploy knowledge from different religions and worldviews about beliefs and practices concerned with what happens when we die</p> <p>Describe their own ideas about life after death reflecting on ideas from at least two religions studied.</p>	<p>and articulate findings and their implications</p>		
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<p>To know what they value and what behaviours this leads to.</p> <p>To know that Christian and Humanist beliefs can overlap.</p> <p>To know their own values in life.</p> <p>To know how to noticing and reacting to difficult cases of right and wrong, good and bad.</p> <p>To know how to explore what it means to our values into practice.</p>	<p>trees devised. To Describe some Christian and Humanist values simply</p> <p>To Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied</p> <p>To give examples of similarities and differences between Christian and Humanist values</p> <p>To apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.</p>				
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	<p>To draw learning about values together and express ideas of their own about how values can make a community happier</p> <p>To think about whether God matters more than peace: Christians may say 'yes', but humanists say 'no'.</p> <p>To build up understanding of the concepts of honesty, fairness, justice, generosity, forgiveness and free choice through speaking and listening and drama work.</p>					
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>		
Is it better to express your belief in arts and architecture or in charity and generosity?		Green religion? How and why should religious communities do more to care for the earth?		What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)?		
To Know	To know how	To Know	To know how			

<p>To know the names of Sacred buildings cathedrals, temples, mosques or other holy places</p> <p>To know the value in sacred buildings and art.</p> <p>To know some examples of religious art and architecture- Islamic and Christian.</p> <p>To know similarities and differences between Christian and Muslim sacred buildings.</p> <p>To know Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable.</p> <p>To know why Christians and</p>	<p>Express their own thoughts and feelings about some special places.</p> <p>Understand different reasons why some buildings are sacred.</p> <p>Find out about some great examples of religious architecture.</p> <p>Notice, list and explain similarities and differences between different sacred buildings.</p> <p>To explain why mosques matter to the Muslim Community.</p> <p>Find out about some great examples of Muslim architecture and</p>	<p>To know connections between beliefs about the earth and activist behaviour.</p> <p>To understand the challenges facing the planet and responses from different religions and worldviews.</p> <p>To discuss their own and others' ideas about the kinds of commitment needed to 'save the Earth'.</p> <p>To know that Allah has 99 names.</p> <p>To know some similarities and differences between Muslim art and artists.</p>	<p>Develop a rich knowledge of issues about greener religious practice and questions of climate justice</p> <p>Use new vocabulary accurately, for example: sustainability / Catholic / Pope / climate change / climate justice / prophet</p> <p>Show sensitivity toward the complex issues of how humans affect the environment and how justice for all can be achieved</p> <p>Consider how people like Greta Thunberg and Pope Francis make their contributions to climate justice</p>		
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<p><b>Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.</b></p> <p><b>To know similarities and differences in Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/ geometrical art vs representational art.</b></p> <p><b>To know that art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might</b></p>	<p><b>present their reasons for choosing those they find most impressive.</b></p> <p><b>Work in a small group and present ideas to the class about Muslim architecture.</b></p> <p><b>Consider, discuss and weigh up different views about why mosques are important.</b></p> <p><b>Find out about some great examples of Muslim creativity and present their reasons for choosing those they find most impressive.</b></p> <p><b>Notice, list and explain similarities and differences between Muslim poetry and art.</b></p>		<p><b>Express thoughtful views about whether religious people need to do more to safeguard Planet Earth</b></p> <p><b>Find out about some great examples of Muslim creativity and present their reasons for choosing those they find most impressive.</b></p> <p><b>Notice, list and explain similarities and differences between Muslim poetry and art.</b></p>		
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<p>suggest that God is concerned with justice)</p> <p>Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important.</p> <p>Consider what the world would be like without great art or architecture.</p> <p>What about a world without charity or generosity?</p> <p>To know the meaning of sacred.</p> <p>To know that there are no images of Allah in Islamic art and architecture.</p> <p>To know that Islamic art is through patterns.</p>	<p>Find out about some great examples of religious art and present their reasons for choosing those they find most impressive.</p> <p>Work in a small group and present to the class an example of the most impressive religious art.</p> <p>Apply ideas about worship and belief for themselves in a creative activity, using Christian Scripture.</p> <p>Find out about some great examples of religious art and architecture and present their reasons for choosing those</p>				
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<p>To know that the first two mosques in the UK were built in 1889.</p> <p>To know that Allah has 99 names.</p> <p>To know about Christchurch Cathedral in New Zealand.</p> <p>To know that some mosques have been converted to cathedrals and vice versa.</p> <p>To know some Muslim charities in the UK and what they do.</p> <p>To know about Christian Aid.</p>	<p>they find most impressive.</p> <p>Work in a small group and present to the class an example of the most impressive religious art or architecture.</p> <p>Notice, list and explain similarities and differences between Christian and Muslim sacred buildings.</p> <p>Discuss Muslim ideas (e.g. from scriptures and from charities with an Islamic character) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity.</p>				
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**Consider why Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.**

**Think about how Christian beliefs and actions might suggest that God is concerned with justice.**

**Weigh up which has greater impact – art or charity?**

**Consider what the world would be like without great art or architecture.**