

| <p>Making sense</p> <p>Understanding impact</p> <p>Making connections</p> |   |   |   |
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| EYFS  |   |   |   |
| Term  | Question and religion   | Link to ELG   | Key vocabulary  |
| 1   | <p>Why is the word God so important to Christians? (Unit F1)</p> <p>Christianity and local beliefs</p>        | <p>• talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world CL(S)</p> <p>re-tell stories, talking about what they say about the world, God, human beings L(C)</p> <p>think about the wonders of the natural world, expressing ideas and feelings UW(NW) CL(S)</p> <p>say how and when Christians like to thank their Creator UW (PCC)</p> <p>talk about what people do to mess up the world and what they do to look after it. UW (NW) PSED(MS)</p> | <p>Me, myself, family, same, different, God, Jesus, special</p> <p>create creation, creator and creative, Harvest; festival, sharing, earth, church</p> |
| 2   | <p>Why do Christians perform Nativity plays at Christmas? (Unit F2)</p> <p>Christianity and local beliefs</p> | <p>talk about people who are special to them CL(S) PSED (BR)</p> <p>say what makes their family and friends special to them UW (P&amp;C)</p> <p>recall simply what happens at a traditional Christian festival (Christmas) L(C) UW (PCC)</p> <p>begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus L(C)</p> <p>re-tell religious stories, making connections with personal experiences CL(LAU) CL(C) UW(PP)</p>   | <p>Christmas; Good News; Jesus; Mary; Joseph; Announce (annunciation); God</p>  |
| 3   | <p>Being special: where do we belong? (F4)</p> <p>Thematic (including non-religious beliefs)</p>              | <p>re-tell religious stories making connections with personal experiences CL(LAU) CL(C) UW(PP)</p> <p>share and record occasions when things have happened in their lives that made them feel special CL(S) PSED(SR)</p> <p>recall simply what happens at a traditional Christian infant baptism and dedication L(C) UW (PCC)</p> <p>recall simply what happens when a baby is welcomed into a religion other than Christianity. UW(PCC)</p>  | <p>Special, belong, religion, me, myself, family, same, different.</p>  |
| 4   | <p>Why do Christians put a cross in an Easter garden? (Unit F3)</p>   | <p>Recognise and re-tell stories connected with celebration of Easter L(C) EAD(BIE)</p> <p>Say why Easter is a special time for Christians CL(S) UW(PCC)</p> <p>Talk about ideas of new life in nature. CL(S) UW(NW)</p>  | <p>Hosanna, Palm Sunday, Festival, Easter, cross, forgiveness, Good Samaritan</p>   |

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|        |   | <p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc, UW (PCC) and make connections with signs of new life in nature UW (NW)</p> <p>Talk about some ways Christians remember these stories at Easter. CL(S) L(C) UW (PP)</p>  |  |
| 5      | Which places are special and why?<br>(Unit F7)        | <p>Talk about somewhere that is special to themselves, saying why</p> <ul style="list-style-type: none"> <li>• Recognise that some religious people have places which have special meaning for them</li> <li>• Talk about the things that are special and valued in a place of worship</li> <li>• Identify some significant features of sacred places</li> <li>• recognise a place of worship</li> <li>• Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</li> <li>• Express a personal response to the natural world.</li> </ul> | God, bible, Qur'an, Jesus, Church, mosque, synagogue   |
| 6      | Which stories are special and why?<br>(Unit F6)       | <p>Talk about some religious stories</p> <ul style="list-style-type: none"> <li>• Recognise some religious vocabulary, e.g. about God</li> <li>• Identify some of their own feelings in the stories they hear</li> <li>• Identify a sacred text e.g. Bible, Qur'an</li> <li>• Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</li> <li>• Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</li> </ul>   | God, bible, Qur'an, Jesus  |
| Year 1 |   |   |  |
| Term   | Question and religion                                 | Children will learn   | Key vocabulary   |
| 1      | Who do Christians say made the world?<br>Christianity | <p>Retell the story of creation from Genesis 1:1-2.3 simply.</p> <p>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p> <p>Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Think, talk and ask questions about living in an amazing world.</p>   | God, Jesus, Humans, special create, creation, creator and creative, Harvest festival, sharing, church service, church Bible, worship, universe Jewish Christian, light, waters, land sea, sun, moon, birds, fish, animals and humans, rest |

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| 2 | <p>Who is Jewish and how do they live?<br/>Judaism</p>                         | <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shema as a Jewish prayer</li> <li>• Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot)</li> <li>• Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>• Make links between Jewish ideas of God found in the stories and how people live</li> <li>• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Ask some questions about what Jewish people celebrate and why</li> <li>• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</li> <li>• Give a good reason for their ideas about whether any of these things are good for them too.</li> </ul> | <p>Judaism, Jew, belief, tradition, custom, celebrate, Shabbat, God, Torah, special, candle, Kiddush cup, Challah bread, prayers, blessings, synagogue, Chanukah, festival, rededication, hanukkah, shamash, dreidel, latke</p> |
| 3 | <p>What do Christians believe God is like?<br/>(Unit 1.1)<br/>Christianity</p> | <p>Identify what a parable is.<br/>Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.<br/>Give clear, simple accounts of what the story means to Christians.<br/>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.<br/>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.<br/>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>   | <p>Christianity, Christian, belief, God, Lord, King, Jesus, Bible, parable, loving, kind, caring, forgiving, worship, pray, prayer, praise, sorry, thank you</p>  |

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| 4 | Who am I? What does it mean to belong?<br>Thematic (including non-religious worldviews) | <p><b>Making sense of beliefs:</b></p> <ul style="list-style-type: none"> <li>• Recognise that loving others is important in lots of communities</li> <li>• Say simply what Jesus and one other religious leader taught about loving other people.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</li> <li>• Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</li> <li>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas</li> <li>• Talk about what they have learned and how their ideas have changed.</li> </ul> | Christianity, Christian, belief, God, Lord, King, Jesus, Bible, parable, loving, kind, caring, forgiving, worship, pray, prayer, |
| 5 | What is the good news Christians believe that Jesus brings? (1.4)<br>Christianity       | <p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>   | Christianity, Christian, belief, God, Jesus, bible, gospel, good news, teaching, love, forgiveness, peace, friend                |
| 6 | What makes some places sacred to believers?   | <p><b>Making sense of belief:</b></p>   | Church, mosque, community, Christian, Jew, synagogue,  |

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|        | <p>(1.9)<br/>Thematic (including non-religious world views)</p> | <ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>• Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>• Give simple examples of how people worship at a church, mosque or synagogue</li> <li>• Talk about why some people like to belong to a sacred building or a community.</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li> <li>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places</li> <li>• Talk about what they have learned and what has helped them to learn.</li> </ul> | <p>faith, Muslim, belonging, sacred</p>  |
| Year 2 |   |  |  |
| Term   | Question and religion   | Children will learn  | Key vocabulary   |
| 1      | <p>Who is Muslim and how do they live? Part 1</p> <p>Islam</p>  | <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</li> </ul>   | <p>Islam, Muslim, belief, Allah, Qur'an, worship, ibadah, pillar of Islam, belief, Shahadah, prayer, salah, charity, fasting, pilgrimage, Makkah (Mecca)</p> |

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|   |   | <ul style="list-style-type: none"> <li>• Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul>   |  |
| 2 | <p>Why does Christmas matter to Christians?</p> <p>Christianity</p>                 | <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Decide what they personally have to be thankful for at Christmas time.</p>  | <p>Christmas, Advent, Birth Good News, Jesus; Mary; Joseph, King, Christians, Announce (annunciation); God,</p>  |
| 3 | <p>Who is Muslim and how do they live? Part 2</p> <p>Islam</p>                      | <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>• Give examples of how Muslims put their beliefs about prayer into action.</li> </ul>  | <p>Islam, Muslim, belief, Allah, Qur'an, worship, ibadah, pillar of Islam, belief, Shahadah, prayer, salah, charity, fasting, pilgrimage, Makkah (Mecca)</p> |
| 4 | <p>Why does Easter matter to Christians? (Unit 1.5)</p> <p>Christianity</p>         | <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>Recognise that Jesus gives instructions about how to behave.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> | <p>New Life, Last Supper, Palm Sunday, Crucifixion, Good Friday, Resurrection, Easter Sunday, Holy Week, Life Cycle</p>                                      |
| 5 | <p>What is the good news that Jesus brings? (Digging Deeper) (1.4) Christianity</p> | <p>Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.</p> <p>Give clear, simple accounts of what the texts mean to Christians: for example, that</p>   | <p>Christianity, Christian, belief, God, Jesus, bible, gospel, good news, teaching, love, forgiveness, peace, friend</p>                                     |

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|        |  | <p>people can trust God, and that they should say thank you to God for his good gifts.</p> <p>Describe how Christians show their beliefs: for example, thanking God in prayer.</p> <p>Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.</p> <p>Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p>  |  |
| 6      | How should we care for the world and for others, and why does it matter? | <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify a story or text that says something about each person being unique and valuable</li> <li>• Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>• Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</li> <li>• Give examples of how Christians and Jews can show care for the natural earth</li> <li>• Say why Christians and Jews might look after the natural world.</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>• Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> <li>• Talk about what they have learned and how their ideas have changed.</li> </ul> | Christianity, Christian, Judaism, Jew, belief, faith, religion, special, valuable, unique, care, charity, help, encourage, Tzedekah, creation, tikkun olam |
| Year 3 |  |   |  |
| Term   | Question and religion  | Children will learn   | Key vocabulary   |

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| 1 | <p>What do Christians learn from the Creation story? (Unit 2A.1)</p> <p>Christianity</p>                       | <p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>   | <p>God, Jesus, Humans, special create, creation, creator and creative, Harvest festival, sharing, church service, church Bible, worship, universe Jewish Christian, Nature, The Bible, Genesis, temptation, punishment, disobedient, blame, belief, commandments, rules, reconciliation, penance, forgiveness, sin</p> |
| 2 | <p>What is the Trinity and why is it important for Christians? (L2.3)</p> <p>Christianity</p>                  | <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> | <p>Baptism, blessing, immersion, Father, The Grace, Holy Spirit, Prayer, Priest/Minister, Son, symbol, Trinity, worship</p>  |
| 3 | <p>What are the deeper meanings of festivals? (L2.9)</p> <p>Thematic (including non-religious world views)</p> | <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)</li> <li>Make clear links between these beliefs and the stories recalled at the festivals.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals</li> </ul>   | <p>Diwali, Vaisakhi and passover</p>   |



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|   |  | <ul style="list-style-type: none"> <li>Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives</li> <li>Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas</li> <li>Talk about what they have learned, how and why their thinking has changed.</li> </ul> |   |
| 4 | <p>Why do Christians call the day Jesus died Good Friday? (L2.5)</p> <p>Christianity</p> | <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>   | <p>Christianity, Christian, belief, God, Jesus, salvation, Easter, death, resurrection, Holy Week, Palm Sunday, Last Supper, Good Friday, Easter Sunday</p> |
| 5 | <p>What does it mean to be a Sikh in Britain today? Part 1 (2.8)</p> <p>Sikhi</p>        | <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service</li> <li>Make clear links between the Mool Mantar and Sikh beliefs and actions</li> <li>.</li> </ul> <p><b>Understanding the impact:</b></p>   | <p>Gurdwara, Guru Nanak, Mool Mantar, faith, Khalsa, vasisakhi, Diwali, Guru</p>  |

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|        |   | <ul style="list-style-type: none"> <li>• Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa)</li> <li>•</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today</li> <li>•</li> </ul>  |   |
| 6      | <p>What does it mean to be a Sikh in Britain today?<br/>Part 2 (2.8)</p> <p>Sikhi</p> | <p>Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.</p> <p>Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.</p> <p>Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today</p> <ul style="list-style-type: none"> <li>• Talk about what they have learned and whether they have changed their thinking.</li> </ul> | Gurdwara, Guru Nanak, Mool Mantar, faith, Khalsa, vasisakhi, Diwali, Guru   |
| Year 4 |   |  |   |
| Term   | Question and religion   | Children will learn  | Key vocabulary  |
| 1      | <p>What does it mean to be a Hindu in Britain today?<br/>Part 1 (L2.7)</p>            | <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti)</li> <li>• Offer informed suggestions about what Hindu murtis express about God</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</li> </ul> <p><b>Making connections:</b></p>   | Hinduism, Hindu, Sanatan Dharma, dharma, deities, murtis, puja, mandir, diva lamp, aarti, bhajan, belief, customs, traditions, practices, ritual, signify, represent, festival, Diwali, celebrate |

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|   |   | <ul style="list-style-type: none"> <li>• Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas</li> </ul>  |  |
| 2 | <p>How and why do people show their commitments during the journey of life? (L2.10)</p> | <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</li> <li>• Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and nonreligious people today.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</li> <li>• Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>• Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones</li> <li>• Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</li> <li>• Give good reasons why they think ceremonies of commitment are or are not valuable today.</li> </ul> | <p>Love, commitment, promises, religion, ceremony, baptism, marriage, ritual, forgiveness, salvation, freedom, Christian</p> |
| 3 | <p>What is it like for someone to follow God? (L2.2)</p> <p>Christianity</p>            | <ul style="list-style-type: none"> <li>• Make clear links between the story of Noah and the idea of covenant.</li> <li>• Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</li> <li>• Make links between the story of Noah and how we live in school and the wider world.</li> </ul>  | <p>Christianity, Christian, belief, God, Jesus, Bible, Old Testament, Israel, People of God,</p>                             |

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|   |  |   | relationship, commands, commitment, worship, promise, covenant  |
| 4 | What does it mean to be a Hindu in Britain today?<br>Part 2 (L2.7) | <p>Make links between Hindu beliefs and the aims of life (e.g. karma). Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith.</p> <p>Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.</p>   | Hinduism, Hindu, Sanatan Dharma, dharma, deities, murtis, puja, mandir, diva lamp, aarti, bhajan, belief, customs, traditions, practices, ritual, signify, represent, festival, Diwali, celebrate |
| 5 | What kind of world did Jesus want? (L2.4)<br><br>Christianity      | <p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p> | Christianity, Christian, belief, God, Jesus, bible, gospel, disciples, leper, challenge, hypocrisy, love, neighbour, teaching, worship  |
| 6 | When Jesus left, what next? (L2.6)<br><br>Christianity             | <p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p>   | Christian, Jesus, God, Holy Spirit, Resurrection, disciples, bible, Pentecost   |

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|        |   | <p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>  |   |
| Year 5 |   |  |   |
| Term   | Question and religion   | Children will learn  | Key vocabulary  |
| 1      | <p>Creation and Science: Confliction or Complimentary? (Unit 2B.2)</p> <p>Christianity</p>        | <p>Making sense of the text</p> <p>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> | <p>God, Jesus, Humans, special create, creation, creator and creative, Harvest festival, sharing, church service, church Bible, worship, universe Jewish Christian, Nature, proof, fact Evidence belief, Cosmology heaven, experience faith, fundamentalism, doubt ultimate, question, philosopher, experience, illusion, truth, reason</p> |
| 2      | <p>What will make our city/town/village a more respectful place? (Unit U2.12)</p> <p>Thematic</p> | <p>Making sense of belief:</p> <ul style="list-style-type: none"> <li>Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs</li> <li>Describe examples of how different communities deal with diversity and interfaith issues.</li> </ul>   | <p>Bible, Christian, community, equality, heaven, injustice, kingdom, Lord's prayer, parable, poverty, service, worship</p>   |

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|   |  | <p>Understanding the impact:</p> <ul style="list-style-type: none"> <li>• Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.)</li> <li>• Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc).</li> </ul> <p>Making connections:</p> <ul style="list-style-type: none"> <li>• Make connections between religious and non-religious beliefs and practices related to living with difference in community</li> <li>• Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses</li> <li>• Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views</li> <li>• Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today.</li> </ul> |  |
| 3 | <p>What do Christians believe Jesus did to 'save' people?<br/>(U2.6)</p> <p>(Christianity)</p> | <p>Making sense of the belief</p> <p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Understanding the impact:</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice.</p> <p>Understanding the impact:</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p>   | <p>incarnation Gospels faith<br/>Judas<br/>salvation resurrection Eucharist<br/>disciples<br/>sacrifice New<br/>Testament<br/>Last Supper Pontius Pilate<br/>Jesus punishment Stations of<br/>the<br/>Cross<br/>humanity<br/>restoration Holy<br/>Communion<br/>responsibility symbolism</p> |

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|   |  | <p>Show how Christians put their beliefs into practice.</p>  |  |
| 4 | <p>What difference does the Resurrection make for Christians? (U2.7) Salvation</p> | <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways.</p> <p>Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p> | <p>Salvation, sacrifice, resurrection, incarnation</p>   |
| 5 | <p>What does it mean for a Jewish person to follow God? (U2.10)</p> <p>Judaism</p> | <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify and explain Jewish beliefs about God</li> <li>• Give examples of some texts that say what God is like and explain how Jewish people interpret them.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between Jewish beliefs about the Torah and how they use it</li> <li>• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>• Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).</li> </ul> <p><b>Making connections:</b></p>   | <p>Commandment, Jew, kosher, law, mezuzah, orthodox, progressive, shabbat, shema, synagogue, tefillin, torah</p> |

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|   |  | <ul style="list-style-type: none"> <li>• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish</li> <li>• Talk about how ideas of tradition, ritual, community and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during the unit.</li> </ul>  |   |
| 6 | U2.13 Why is pilgrimage important to some religious believers? | <p>Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism)</p> <ul style="list-style-type: none"> <li>• Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as God's Chosen or Favoured people in Judaism).</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions</li> <li>• Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views</li> <li>• Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses</li> <li>• Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives</li> <li>• Talk about how and why their thinking has developed through this unit.</li> </ul> <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> </ul> | Pilgrimage, ummah, Islam, Shiva, Judaism, spiritual, reflection, Roman Catholicism, suffering, bereavement, resurrection, judgement, heaven, karma, reincarnation |



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|        |   | <ul style="list-style-type: none"> <li>Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li> <li>Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these</li> <li>Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights</li> <li>Talk about what they have learned, how their thinking may have changed and why.</li> </ul> |  |
| Year 6 |   |  |  |
| Term   | Question and religion   | Children will learn  | Key vocabulary   |
| 1      | <p>What does it mean if Christians believe God is holy and loving? (U2.1)</p> <p>Christianity</p> | <p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>   | <p>Christianity, Christian, belief, God, Jesus, Bible, omnipotent, omnipresent, omniscient, eternal, worship, holy, loving, forgiving, grace, sin, injustice, relationship</p> |
| 2      | <p>What does it mean for a Muslim to follow God? (U2.9)</p> <p>Islam</p>                          | <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message)</li> <li>Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; hajj practices follow example of the Prophet).</li> </ul>   | <p>Allah, tawhid, beneficence, immanence, transcendence, risalah, prophet, kutub, malaikah, qadr, predestination, akhirah, judgment, Jannah, Jahannam</p>                      |

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|   |   | <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)</li> <li>• Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Peterborough today</li> </ul> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <ul style="list-style-type: none"> <li>• Reflect on and talk about what and how they have learned, and how and why their thinking has changed.</li> </ul>   |  |
| 3 | <p>Why do some people believe in God and some people not? (U2.11)</p> | <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> <li>• Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> <li>• Give examples of reasons why people do or do not believe in God</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>• Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>• Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li> <li>• Make connections between belief and behaviour in their own lives, in the light of their learning.</li> </ul> | <p>Evolution, creation, persecution, agnostic, atheist, theism, eternal, opinion</p> |

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| 4              | <p>Why do Hindus try to be good? (U2.15)</p>   | <p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</p> <ul style="list-style-type: none"> <li>• Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</li> <li>• Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</li> <li>• Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</li> <li>• Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> <li>• Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</li> <li>• Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</li> </ul>                    | <p>Atman, brahman, dharma, karma, moksha, samsara, polytheist, monotheism, sewa, ahimsa, trimurti, deity, moksha chitram</p> |
| 4<br>(one day) | <p>U2.7 What difference does the Resurrection make for Christians?</p> <p>Christianity</p> | <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways.</p> <p>Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p> | <p>Salvation, sacrifice, resurrection, incarnation</p>   |

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| 5 | <p>How do Christians decide how to live? 'What would Jesus do?' (U2.5)<br/>Christianity</p> | <p>Identify features of Gospel texts (for example, teachings, parable, narrative).<br/>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.<br/>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.<br/>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>   | <p>Jesus, Sermon, neighbour, community</p>   |
| 6 | <p>U2.13 Why is pilgrimage important to some religious believers?</p>                       | <p>Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism)</p> <ul style="list-style-type: none"> <li>• Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as God's Chosen or Favoured people in Judaism).</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions</li> <li>• Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views</li> <li>• Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses</li> <li>• Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives</li> </ul> | <p>Pilgrimage, ummah, Islam, Shiva, Judaism, spiritual, reflection, Roman Catholicism, suffering, bereavement, resurrection, judgement, heaven, karma, reincarnation</p> |

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|  |  | <ul style="list-style-type: none"><li>• Talk about how and why their thinking has developed through this unit.</li></ul> <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"><li>• Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li><li>• Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.</li></ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"><li>• Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li><li>• Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.</li></ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"><li>• Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these</li><li>• Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights</li><li>• Talk about what they have learned, how their thinking may have changed and why.</li></ul> |  |
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