

**SINGLE YEAR GROUP**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being Special <b>Where do I belong?</b>	Christianity <b>Why do Christians perform Nativity Plays at Christmas?</b> (Use UC F2 INCARNATION)	<b>Special Times and Special Stories.</b> <b>What are special stories and why?</b>	Christianity <b>Why do Christians put a cross in an Easter garden?</b> (Use UC F3 SALVATION)	Christianity <b>Why is the word 'God' so important to Christians?</b> (Use UC F1 GOD/CREATION)	NR Worldviews <b>Special Places:</b> <b>What makes places special and Why?</b>
1	Judaism <b>Who is Jewish and what do they believe?</b>	Christianity: <b>What is important to Christians?</b>	Christianity <b>Why is God loving and forgiving?</b> (Use UC GOD 1.1)	Judaism: <b>What festivals matter to Jewish people? – Passover</b>	Christianity What is the good news <i>that</i> Jesus brings? (Use UC GOSPEL 1.4)	NR Worldviews <b>What is humanism?</b>
2	Christianity <b>Who made the world?</b> (Use UC CREATION 1.2)	Christianity <b>Why is the Christmas story important to Christians?</b> (Use UC INCARNATION 1.3)	Islam: <b>Who is Muslim and what do they believe? Part 1.</b>	Christianity: <b>Why does Easter matter to Christians?</b> (Use UC SALVATION 1.5)	Islam <b>Who is Muslim and what do they believe? Part 2.</b>	NR Worldviews <b>What matters to Humanists?</b>
3	Christianity <b>What do Christians learn from the Creation Story?</b> (UC 2A.1 CREATION)	Christianity: <b>What is it like to follow God?</b> (Use UC 2a.2)	Judaism <b>How does the law impact on how Jewish people live?</b>	Christianity: <b>Christian Love.</b> (Use UC 2a.4 GOSPEL)	Islam <b>How do festivals and worship show what is important to a Muslim?</b>	NR Worldviews <b>How do people understand their purpose? (Humanism)</b>
4	Hinduism <b>What do Hindu's believe god is like? (include – the atman/Brahman and the Ahisma)</b>	Christianity <b>What does the Trinity tell us about Jesus and why is it important?</b> (Use UC 2A.3 INCARNATION – Digging Deeper only)	Hinduism <b>Why does re-incarnation matter to a Hindu?</b>	Christianity <b>Why was Jesus called the Saviour?</b> (Use UC 2A.5 SALVATION)	Christianity <b>What was the impact of Pentecost?</b> (Use UC 2A.6 KINGDOM OF GOD)	NR Worldviews <b>What are people's attitudes towards right, wrong, science, and religion? (Humanism)</b>
5	Christianity <b>Adam and Eve – The Fall</b> (Use UC 2A.1 CREATION – Digging Deeper as a base)	Christianity <b>What do Christians believe about giving to Charity?</b>	Hinduism <b>How do festivals and worship show what matters to a Hindu in Britain today?</b>		Christianity <b>What would Jesus do?</b> (Use UC 2B.5 GOSPEL)	NR Worldviews <b>How do religious and non-religious people make moral and ethical decisions? (Humanism/Christianity and I other)</b>
6	Islam <b>Understanding Islam in Britain today</b>	Christianity <b>What does it mean if God is Holy and Loving?</b>	Christianity <b>Creation and science: Conflicting or complimentary?</b>	Christianity <b>Salvation Story – Atonement and Reconciliation.</b>	NR Worldviews <b>Why do some people believe in god and others do not?</b>	Religions of the World An introduction to a the beliefs and practices of .....

		(UC 2B.1 GOD)	(UC 2B.2 CREATION)	(Use UC 2B.7 SALVATION – Digging Deeper)	<b>Are Atheism and Agnosticism worldviews?</b>	(Choose one of Buddhism or Sikhism)
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Year Group	Key Question	Key Learning	Core – Units	Generic – Objectives	Other Resources
R	<b>Where do I belong?</b>	Being part of a family Being part of a community Who am I What makes me special?		have experiences which help them to develop a positive sense of themselves and of others. develop social skills and to acquire a positive attitude to others and to learning	
	<b>Why do Christians perform Nativity Plays at Christmas?</b>	Know that Christians believe that Jesus is God’s Son Know that Christmas is a time to celebrate Jesus’ birth. Listen to and tell the story of Jesus’ birth		<ul style="list-style-type: none"> <li>• access a wide range of materials such as books, poems and other . written materials that are associated with religious and non-religious . worldviews for them to reflect on and respond to .</li> <li>• read and understand simple sentences</li> <li>• begin to attempt to write single words and simple sentences . which can be read by themselves and others</li> <li>• spell words correctly while others are phonetically plausible</li> <li>• learn about concrete examples of religious life in the world and in their own . immediate environment, for example, learn about places like churches, mosques, . temples and objects like holy books, religious symbols and special food</li> <li>• begin to know about similarities and difference between themselves . and others, and among families, communities and religions</li> <li>• they begin to talk about their own beliefs and values and the beliefs of other people</li> </ul>	Use UC F2 INCARNATION
	<b>What are special stories and why?</b>	What stories are special to us and why? Know that the special books for Christianity and 1 other religion? Begin to tell stories from Christianity and religions other than Christianity.		begin to develop an awareness of how story or words may be used to . express important ideas including religious ideas in a vivid and memorable way access a wide range of materials such as books, poems and other . written materials that are associated with religious and non-religious . worldviews for them to reflect. fon and respond to	

	<p><b>Why do Christians put a cross in an Easter garden?</b></p>	<p>Know that Easter is a special time for Christians. Listen to and tell the story of Easter. Understand that Easter is a time when Christians remember that Jesus died.</p>			<p>Use UC F3 SALVATION</p>
	<p><b>Why is the word 'God' so important to Christians</b></p>	<p>Talk about things that people find puzzling Retell stories that our important to Christians - creation Know that God is important to Christians Show how people show that God is important</p>		<ul style="list-style-type: none"> <li>• begin to develop an awareness of how story or words may be used to . express important ideas including religious ideas in a vivid and memorable way</li> <li>• access a wide range of materials such as books, poems and other . written materials that are associated with religious and non-religious . worldviews for them to reflect.fon and respond to</li> </ul>	<p>Use UC F1 GOD/CREATION</p>
	<p><b>What makes places special and Why?</b></p>	<p>Understand what makes a place special. Know some places that are special to us. Understand why a church or a mosque is special to people who are follow certain faiths.</p>		<p>All</p>	

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1	<p><b>Who is Jewish and what do they believe?</b></p>	<p>What do Jewish people believe. Understand why is the Torah so important. 10 Commandments Key people in Judaism (Abraham) Look at the Shema Prayer</p>	<p>Introduction God and Abraham God and the giving of the Law</p>	<ul style="list-style-type: none"> <li>• explore prayer as a form of worship and that prayer may take different forms including:.. praising prayer (adoratory prayer) and asking prayer (petitionary prayer)</li> <li>• understand that prayer may be undertaken in different ways including private prayer and prayer undertaken in company with others (corporate prayer)</li> <li>• explore different places of worship and how a place of worship might have features that help a person when they pray</li> <li>• consider and reflect on the significance or value prayer has for people which helps to explain why people give time to prayer</li> <li>• reflect on what they believe about prayer, what purpose or value it may have, raise questions and have opportunities to talk and share their views with other</li> <li>• name and identify the main symbol associated with Christianity (the “cross”) and the main symbol associated with the other two other principal religions that pupils . able to name and identify</li> <li>• explore significant beliefs about the origin of a sacred book, or significant ... beliefs about how people should treat other people</li> </ul>	
	<p><b>What is important to Christians?</b></p>	<p>Understand that Jesus was God’s son Know the Christian belief that Jesus was God in human form (incarnate) That that people who follow Jesus are called Christians Know that the bible is a holy book and it is God’s word. Know some stories associated with Jesus.</p>	<p>Introduction</p>	<ul style="list-style-type: none"> <li>• explore significant beliefs about the founder or founders of a religion or worldview .</li> <li>• explore significant beliefs about the origin of a sacred book, or significant ... beliefs about how people should treat other people .</li> <li>• explore significant beliefs which have to do with salvation, or that there is life .. beyond this life, or that God has a plan which involves humankind.</li> <li>• reflect on the significant beliefs they have learnt about and significant beliefs ... that are important to them, raise questions and have opportunities to talk and ... share their views with others</li> </ul>	

	<p><b>Why is God loving and forgiving?</b></p>	<p>Understand what a parable is Look at stories in the bible that express God as loving and forgiving – (The parable of the Lost Son) Understand what the story means to Christians Know how Christians express their believe that God is loving and forgiving</p>	<p>God and Loving Kindness</p>	<ul style="list-style-type: none"> <li>• name and identify significant beliefs held about God including the belief that God . is: loving and forgiving and that God is the creator of the universe</li> <li>• reflect on what they believe about God, raise questions and have opportunities to . ... talk and share their views with others</li> <li>• know and recall a range of stories which are significant for people with a religious or . a non-religious worldview.</li> <li>• reflect on the stories they have learnt about, raise questions and have opportunities . to consider and talk about what meaning or message a story may be expressing.</li> <li>• develop skills to improve the interpretation and understanding of stories including: . . whether the interpretation is consistent with other teaching and clues in the story . which indicate its interpretation</li> </ul>	<p>(Use UC GOD 1.1)</p>
	<p><b>What festivals matter to Jewish people?</b></p>	<p>Understand the importance of Yom Kippur, Passover, Chanukah, and Sukkot for Jewish people. And how they remind Jewish people what God is like. Understand stories associated with these festivals Give examples of how people might remember God in different ways</p>	<p>The festival of Passover</p>	<ul style="list-style-type: none"> <li>• know and recall a range of stories which are significant for people with a religious or . a non-religious worldview .#reflect on the stories they have learnt about, raise questions and have opportunities . to consider and talk about what meaning or message a story may be expressing</li> <li>• develop skills to improve the interpretation and understanding of stories including: . . whether the interpretation is consistent with other teaching and clues in the story . which indicate its interpretation</li> <li>• know and develop their understand of festivals associated with a religious or . a non-religious worldview .</li> <li>• know the event or story which is often linked to why a festival is celebrated</li> <li>• explore how a festival is celebrated often by participating in games, dressing . up, eating special food, giving gifts, music, song, dance, participating in special . ceremonies sending cards, meeting with friends and relatives .</li> <li>• explore and raise questions about the festival and what significant beliefs the . festivals may be expressing</li> </ul>	

	<p><b>What is the good news that Jesus brings?</b></p>	<p>Understand Gospel Tell stories from the Gospel (Matthew the Tax Collector) and suggest what it might mean Know that Jesus shows people how to live Know that Christians follow Jesus in prayer and forgiveness Look at how Christians put their faith in to practice.</p>		<ul style="list-style-type: none"> <li>• explore prayer as a form of worship and that prayer may take different forms including:.. praising prayer (adoratory prayer) and asking prayer (petitionary prayer)</li> <li>• understand that prayer may be undertaken in different ways including private prayer and prayer undertaken in company with others (corporate prayer)</li> <li>• explore different places of worship and how a place of worship might have features that help a person when they pray</li> <li>• consider and reflect on the significance or value prayer has for people which helps to explain why people give time to prayer</li> <li>• reflect on what they believe about prayer, what purpose or value it may have, raise questions and have opportunities to talk and share their views with other</li> </ul>	<p>(Use UC GOSPEL 1.4)</p>
	<p><b>What is humanism?</b></p>	<p>Understand what humanists believe Understand that humanism is a non-religious worldview Know the symbol of humanism and why it is important.</p>		<ul style="list-style-type: none"> <li>• name the worldview humanism and know that it is a non-religious worldview</li> <li>• name and identify the “Happy Human” as the main symbol that many humanists . have adopted as their symbol .</li> <li>• understand that in addition to Christianity and two other principal religions . and the non-religious worldview known as humanism there are many more religious . and non-religious worldviews</li> </ul>	<p>Use understanding humanism website – What is humanism 5+ Human beings 5+</p>

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2	Who made the world?	<p>Read and understand the story of Genesis 1 about the creation            Know creation is the beginning of the bible            Understand what Christians say about God from Genesis            Understand how Christians say 'Thank you' to God.            Think about how amazing the world is</p>		<ul style="list-style-type: none"> <li>• explore prayer as a form of worship and that prayer may take different forms including:.. praising prayer (adoratory prayer) and asking prayer (petitionary prayer)</li> <li>• understand that prayer may be undertaken in different ways including private prayer and prayer undertaken in company with others (corporate prayer)</li> <li>• name and identify significant beliefs held about God including the belief that God. . is: loving and forgiving and that God is the creator of the universe</li> <li>• know that the belief in God or gods is not shared by all and that some people .... believe in one God, some believe in many gods, some believe in no God or gods, .... and some people are uncertain about whether there is a God .</li> <li>• reflect on what they believe about God, raise questions and have opportunities to . ... talk and share their views with others</li> <li>• explore the lives of significant individuals both in the past and alive today who have.. . contributed to the happiness and welfare of others or have campaigned for justice.. . or whose actions have been influenced or inspired by their religious faith, for example: . ... Rosa Parks, Mary Seacole, Harriet Tubman, Florence Nightingale, Thomas Barnardo,.. . Desmond Tutu, Eboo Patel, Malala Yousafzai, Mother Teresa, Martin Luther King</li> </ul>	(Use UC CREATION 1.2)
	Why is the Christmas story important to Christians?	<p>Read and know the story of Jesus' birth            Understand why the story is important to Christians            Know how the story guides Christians beliefs about the nativity            Understand why people are thankful and give gifts at Christmas time</p>	Christmas	<ul style="list-style-type: none"> <li>• know and develop their understand of festivals associated with a religious or . a non-religious worldview .</li> <li>• know the event or story which is often linked to why a festival is celebrated</li> <li>• explore how a festival is celebrated often by participating in games, dressing . up, eating special food, giving gifts, music, song, dance, participating in</li> </ul>	(Use UC INCARNATION 1.3)



				<p>special . ceremonies sending cards, meeting with friends and relatives .</p> <ul style="list-style-type: none"> <li>• explore and raise questions about the festival and what significant beliefs the . festivals may be expressing</li> </ul>	
	<p><b>Who is Muslim and what do they believe? Part 1.</b></p>	<p>Recognise that Muslims believe in Allah (Arabic name for God)          Know that the Shahadah is very important to Muslims          Recognise the importance of 99 name of Allah          Recognise how stories show what is importance about the Prophet.          Understand how stories of the prophet guide actions</p>	<p>Significant beliefs about God</p> <p>Significant beliefs about Muhammed</p>	<ul style="list-style-type: none"> <li>• explore significant beliefs about the founder or founders of a religion or worldview .</li> <li>• explore significant beliefs about the origin of a sacred book, or significant ... beliefs about how people should treat other people .</li> <li>• explore significant beliefs which have to do with salvation, or that there is life .. beyond this life, or that God has a plan which involves humankind .</li> <li>• reflect on the significant beliefs they have learnt about and significant beliefs ... that are important to them, raise questions and have opportunities to talk and ... share their views with others</li> <li>• know and recall a range of stories which are significant for people with a religious or . a non-religious worldview .</li> <li>• reflect on the stories they have learnt about, raise questions and have opportunities . to consider and talk about what meaning or message a story may be expressing</li> <li>• develop skills to improve the interpretation and understanding of stories including: . . whether the interpretation is consistent with other teaching and clues in the story . which indicate its interpretation</li> </ul>	
	<p><b>Why does Easter matter to Christians?</b></p>	<p>Tell stories of holy week from the bible.          Recognise the words incarnation and salvation          Explore how Christians show their belief about the resurrection in church services          Explore if the Easter story has anything to say about sadness or hope.</p>	<p>Easter</p>	<ul style="list-style-type: none"> <li>• know and develop their understand of festivals associated with a religious or . a non-religious worldview .</li> <li>• know the event or story which is often linked to why a festival is celebrated</li> <li>• explore how a festival is celebrated often by participating in games, dressing . up, eating special food, giving gifts, music, song, dance, participating in special . ceremonies sending cards, meeting with friends and relatives .</li> </ul>	<p>(Use UC SALVATION 1.5)</p>

				<ul style="list-style-type: none"> <li>• explore and raise questions about the festival and what significant beliefs the . festivals may be expressing</li> </ul>	
	<p><b>Who is Muslim and what do they believe? Part 2.</b></p>	<p>Understand why the Qur'an is important.  Recognise the Qur'an as the Holy Book  Know how to look after the Qur'an  Recognise the reasons why Muslims care for the Qur'an  Talk about Muslim beliefs and ways of living</p>	<p>The first revelations of the Qur'an</p>	<ul style="list-style-type: none"> <li>• explore significant beliefs about the founder or founders of a religion or worldview .</li> <li>• explore significant beliefs about the origin of a sacred book, or significant ... beliefs about how people should treat other people .</li> <li>• explore significant beliefs which have to do with salvation, or that there is life .. beyond this life, or that God has a plan which involves humankind .</li> <li>• reflect on the significant beliefs they have learnt about and significant beliefs ... that are important to them, raise questions and have opportunities to talk and ... share their views with others</li> <li>• explore prayer as a form of worship and that prayer may take different forms including:.. praising prayer (adoratory prayer) and asking prayer (petitionary prayer)</li> <li>• understand that prayer may be undertaken in different ways including private prayer and prayer undertaken in company with others (corporate prayer)</li> <li>• explore different places of worship and how a place of worship might have features that help a person when they pray</li> <li>• consider and reflect on the significance or value prayer has for people which helps to explain why people give time to prayer</li> <li>• reflect on what they believe about prayer, what purpose or value it may have, raise questions and have opportunities to talk and share their views with others</li> </ul>	
	<p><b>What matters to Humanists?</b></p>	<p>Understand what humanists believe  Know how humanists treat one another and the world</p>		<ul style="list-style-type: none"> <li>• name the worldview humanism and know that it is a non-religious worldview</li> <li>• name and identify the “Happy Human” as the main symbol that many humanists . have adopted as their symbol .</li> <li>• understand that in addition to Christianity and two other principal religions . and the non-religious</li> </ul>	<p>Use understanding humanism website – One life 5+ Humanist Ethics 5+ Society 5+</p>

				worldview known as humanism there are many more religious . and non-religious worldviews	
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3	<p><b>What do Christians learn from the Creation Story?</b></p>	<p>God created the heavens and the earth  Humans have the task to care for God’s creation  Understand what the creation story tells us about God.  Describe how Christians might pray about creation</p>		<ul style="list-style-type: none"> <li>• Know and recall a range of stories which are significant to religious and non-religious worldviews.</li> <li>• Revisit stories they first learned in key stage 1 and consider how they might be understood at greater depth.</li> <li>• develop their skills to improve how they interpret or understand the meaning or message. a story may be expressing by: gaining knowledge about the circumstances in which the . story was originally told; whether the interpretation is consistent with other teaching . expressed within the same religion or worldview; clues in the story which indicate its true . interpretation; awareness that translation may alter or lead to a mistaken interpretation God is all powerful</li> <li>• explore the life and work of individuals in the local community or individuals who are . known nationally or globally who contribute or in the past have contributed to the . happiness and welfare of others and whose work and actions have been influenced or . inspired by their religious faith or worldview. Identify clear links between the work . and actions of the individuals whose lives are explored and the religion or worldview they . identify with.</li> <li>• know, discuss, analyse and reflect on specific prayers including, “The Lord’s Prayer” . (Mt 6v9-13, Lk 11v2-4) noting it contains seven petitions including, “Give us this day our . daily bread”, “Thy kingdom come” and “Forgive us our sins”. Pupils should be encouraged . to consider and discuss what these petitions mean</li> <li>• pupils should have opportunities discuss prayer and share their views with others and . be encouraged to explain or give reasons to support their views</li> </ul>	(UC 2A.1 CREATION)
	<p><b>What is it like to follow God?</b></p>	<p>Understand the Story of Noah and how this links to following God</p>		<ul style="list-style-type: none"> <li>• God is all powerful and is loving and forgiving</li> <li>• God is a spiritual being and does not have a fixed shape or form and so cannot be . seen with the</li> </ul>	(Use UC 2a.2)

		<p>Understand the term Covenant. Understand other Covenants such as promises in a Wedding Ceremony Understand how people might demonstrate that they follow God through their actions</p>		<p>human eye but may appear in a vision, or a dream, or may appear in . any form God may choose or may be heard as a voice. Appearances of God in this . way are known as “revelation” .</p> <ul style="list-style-type: none"> <li>• God may pass on a message to people using spiritual beings known as “angels”</li> <li>• What is right or wrong depends on rules or laws which come as revelations from God.</li> <li>• know and develop their understanding of festivals associated with religious or . non-religious worldviews .</li> <li>• know the event or story that is often linked to a festival. Understand the significance or . message of the story and how it may help explain why the festival is celebrated .</li> <li>• explore how a festival is celebrated often by participating in games, dressing up, eating . special food, giving gifts, music, song, dance, participating in special ceremonies, sending . cards, meeting with friends and relatives.</li> <li>• discuss, reflect and raise questions about the festivals explored and what significant . beliefs the festivals may be expressing</li> <li>• explore the life and work of individuals in the local community or individuals who are . known nationally or globally who contribute or in the past have contributed to the . happiness and welfare of others and whose work and actions have been influenced or . inspired by their religious faith or worldview. Identify clear links between the work . and actions of the individuals whose lives are explored and the religion or worldview they . identify with.</li> </ul>	
	<p><b>How does the law impact on how Jewish people live ?</b></p>	<p>What books are sacred to Jewish People What Stories are important for Jewish people How do Jewish people who what is important to them Understanding the word Covenant</p>	<p>The Covenant Promise and the “Chosen People”  The “Tanakh”, the “Torah” and the “Written Law”</p>	<ul style="list-style-type: none"> <li>• God is all-powerful (omnipotent) and is loving and forgiving (benevolent)</li> <li>• pupils should have opportunities to raise their own questions about God, to talk about, . discuss and share their views with others and be encouraged to explain or give reasons to . support their views. Pupils should be taught to listen carefully to the</li> </ul>	

		Know why Jewish people are known as “The Chosen People”	Loving Kindness, Tzedakah and Chesed	<p>views of others and . to discuss matters using courteous language</p> <ul style="list-style-type: none"> <li>• know and recall a range of stories which are significant for people with a religious or a . non-religious worldview .</li> <li>• reflect on the stories they have learnt about, raise questions and have opportunities to . consider and talk about what meaning or message a story may be expressing .</li> <li>• revisit stories they first learnt about in key stage I and consider how they might be . understood at greater depth .</li> <li>• develop their skills to improve how they interpret or understand the meaning or message . a story may be expressing by: gaining knowledge about the circumstances in which the . story was originally told; whether the interpretation is consistent with other teaching . expressed within the same religion or worldview; clues in the story which indicate its true . interpretation; awareness that translation may alter or lead to a mistaken interpretation</li> </ul>	
	<b>Christian Love.</b>	<p>Understand the concept of Christian Love.          Explore stories where Jesus taught everyone to love.          Explore how Jesus treated the outcasts          Make links with how Christians behave in the world          Explore key people who have shared Christian love e.g Mother Teresa, Desmond Tutu, Martin Luther King Jr.</p>	Christian Love - Agape	<ul style="list-style-type: none"> <li>• explore the life and work of individuals in the local community or individuals who are . known nationally or globally who contribute or in the past have contributed to the . happiness and welfare of others and whose work and actions have been influenced or . inspired by their religious faith or worldview. Identify clear links between the work . and actions of the individuals whose lives are explored and the religion or worldview they . identify with. .</li> <li>• pupils should have opportunities to raise questions and discuss the life and work of . individuals whose work has contributed to the happiness and welfare of others and to . reflect on the impact religious faith or a worldview may have on a person’s life</li> <li>• know and recall a range of stories which are significant for people with a religious or a . non-religious worldview .</li> </ul>	(Use UC 2a.4 GOSPEL)

				<ul style="list-style-type: none"> <li>reflect on the stories they have learnt about, raise questions and have opportunities to . consider and talk about what meaning or message a story may be expressing .</li> <li>revisit stories they first learnt about in key stage I and consider how they might be . understood at greater depth .</li> <li>develop their skills to improve how they interpret or understand the meaning or message . a story may be expressing by: gaining knowledge about the circumstances in which the . story was originally told; whether the interpretation is consistent with other teaching . expressed within the same religion or worldview; clues in the story which indicate its true . interpretation; awareness that translation may alter or lead to a mistaken interpretation</li> </ul>	
<p><b>How do festivals and worship show what is important to a Muslim?</b></p>	<p>Identify significant beliefs about God in Islam expressed – Surah 1 Understand the Islamic belief that God is worth worshipping. Understand examples of worship such as prayer, fasting. Explore the importance of key festivals such a Ramadan and Eid-ul-Fitr</p>	<p>Significant beliefs about God</p> <p>Significant beliefs about the Qur’an</p>	<ul style="list-style-type: none"> <li>know, discuss and reflect on at least one other well-known prayer associated with another . religion, for example, “The Opening” (“Al-Fatihah” The Qur’an Ch I v I -7),</li> <li>know and develop their understanding of festivals associated with religious or . non-religious worldviews .</li> <li>know the event or story that is often linked to a festival. Understand the significance or . message of the story and how it may help explain why the festival is celebrated .</li> <li>explore how a festival is celebrated often by participating in games, dressing up, eating . special food, giving gifts, music, song, dance, participating in special ceremonies, sending . cards, meeting with friends and relatives.</li> <li>discuss, reflect and raise questions about the festivals explored and what significant . beliefs the festivals may be expressing</li> </ul>		
<p><b>How do people understand their purpose?</b></p>	<p>Understand how humanists decide what is right and wrong Understand that humanist believe that the meaning of life is to make your life meaningful</p>	<p>Right and Wrong, Purpose and Meaning</p>	<ul style="list-style-type: none"> <li>know that most humanists believe what is right or wrong can be decided based on the . . . . . effect an action has on the happiness, suffering or rights of other people or animals</li> </ul>	<p>Understanding Humanism website – One Life 7+ Society 7+ Humanist Ethics 7+</p>	

				<ul style="list-style-type: none"><li>• know that humanists do not believe what is morally right or wrong depends on . . rules or laws which have come from God or god</li></ul>	
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Year Group	Key Question	Key Learning	Core – Units	Generic – Objectives	Other Resources
4	<p><b>What do Hindu's believe god is like?</b></p>	<p>Understand key beliefs about Brahman. Understand the importance of the Atman within the life of a Hindu Understand the Aum symbol and its importance in Hindu worship</p>	<p>What do many Hindu's believe about Brahman? The Atman, Brahman and the Ahimsa</p>	<ul style="list-style-type: none"> <li>name and identify the main symbol associated with Christianity (the “cross”) and the . . main symbols associated with three principal religions which they have been taught . about. For the purposes of this agreed syllabus the six principal religions are: . Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism</li> <li>God is all-powerful (omnipotent) and is loving and forgiving (benevolent)</li> <li>pupils should have opportunities to raise their own questions about God, to talk about, . discuss and share their views with others and be encouraged to explain or give reasons to . support their views. Pupils should be taught to listen carefully to the views of others and . to discuss matters using courteous language</li> <li>know, discuss and reflect on at least one other well-known prayer associated with another . “Aastoma . Sadgamaya” (Brihadaranyaka Upanishad I.3.28)</li> </ul>	
	<p><b>What does the Trinity tell us about Jesus and why is it important?</b></p>	<p>Understanding that Jesus is the Son of God Understanding of the Christian term Trinity (Three in One) Knowing the role of the different parts of the trinity.</p>	<p>Who was Jesus</p>	<ul style="list-style-type: none"> <li>know significant beliefs and differences associated with founders or leaders of a . religion including beliefs associated with being a prophet in contrast to beliefs . associated with being an incarnation of God</li> <li>God is all-powerful (omnipotent) and is loving and forgiving (benevolent)</li> <li>pupils should have opportunities to raise their own questions about God, to talk about, . discuss and share their views with others and be encouraged to explain or give reasons to . support their views. Pupils should be taught to listen carefully to the views of others and . to discuss matters using courteous language</li> <li>God is all-powerful (omnipotent) and is loving and forgiving (benevolent) .</li> </ul>	<p>(Use UC 2A.3 INCARNATION – Digging Deeper only</p>

				<ul style="list-style-type: none"> <li>• God is a spiritual being and does not have a fixed shape or form and so cannot be . seen with the human eye but may appear in a vision, or a dream, or may appear in . any form God may choose or may be heard as a voice. Appearances of God in this . way are known as “revelation”</li> </ul>	
	<p><b>Why does re-incarnation matter to a Hindu?</b></p>	<p>identify key terms of reincarnation, Karma, perfection and moksha          Understand key texts such as the Man in the Well          Know the importance of Hindu dharma and its role within faith and worship          Know why it is important to Hindu’s</p>	<p>Reincarnation, Karma and Perfection</p>	<ul style="list-style-type: none"> <li>• know, discuss and reflect on different beliefs and views associated with life after . death within different religions and worldview</li> <li>• know and recall a range of stories which are significant for people with a religious or a . non-religious worldview .</li> <li>• reflect on the stories they have learnt about, raise questions and have opportunities to . consider and talk about what meaning or message a story may be expressing .</li> <li>• revisit stories they first learnt about in key stage I and consider how they might be . understood at greater depth .</li> <li>• develop their skills to improve how they interpret or understand the meaning or message . a story may be expressing by: gaining knowledge about the circumstances in which the . story was originally told; whether the interpretation is consistent with other teaching . expressed within the same religion or worldview; clues in the story which indicate its true . interpretation; awareness that translation may alter or lead to a mistaken interpretation</li> </ul>	
	<p><b>Why was Jesus called the Saviour?</b></p>	<p>Know and understand terms of Crucifixion, Sacrifice and Salvation          Know what Christians believe about the afterlife          Look at texts associated with Good Friday, and Holy Week          Understand why Holy Week might be important to Christians          Make links between Holy Week and how Christians might celebrate Easter.</p>	<p>Why is Jesus called the Saviour</p>	<ul style="list-style-type: none"> <li>• know, discuss and reflect on different beliefs and views associated with life after . death within different religions and worldviews .</li> <li>• know, discuss and reflect on different beliefs and views associated with salvation . within different religions and worldviews</li> <li>• know and develop their understanding of festivals associated with religious or . non-religious worldviews .</li> <li>• know the event or story that is often linked to a festival. Understand the significance or . message of</li> </ul>	<p>(Use UC 2A.5 SALVATION)</p>

				<p>the story and how it may help explain why the festival is celebrated .</p> <ul style="list-style-type: none"> <li>• explore how a festival is celebrated often by participating in games, dressing up, eating . special food, giving gifts, music, song, dance, participating in special ceremonies, sending . cards, meeting with friends and relatives.</li> <li>• discuss, reflect and raise questions about the festivals explored and what significant . beliefs the festivals may be expressing</li> </ul>	
<b>What was the impact of Pentecost?</b>	<p>Know what Pentecost is and why it is important. Understand the key text surrounding the Pentecost. Know how Christians celebrate Pentecost in different traditions Understand why symbols of fire are important to Christians</p>			<ul style="list-style-type: none"> <li>• know and develop their understanding of festivals associated with religious or . non-religious worldviews .</li> <li>• know the event or story that is often linked to a festival. Understand the significance or . message of the story and how it may help explain why the festival is celebrated .</li> <li>• explore how a festival is celebrated often by participating in games, dressing up, eating . special food, giving gifts, music, song, dance, participating in special ceremonies, sending . cards, meeting with friends and relatives.</li> <li>• discuss, reflect and raise questions about the festivals explored and what significant . beliefs the festivals may be expressing</li> <li>• develop their skills to improve how they interpret or understand the meaning or message . a story may be expressing by: gaining knowledge about the circumstances in which the . story was originally told; whether the interpretation is consistent with other teaching . expressed within the same religion or worldview; clues in the story which indicate its true . interpretation; awareness that translation may alter or lead to a mistaken interpretation .</li> </ul>	(Use UC 2A.6 KINGDOM OF GOD
<b>What are people's attitudes towards right, wrong, science, and religion?</b>	<p>Understanding the Big Bang Know humanist attitudes towards religion</p>	Science, Religion and Attitudes to Religion		<ul style="list-style-type: none"> <li>• know and identify humanism as a non-religious worldview .</li> <li>• know that most humanists do not believe in God or are sceptical that there is a God .</li> <li>• know that most humanists believe what is right or wrong can be decided based on the . . . . . effect an</li> </ul>	Use understanding Humanish website – Understanding the World 7+

				<p>action has on the happiness, suffering or rights of other people or animals</p> <ul style="list-style-type: none"><li>• know that humanists do not believe what is morally right or wrong depends on . . rules or laws which have come from God or gods</li></ul>	
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Year Group	Key Question	Key Learning	Core – Units	Generic – Objectives	Other Resources
5	<b>Adam and Eve – The Fall</b>	Know and understand the story of The Fall Understanding the difference between rebellion and naivety Suggest interpretations of Genesis 3 Know how the story of The Fall links to the Salvation of Jesus	Adam and Eve and “the fall”.	<ul style="list-style-type: none"> <li>know and recall a range of stories which are significant for people with a religious or a. non-religious worldview</li> </ul>	(Use UC 2A.1 CREATION – Digging Deeper as a base)
	<b>What do Christians believe about giving to Charity?</b>	Understanding gospel readings about wealth? (Rich young ruler. Zacchaeus) Compare to Old Testament readings around tithing and giving 10% away. Look at the work of Christian Charities – Christian Aid, Tearfund, CAFOD		<ul style="list-style-type: none"> <li>know beliefs and practices about wealth, money and giving money to help others associated. with different religions and worldviews</li> <li>reflect and discuss their own view regarding what different religions and worldviews. teach about wealth and giving money to help others identifying relevant information and. giving a reasoned justification for their views.</li> <li>know beliefs about anger and the use of force associated with different religions and worldviews</li> </ul>	
	<b>How do festivals and worship show what matters to a Hindu in Britain today?</b>	Understand the meaning and importance of festivals such as Diwali and Holi Know why festivals are important and how they are an expression of faith and worship.	Does the Story of Rama and Sita have a message	<ul style="list-style-type: none"> <li>explore the life and work of individuals in the local community or individuals who are. known nationally or globally who contribute, or in the past have contributed, to the . happiness and welfare of others and whose work and actions have been influenced . or inspired by their religious faith or worldview. Identify clear links between the work . . and actions of the individuals whose lives are explored and religion or worldview they . they identify with.</li> <li>know and develop their understanding of fasts and festivals associated with religious or . non-religious worldviews</li> <li>know the event or story that is often linked to a fast or festival. Understand the particular . religious of spiritual significance of celebrating the festival or participating in a particular . fast. Understand any</li> </ul>	

				particular story associated with a fast or festival which may help . explain why the festival is celebrated or why the fast is undertaken I	
<b>How do festivals and worship show what matters to a Hindu in Britain today?</b>	How, why and where do Hindu's worship? What difference does worship make to a Hindu? How do Hindu's pray	Why do Hindus use murtis when the y worship. Is using a murti the same as worshipping an idol?		<ul style="list-style-type: none"> <li>• identify and distinguish between “petitionary prayer” and “devotional prayer” . and are able to explain the difference between the two</li> <li>• reflect and discuss their own views in response to challenging questions associated with . “devotional prayer” including questions like, “Why should we worship God - He already . knows how great He is without us having to tell Him?”; “Can you be religious but not pray?”; . “Can a person show devotion to God in how they live and not in what they say in prayer?”; . “Can a person be truly religious but never go to a church, a mosque or a temple?” Pupils . should support their views by giving a reasoned justification</li> </ul>	
<b>What would Jesus do?</b>	Understand stories around how Jesus made decisions (Matthew 7:24-27; Matthew 5-7; Luke 7:1-10) Understand that Gospel means Good News. Suggest meaning for the Gospel texts studied Understand key terms such as Justice, prayer Know how Jesus talked about turing enemies into friends and healing those who are sick.	How do we know what is right and wrong.		<ul style="list-style-type: none"> <li>• reflect and discuss their own view regarding what different religions teach about anger... and the use of force associated with different religions by giving a reasoned justification for... their views</li> <li>• reflect and discuss their own views in response to challenging questions associated with . “petitionary prayer” including questions like, “Are there some things that one should . never ask God for?”; “Why don't we always get what we pray for?”; “If God knows . everything why do we have to ask God for anything as God must already know what we . want?” “Is there a difference between a good and a bad “petitionary prayer” – if there is . what's the difference?” Pupils should support their views by giving a reasoned justification. .</li> <li>• reflect and discuss their own views in response to challenging questions associated with . “devotional prayer” including questions like, “Why should we worship God - He already . knows how great He is without us having to tell Him?”; “Can you be religious but not pray?”; . “Can a person show devotion to God in how they live and not in what they say in prayer?”; . “Can a person be truly</li> </ul>	(Use UC 2B.5 GOSPEL)

				religious but never go to a church, a mosque or a temple?" Pupils . should support their views by giving a reasoned justification	
	<b>How do religious and non-religious people make moral and ethical decisions?</b>	What are Ethical decisions? Understanding that ethics may or may not depend on a belief structure. Understand our own ethical boundaries.	Can Humanists know what is right and wrong. Charles Bradlaugh – a story of moral integrity		Use Understanding Humanism Website – Humanist Ethics 7+ or 11+

Year Group	Key Question	Key Learning	Core – Units	Generic – Objectives	Other Resources
6	<p><b>Understanding Islam in Britain today</b></p>	<p>Understand the concept of Peace and Forgiveness            Know the importance of the Five Pillars of Islam and why Muslims follow them closely.            How faiths impacts daily life, including views on alcohol, dress etc using the Qur'an to support ideas.            Discuss and understand the challenges faced by Muslims in Britain today</p>	<p>Peace, forgiveness or violence which is more truly Islam?</p>		
	<p><b>What does it mean if God is Holy and Loving?</b></p>	<p>Use texts to understand what Christians believe about God (Psalm 103, Isaiah 6:1-5, 1 John 4:7-13)            Explore the ideas of Holy and Loving            Understand how Christians put their beliefs into practice            Weigh up evidence about who God is</p>		<ul style="list-style-type: none"> <li>develop their skills to improve how they interpret or understand the meaning or message . a story may be expressing by: gaining knowledge about the circumstances in which the story . was originally told; whether the interpretation is consistent with other teaching expressed . within the same religion or worldview, clues in the story which indicate its true . interpretation; awareness that translation may alter or lead to a mistaken interpretation; . indicators that suggest the story may be metaphorical rather than literal, or whether the . story has characteristics associated with analogy, parable, myth or legend</li> </ul>	<p>Use UC GOD 2b.1</p>
	<p><b>Creation and science: Conflicting or complimentary?</b></p>	<p>Understanding different text types and understanding Genesis 1            Explore and examine differing interpretations about Genesis 1            Understand the link between God as Creator and Genesis 1            Discuss whether the Christian view of creation is compatible with Science and evolution            Explore different Christian views</p>		<ul style="list-style-type: none"> <li>develop their skills to improve how they interpret or understand the meaning or message . a story may be expressing by: gaining knowledge about the circumstances in which the story . was originally told; whether the interpretation is consistent with other teaching expressed . within the same religion or worldview, clues in the story which indicate its true . interpretation; awareness that translation may alter or lead to a mistaken interpretation; . indicators that suggest the story may be metaphorical rather than literal, or whether the . story has characteristics associated with analogy, parable, myth or legend</li> </ul>	<p>Use UC CREATION 2b.2</p>



	<p><b>Salvation Story – Atonement and Reconciliation.</b></p>	<p>Understanding the Christian terms of Salvation, Atonement and Reconciliation.          Know the stories surrounding Jesus’ death and resurrection.          Understand why Christians believe this to be a key aspect of faith</p>	<p>The Salvation story, atonement and reconciliation</p>	<ul style="list-style-type: none"> <li>• know beliefs about what happens to people, or their souls, in an afterlife associated with . different religions and at least one worldview.</li> <li>• reflect and discuss their own view regarding what different religions and what a . non-religious worldview teaches about what happens, if anything, to people, or their . souls, in an afterlife supporting their view by giving a reasoned justification</li> <li>• develop their skills to improve how they interpret or understand the meaning or message . a story may be expressing by: gaining knowledge about the circumstances in which the story . was originally told; whether the interpretation is consistent with other teaching expressed . within the same religion or worldview, clues in the story which indicate its true . interpretation; awareness that translation may alter or lead to a mistaken interpretation; . indicators that suggest the story may be metaphorical rather than literal, or whether the . story has characteristics associated with analogy, parable, myth or legend</li> </ul>	<p>Use UC SALVATION 2b.6 and 2b.7</p>
	<p><b>Why do some people believe in god and others do not?</b></p>	<p>Understand and use terminology of Agnostic and Atheism.          Understand evidence for and against a deity          Understand what people believe instead of believing in God or a god.</p>	<p>(Humanism LKS2)          Atheism and Agnosticism</p>	<ul style="list-style-type: none"> <li>• know and identify humanism as a non-religious worldview and consider whether atheism, . agnosticism, vegetarianism and veganism are worldviews</li> <li>• know that humanists do not believe in life after death</li> <li>• know that most humanists believe that even though they do not believe in a religion or that . humans are immortal it is nevertheless possible to find in friends and family, in the pursuit of . knowledge, or art, or doing things that makes the lives of others more comfortable or less . painful it is possible to enjoy a meaningful existence</li> </ul>	<p>Understanding Humanism website - Atheism and Agnosticism</p>
	<p>An introduction to a the beliefs and practices of .....</p>		<p>Choose units from one of the core religions. – Suggestion is Buddhism or Sikhism</p>	<ul style="list-style-type: none"> <li>• know and recall a range of stories which are significant for people with a religious or a . non-religious worldview .</li> <li>• reflect on the stories they have learnt about, raise questions and have opportunities to . consider and</li> </ul>	

				<p>talk about what meaning or message a story may be expressing</p> <ul style="list-style-type: none"><li>• deepen and extend their knowledge and use basic subject-specific vocabulary making use . of words and phrases like</li></ul>	
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