



RE 2021

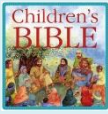

































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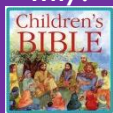




RE




RE Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Reception	Which Stories Are Special And Why? 	Which People Are Special And Why? 	Which Places Are Special And Why? 	Which Times Are Special And Why? 	Where Do We Belong? 	What Is Special About Our World? 
Year 1	What Does It Mean To Belong To A Faith Community? 	How And Why Do We Celebrate Special And Sacred Times? 	Who Is A Christian And What Do They Believe? 		What Makes Some Places Sacred? 	
Year 2	How Should We Care For Others And The World, And Why Does It Matter? 	How And Why Do We Celebrate Special And Sacred Times? 	Who Is A Muslim And What Do They Believe? 		What Can We Learn From Sacred Books? 	
Year 3	What Does It Mean To Be A Christian In Britain Today? 	What Do Different People Believe About God? 	Why Are Festivals Important To Religious Communities? 	Why Do People Pray? 	Why Is The Bible So Important For Christians Today? 	
Year 4	What Does It Mean To Be A Hindu In Britain Today? 	What Can We Learn From Religions About Deciding What Is Right And Wrong? 	Why Is Jesus Inspiring To Some People? 	Why Are Festivals Important To Religious Communities? 	Why Do Some People Think That Life Is Like A Journey And What Significant Experiences Mark This? 	
Year 5	Why Do Some People Think God Exists? 	If God Is Everywhere, Why Go To A Place Of Worship? 	What Would Jesus Do? 		What Does It Mean To Be A Muslim In Britain Today? 	
Year 6	Is It Better To Express Your Beliefs In Arts And Architecture Or In Charity And Generosity? 	What Difference Does It Make To Believe In Ahimsa, Grace and/or Ummah? 	What Matters Most To Christians And Humanists? 		No unit this half term	What Do Religions Say To Us When Life Gets Hard? 



EYFS: Reception

	Autumn 1 Which Stories Are Special And Why? 	Autumn 2 Which People Are Special And Why? 	Spring 1 Which Places Are Special And Why? 
Key Questions	* Which stories are special and why?	* Which people are special and why?	* Which places are special and why?
Learning Intentions	<ul style="list-style-type: none"> * Talk about some religious stories * Recognise some religious words * Identify some of their feelings when they hear the stories * Identify a sacred text * Talk about what Jesus teaches * Talk about keeping promises and why this can be a good thing 	<ul style="list-style-type: none"> * Talk about people who are special to them * Say what makes their family and friends special to them * Identify some of the qualities of a good friend * Recall and talk about stories of Jesus as a friend to others * Recall a story about a special person in Sikhism and talk about what can be learnt from it. 	<ul style="list-style-type: none"> * Talk about somewhere that is special to themselves, saying why * Be aware that some religious people have places which have special meaning for them * Talk about the things that are special and valued in a place of worship * Identify some significant features of sacred places * Recognise a place of worship * Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.
Teaching Content: Knowledge and Skills	<ul style="list-style-type: none"> * Explore stories pupils like, re-telling stories to others and sharing features of the story they like. * Talk about the Bible being the Christians' holy book which helps them to understand more about God, and how people and the world work. * Look at a range of children's Bibles to see how they are similar/different. * Share a Bible story from a suitable children's Bible, e.g. 'Butterworth and Inkpen' series; Scripture Union <i>The Big Bible Storybook</i>. * Hear and explore stories from the Bible, stories Jesus told, stories from the life of Jesus * Understand that the Qur'an is the sacred book for Muslims * Hear a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths, e.g. Prophet Muhammad and the night of power. * Explore stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music etc. 	<ul style="list-style-type: none"> * Talk about people who are special to us, whom we admire. * Meet a special person that helps them, e.g. crossing guide. 'Hot seat' the invited guest. Question the guest about likes and dislikes of their job. Ask how they cope with the difficult aspects. * Meet a person with a religious faith, e.g. vicar or a parent. 'Hot seat' the invited guest. Ask why he/she believes and what is important in his/her life. * Discuss the benefits and responsibilities of friendship and the ways that people care for others. * Tell stories from the Bible about friendship and care for others, with a focus on what Jesus did and said, e.g. Zacchaeus (Luke 19); Jesus choosing the twelve disciples (his special friends and helpers) (Matthew 4.17–22); * Discuss stories of a key religious leader from another religion and how these are important to people today (e.g. Guru Nanak). 	<ul style="list-style-type: none"> * Meet visitors to find out about places that are spiritually significant to them and say why they are special. * Share and record their own special places in a variety of ways, drawing on all their senses, in a way that is meaningful to them. * Discuss why some places are special and what makes them significant. * Discuss when people like to go there and what they like to do there. * Consider the church building as a special place for Christians and/or a mosque as a special place for Muslims. * Visit a local place of worship. * Create a special place in the inside/outside area or wider school grounds. A space for quiet reflection.



EYFS: Reception continued

	Spring 2 Which Times Are Special And Why? 	Summer 1 Where Do We Belong? 	Summer 2 What Is Special About Our World? 
Key Questions	* Which times are special and why?	* Where do we belong?	* What is special about our World?
Learning Intentions	<ul style="list-style-type: none"> * Give examples of special occasions and suggest features of a good celebration * Recall simple stories connected with Christmas/Easter and a festival from another faith * Say why Christmas/Easter and a festival from another faith are special times for believers. 	<ul style="list-style-type: none"> * Re-tell religious stories making connections with personal experiences * Share and record occasions when things have happened in their lives that made them feel special * Recall simply what happens at a traditional Christian infant baptism and dedication * Recall simply what happens when a baby is welcomed into Islam. 	<ul style="list-style-type: none"> * Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world * Re-tell stories, talking about what they say about the world, God, human beings * Think about the wonders of the natural world, expressing ideas and feelings * Express ideas about how to look after animals and plants * Talk about what people do to mess up the world and what they do to look after it
Teaching Content: Knowledge and Skills	<ul style="list-style-type: none"> * Discuss the importance and value of celebration in children's own lives * Look at reminders (cards, invitations, photos, wrapping paper) of special days * Consider major religious festivals and celebrations: Christmas, Sukkot/Sukkoth and Diwali * Use a variety of media to explore ways of celebrating, and how religious believers celebrate festivals and special times. 	<ul style="list-style-type: none"> * Discuss the idea that each person is unique and valuable. * Discuss religious beliefs that each person is unique and valuable. * Consider religious beliefs about God loving each person, e.g. Jewish and Christian ideas that God loves people even from before they are born, Christian beliefs about Jesus believing children to be very special * Discuss how God's love for children is shown in Christianity through infant baptism and dedication. * Discuss how children are welcomed into Islam * Consider signs and symbols used in the welcoming of children into the faith community e.g. baptismal candle. * Consider ways of showing that people are special from other religions e.g. Hinduism: Stories about Hindus celebrating Rakshan Bandhan. 	<ul style="list-style-type: none"> * Experience and explore the wonders and beauty of the natural world and life cycles of new life, growth and decay * Explore the idea that the world is special and that some people believe it was created by God. * Use art and creative activities to explore natural objects – shapes, pattern, or a listening walk and other activities to find out more about the natural world * grow and look after some plants and creatures. * Using a simple child-friendly, but authentic version of the biblical creation story, reflect on ways in which the world is 'very good' and how children are special. * Hear/role-play stories from faiths about care for animals and the world. E.g. From Islam: 'Muhammad and the thirsty camel', 'Seven new kittens' (Muslim stories retold by Gill Vaisey www.booksatpress.co.uk www.articlesoffaith.co.uk)



Year 1

	Autumn 1 What Does It Mean To Belong To A Faith Community? 	Autumn 2 How And Why Do We Celebrate Special And Sacred Times? 
Key Questions?	What does it mean to belong to a faith community?	How and why do we celebrate special and sacred times?
Learning Intentions	<ul style="list-style-type: none"> * Talk about what is special and of value about belonging to a group that is important to them * Show an awareness that some people belong to different religions * Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers * Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean * Identify two ways people show they belong to each other when they get married * Respond to examples of co-operation between different people 	<ul style="list-style-type: none"> * Identify a special time they celebrate and explain simply what celebration means * Talk about ways in which Jesus was a special person who Christians believe is the Son of God * Identify some ways Christians celebrate Christmas and Easter and some ways a festival is celebrated in another religion
Teaching Content: Knowledge and Skills	<ul style="list-style-type: none"> * Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what they enjoy about them and why they are important to them. * Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean * Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. * Compare this with a welcoming ceremony from another religion e.g. Judaism: <i>Brit Milah</i>; Islam: <i>Aqiqah</i>. * Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the <i>chuppah</i> in Jewish weddings). * Listen to some music used at Christian weddings. * Find out about what the words mean in promises, hymns and prayers at a wedding. * Compare the promises made in a Christian wedding with the Jewish <i>ketubah</i> (wedding contract). 	<ul style="list-style-type: none"> * Consider the importance and value of celebration and remembrance in children's own lives * Learn about festivals in Christianity, including Christmas and Easter including the stories and meanings associated with them * Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). * Find out what happens in a Muslim household at Eid-ul-Fitr * Talk about what the stories and events means for the children themselves.



Year 1 continued

	Spring Term Who Is A Christian And What Do They Believe? 	Summer Term What Makes Some Places Sacred? 
Key Questions?	Who is a Christian and what do they believe?	What makes some places sacred?
Learning Intentions	<ul style="list-style-type: none"> * Talk about the fact that Christians believe in God and follow the example of Jesus * Recognise some Christian symbols and images used to express ideas about God * Talk about some simple ideas about Christian beliefs about God and Jesus * Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means * Talk about issues of good and bad, right and wrong arising from the stories * Ask some questions about believing in God and offer some ideas of their own 	<ul style="list-style-type: none"> * Recognise that there are special places where people go to worship, and talk about what people do there * Identify at least three objects used in worship in two religion * Identify special objects and symbols found in a place where people worship * Say something about what they are and how they are used * Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe * Ask good questions during a school visit about what happens in a church, synagogue or mosque
Teaching Content: Knowledge and Skills	<ul style="list-style-type: none"> * Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the lost son (Luke 15:11–32) * Describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving. * Look at art and recognise some symbols and images used to express ideas about God. * Talk to Christians about what they believe about God. * Give opportunities for children to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g responding to the question 'Where is God?' through art. * Using a suitable children's Bible (e.g. <i>The Lion Storyteller Bible</i> or <i>New International Children's Version</i>), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. * Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives. * Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. * Hear and think about some prayers Christians use. * Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. * Explore what the idea of God means for the children themselves. 	<ul style="list-style-type: none"> * Talk about how the words 'sacred' and 'holy' are used * What makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred? * Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways). * Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. * Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. * Notice some similarities and differences between places of worship and how they are used. * Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. <ul style="list-style-type: none"> o church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit o synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkiah, bimah o mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.



Year 2

	Autumn 1 How Should We Care For Others And The World, And Why Does It Matter? 	Autumn 2 How And Why Do We Celebrate Special And Sacred Times? 
Key Question	How should we care for others and the World and why does it matter?	How and why do we celebrate special and sacred times?
Learning Intentions	<ul style="list-style-type: none"> *Talk about how religions teach that people are valuable, giving simple examples * Recognise that some people believe God created the world and so we should look after it * Re-tell Bible stories and stories from another faith about caring for others and the world * Identify ways that some people make a response to God by caring for others and the world * Talk about issues of good and bad, right and wrong arising from the stories * Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more * Use creative ways to express their own ideas about the creation story and what it says about what God is like 	<ul style="list-style-type: none"> * Identify a special time they celebrate and explain simply what celebration means * Talk about ways in which Jesus was a special person who Christians believe is the Son of God * Identify some ways Christians celebrate Christmas and Easter and some ways a festival is celebrated in another religion * Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion * Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers * Suggest meanings for some symbols and actions used in religious celebrations, including Harvest/Christmas and Chanukah * Identify some similarities and differences between the celebrations studied
Teaching Content: Knowledge and Skills	<ul style="list-style-type: none"> * Introduce the idea that each person is unique and important, using Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it). * Talk about the benefits and responsibilities of friendship and the ways in which people care for others. * Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v.1-11), four friends take the paralysed man to Jesus (Luke 5 v 17-26), 'The good Samaritan' (Luke 10: 25-37). * Consider the idea that we all have special gifts we can use to benefit others. * Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam; tzedekah (charity) in Judaism. * Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo; people known in the local area. * Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity. * Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). * Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they think this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees). 	<ul style="list-style-type: none"> * Consider the importance and value of celebration and remembrance in children's own lives * Learn about festivals in Christianity, including Christmas and Easter including the stories and meanings associated with them * Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God). * Explore the meaning and significance of Jewish rituals and practices during each festival. * Talk about what the stories and events means for the children themselves.




Year 2 continued

	Spring Term Who Is A Muslim And What Do They Believe?	Summer Term What Can We Learn From Sacred Books?
		
Key Question	Who is a Muslim and what do they believe?	What can we learn from sacred texts?
Learning Intentions	<ul style="list-style-type: none"> * Talk about the fact that Muslims believe in God (Allah) and follow the example of the prophet Muhammed * Identify some of the ways Muslims celebrate Ramadan and celebrate Eid-ul-Fitr and how this might make them feel * Recognise that Muslims do not draw Allah or the prophet but use calligraphy to say what God is like * Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah * Re-tell a story about the life of the prophet Muhammed * Recognise some objects used by Muslims and suggest why they are important * Find out about and respond with ideas of examples of co-operation between people who are different 	<ul style="list-style-type: none"> * Talk about some of the stories that are used in religion and why people still read them * Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books * Recognise that sacred books contain stories that are special to people and should be treated with respect * Re-tell stories from the Christian Bible and stories from another faith * Suggest the meaning of these stories * Ask and suggest answers to questions arising from stories Jesus told and from another religion * Talk about good, bad, right and wrong arising from the stories
Teaching Content: Knowledge and Skills	<ul style="list-style-type: none"> * Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the cat', 'The story of the two brothers', 'The crying camel'. * Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; <i>I am a Muslim</i> by Zain Bhikha; * Share the words of the Shahadah, listen to the Call to Prayer. * Give children a way to respond to their own big questions e.g writing a class big questions poem or a 'Where is God?' poem. * Share the story of the revelation of the Holy Qur'an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an. * Explore what the concept of God means for the children themselves. * Identify the objects that are most precious to them. Why are they precious? How does it show? * Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important? * Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate? 	<ul style="list-style-type: none"> * Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God. * Introduce the Bible as a sacred text for Christians. * Introduce a sacred text for Muslims – Holy Qur'an, and Jewish people – Tenakh. * Investigate how these books are used and treated – Torah (part of Tenakh): often read from scrolls in the synagogue, beautifully written in Hebrew; Bible translated into lots of different versions to make accessible to all ages; Holy Qur'an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad. * Read, act out and illustrate some stories Jesus told about what God is like (e.g. 'The lost sheep/Lost coin' Luke 15) and how to treat each other (e.g. 'The good Samaritan' Luke 10). * Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. Jonah (Book of Jonah). * Explore stories about Prophet Muhammad e.g. 'Muhammad and the rebuilding of the Ka'aba'. * Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians.



Year 3

	<p style="text-align: center;">Autumn Term</p> <p style="text-align: center;">What Does It Mean To Be A Christian In Britain Today?</p> 	<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">What Do Different People Believe About God?</p> 
<p>Key Questions</p>	<p>What does it mean to be a Christian in Britain today?</p>	<p>What do different people believe about God?</p>
<p>Learning Intentions</p>	<ul style="list-style-type: none"> * Identify and name examples of what Christians have and do in their families and at church to show their faith * Ask good questions about what Christians do to show their faith * Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings * Describe some ways in which Christians express their faith through hymns and modern worship songs * Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes * Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others 	<ul style="list-style-type: none"> * Identify beliefs about God that are held by Christians, Hindus and/or Muslims * Retell and suggest the meanings of stories from sacred texts about people who encountered God * Describe some of the ways in which Christians, Hindus and/or Muslims describe God * Ask questions and suggest some of their own responses to ideas about God * Suggest why having a faith or belief in something can be hard * Identify how and say why it makes a difference in people's lives to believe in God
<p>Teaching Content: Knowledge and Skills</p>	<ul style="list-style-type: none"> * Find out about how Christians show their faith within their families. What objects might you find in a Christian's home and why? * What kinds of things would Christian families do during the week? * Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? * Explore what Christians do to show their faith within their church communities. What do they do together and why? * Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. * Ask some teenagers from two churches about how they show their faith. * Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need * Find out why Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why? * Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). 	<ul style="list-style-type: none"> * Talk about ways in which we exercise trust and faith in our everyday lives, linking to the idea of believing in God. * Find some examples of how we know about something we have not seen or experienced for ourselves. * Consider the question: What do people believe about God? * Explore some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy Spirit; how Christians create art expressing ideas about God, how Christians reflect on biblical stories to develop ideas about God and how religious experiences help believers to understand God. Examples will include Moses and the Burning Bush and Paul's conversion. * Explore some of the ways in which Islam expresses ideas about Allah / God including how Muslims use the 99 Names of Allah; calligraphy to express ideas, stories which help Muslims understand the nature of God e.g. the story of first revelation of the Qur'an to Prophet Muhammad [PBUH]. * Explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses including beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer); * Examine similarities and differences between varied ideas about God. * Explore the influence believing in God has on the lives of believers. * Explore the fact that many people do not believe in God. * Reflect on pupils' own questions and ideas about God in light of their learning.

Year 3 continued

	Spring 2 Why Are Festivals So Important to Religious Communities? 	Summer 1 Why Do People Pray? 	Summer 2 Why Is The Bible So Important For Christians Today? 
Key Questions	Why are festivals so important to religious communities?	Why do people pray?	Why is the Bible so important for Christians today?
Learning Intentions	<ul style="list-style-type: none"> * Recognise and identify some differences between religious festivals and other types of celebrations * Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) * Make connections between stories, symbols and beliefs with what happens in at least two festivals * Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) * Identify similarities and differences in the way festivals are celebrated within and between religions * Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives 	<ul style="list-style-type: none"> * Describe what some believers say and do when they pray * Respond thoughtfully to examples of how praying helps religious believers * Describe the practice of prayer for different religions * Make connections about what people believe about prayer and what they do when they pray * Describe ways that prayer can challenge and comfort believers * Describe and comment on similarities and differences between how Christians, Hindus and Muslims pray 	<ul style="list-style-type: none"> * Recall and name some Bible stories that inspire Christians * Identify at least two ways Christians use the Bible in everyday life * Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation * Give examples of how and suggest reasons why Christians use the Bible today * Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression * Discuss their own and others' ideas about why humans do bad things and how people try to put things right
Teaching Content: Knowledge and Skills	<ul style="list-style-type: none"> * Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this * Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. * Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. * Notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. * Study key elements of festival: shared values, story, beliefs, hopes and commitments. * Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). * Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? * Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? 	<ul style="list-style-type: none"> * Discover and think about the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra. * Learn that Hindus, Muslims and Christians pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers. * Consider the idea that some people are spiritual but not religious and like to pray in their own way. * Consider the idea that some people are atheists who believe it is more use to be kind or to help someone than to pray for them. * Find out about some symbols used in prayers in different religions. * Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How? * Discuss and consider the impact of praying in some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus' teaching or in the Holy Qur'an. * Weigh up the value and impact of these key ideas for themselves. 	<ul style="list-style-type: none"> * Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live? * Introduce the Bible as a guide for Christians. * Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (be clear that what Christians call the 'Old Testament' is Jewish scripture too). * Introduce pupils to the idea that for Christians, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings * Creation: Read Genesis 1 (use a lively children's version). Ask pupils to create dance/movement actions for each day, or art work to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc. * Find out what good and bad things people sometimes do. Explore idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation * What lessons do pupils think Christians might learn from this story? * Think about why Christians say people need to ask God to forgive them. * Explore creatively the Lost Coin, Sheep and Son stories (Luke 15) and how Christians interpret them as showing how much God wants 'sinners' to turn back to him * Look at some examples of how Christians use the Bible



Year 4

	Autumn Term What Does It Mean To Be A Hindu in Britain Today? 	Spring 1 What Can We Learn From Religions About Deciding What Is Right and Wrong? 
Key Question	What does it mean to be a Hindu in Britain today?	What can we learn from religions about deciding what is right and wrong?
Learning Intentions	<ul style="list-style-type: none"> * Identify and name examples of what Hindus have and do in their families and at mandir to show their faith * Ask good questions about what Hindus do to show their faith * Describe what some Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life * Describe some ways in which Hindus express their faith through puja, aarti and bhajans * Suggest at least 2 reasons why it is a good thing to be a Hindu in Britain today and 2 reasons why it might be hard sometimes * Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. 	<ul style="list-style-type: none"> * Recall and talk about some rules for living in religious traditions * Find out at least two teachings from religions about how to live a good life * Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions * Make connections between stories of temptation and why people can find it difficult to be good * Give examples of ways in which some inspirational people have been guided by their religion * Discuss their own and others' ideas about how people decide right and wrong
Teaching Content: Knowledge and Skills	<ul style="list-style-type: none"> * Learn that 'Hinduism' is incredibly diverse as a whole way of life rather than a set of beliefs. * Find out about the objects involved in puja at home and at the mandir; murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; * Learn about an important sacred text; the Bhagavad Gita * Learn about Hindu religious ritual; the OM, blessing food, the aarti ceremony, singing hymns (bhajans). * Explore Hindu ideas about the four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. * Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why 'snakes and ladders' links with Hindu ideas of karma. * Explore what Hindus do to show their tradition within their faith * Find out about the deities and how they help Hindus achieve moral aims * Find out about moral aims for others and moral aims for self; karma and dharma * See what Hindu moral teachings in action look like. Mahatma Gandhi, Pandurang Shastri Athavale. 	<ul style="list-style-type: none"> * Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists. What difference would it make if people keep these guides for living? * Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4. * Share teachings from different religions that give examples of how to live 'a good life', e.g. Christian teaching from Jesus on the Beatitudes (Matthew 5: 2–13). * Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. * Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? If religions say that God inspires their rules for living, where do Humanists look for guidance? * Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives.

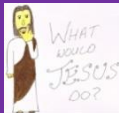

Year 4 continued

	Spring 2 Why Is Jesus Inspiring To Some People? 	Summer 1 Why Are Festivals Important to Religious Communities 	Summer 2 Why Do Some People Think Life Is Like A Journey And What Significant Experiences Mark This? 
Key Question	Why is Jesus inspiring to some people?	Why are festivals important to religious communities	Why do some people think life is like a journey and what significant experiences mark this?
Learning Intentions	<ul style="list-style-type: none"> * Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus * Suggest some ideas about good ways to treat others, arising from their learning * Make connections between some of Jesus' teachings and the way Christians live today * Describe how Christians celebrate Holy Week and Easter Sunday * Identify the most important parts of Easter for Christians and say why they are important * Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter 	<ul style="list-style-type: none"> * Recognise and identify some differences between religious festivals and other types of celebrations * Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach) * Make connections between stories, symbols and beliefs with what happens in at least two festivals * Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) * Identify similarities and differences in the way festivals are celebrated within and between religions * Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives 	<ul style="list-style-type: none"> * Recall and name some of the ways religions mark milestones of commitment (including marriage) * Identify at least two promises made by believers at these ceremonies and say why they are important * Suggest why some people see life as a journey and identify some of the key milestones on this journey * Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean * Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people * Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief
Teaching Content: Knowledge and Skills	<ul style="list-style-type: none"> * Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. * Explore creatively some words and actions of Jesus which continue to inspire Christians today e.g The Parable of the Two Builders from Matthew chapter 7; hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils' questions, then find out how Christians interpret these by asking some. * Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; how are the events of Holy Week celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day. * Explore the question: why do Christians call Good Friday 'good'? (Christians believe that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God) * Find out about the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others. * Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the 'fruit of the Spirit, Galatians 5:22–23). * Give examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy) comparing these with what pupils believe to be most important. 	<ul style="list-style-type: none"> * Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this * Consider the meanings of the stories behind key religious festivals, e.g Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. * Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. * Notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. * Study key elements of festival: shared values, story, beliefs, hopes and commitments. * Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). * Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? * Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? 	<ul style="list-style-type: none"> * Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life? * Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community * What meaning do these ceremonies have to the individual, their family and their communities? * Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves. * Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions. What promises are made? Why are they important? Compare with non-religious ceremonies. * Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life? * Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey? * Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'? * Reflect on their own ideas about community, belonging and belief.



Year 5

	Autumn 1 Why Do Some People Believe God Exists? 	Autumn 2 If God Is Everywhere, Why Go To A Place Of Worship? 
Key Question	Why do some people think God exists?	If God is everywhere why go to a place of worship?
Learning Intentions	<ul style="list-style-type: none"> * Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs * Give two reasons why a Christian believes in God and one why an atheist does not * Outline clearly a Christian understanding of what God is like, using examples and evidence * Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging * Express thoughtful ideas about the impact of believing or not believing in God on someone's life * Present different views on why people believe in God or not, including their own ideas 	<ul style="list-style-type: none"> * Recall and name some key features of places of worship studied * Find out about what believers say about their places of worship * Make connections between how believers feel about places of worship in different traditions * Select and describe the most important functions of a place of worship for the community * Give examples of how places of worship support believers in difficult times, explaining why this matters to believers * Present ideas about the importance of people in a place of worship, rather than the place itself
Teaching Content: Knowledge and Skills	<ul style="list-style-type: none"> * Find out about how many people in the world and in your local area believe in God – using global statistics and the 2011 UK census. *Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words 'theist' (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god). * Set up an enquiry to explore the key question. Ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, in order to make this more manageable. Build on learning from Key Question L2.1, and explore some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would 'he' make to the way people live? Make links with prior learning about the Bible and its 'big story' (Key Question L2.2). * Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background, religious experience, many would argue that the universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need to use a Creator to explain the existence of the universe and life. * Consider ways in which Christians read the Genesis account of creation. Explore why some Christians read it literally and find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander). * Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God. 	<ul style="list-style-type: none"> * Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue. * Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places? * Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places? * Consider these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the key question in light of these definitions. * What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home Why do Christians worship in different ways? * Find out about alternative forms of Christian communities, e.g. www.freshexpressions.org.uk Consider the appeal of these to some Christians.



Year 5 continued

	Spring Term What Would Jesus Do? 	Summer Term What Does It mean To be A Muslim In Britain Today? 
Key Question	What would Jesus do? Can we live by Jesus' values in the 21 st Century?	What does it mean to be a Muslim in Britain today?
Learning Intentions	<ul style="list-style-type: none"> * Make connections between some of Jesus' teachings and the way Christians live today * Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas * Outline Jesus' teaching on how his followers should live * Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live * Explain the impact Jesus' example and teachings might have on Christians today * Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today 	<ul style="list-style-type: none"> * Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims * Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live * Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad * Describe and reflect on the significance of the Holy Qur'an to Muslims * Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils * Make connections between the key functions of the mosque and the beliefs of Muslims
Teaching Content: Knowledge and Skills	<ul style="list-style-type: none"> * Build on learning from Key Question L2.3. Use the ideas below to explore Jesus' teachings and example and how they inspire Christians today. Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the global community. * Examine Luke 4:18–19 and find out what Jesus saw as his mission. Find examples of where he fulfilled this. * Love: use some of Jesus' stories, teachings and example to understand what Christians believe he meant by loving others (e.g. greatest commandments, Matthew 22:37–40; 'Love your enemies', Matthew 5:43–48; compare Paul's letter, 1 Corinthians 13:4–7; explore the idea of <i>agape</i> love – self-sacrificial love; make a link with the Christian belief that Jesus died to show his love for all humans, (e.g. in John 3:16). * Forgiveness: use some of Jesus' stories, teachings and example to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21–35; Jesus forgives those who crucify him, Luke 23:34). * Justice and fairness: use some of Jesus' stories, teaching and examples to understand the way Christians believe we should treat each other (serve others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39–42). * Generosity and not being greedy: use some of Jesus' stories, teaching and examples to understand the way Christians believe we should handle wealth (the vineyard workers, Matthew 20:1–16; widow's offering, Mark 12:41–44; the rich young man, Mark 10:17–27; Zacchaeus, Luke 19:1–9). * Devise some moral dilemmas and ask pupils to say 'what would Jesus do', from their learning in this unit. Reflect on and discuss what impact following Jesus' example and teaching have on the school/local community/world? Some say Jesus' demands are impossible: is this true, and if so, is it worth aiming for them or not? 	<ul style="list-style-type: none"> * Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of <i>ibadah</i> (worship and belief in action). <i>Shahadah</i> (belief in one God and his Prophet); <i>salat</i> (daily prayer); <i>sawm</i> (fasting); <i>zakat</i> (alms giving); <i>hajj</i> (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime? * Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (<i>Ummah</i>). Investigate how they are practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils' lives. * Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, <i>Al-Fatihah</i> (The Opening); Surah 17, the Prophet's Night Journey. Find out about people who memorise the Qur'an and why (<i>hafiz</i>, <i>hafiza</i>). * Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: <i>Sunnah</i> (practices, customs and traditions of the Prophet Muhammad); <i>Hadith</i> (sayings and actions of the Prophet Muhammad). * Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims. * Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.

Year 6

	<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Is It Better To Express Your Beliefs In Arts And Architecture Or In Charity And Generosity?</p> 	<p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">What Difference Does It Make To Believe In Ahimsa, Grace and/or Ummah?</p> 
Key Question	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What difference does it make to believe in Ahimsa, Grace and/or Ummah?
Learning Intentions	<ul style="list-style-type: none"> * Respond with ideas of their own to the title question * Find out about religious teachings, charities and ways of expressing generosity * Describe and make connections between examples of religious creativity (buildings and art) * Show understanding of the value of sacred buildings and art * Suggest reasons why some believers see generosity and charity as more important than buildings and art * Apply ideas about values and from scriptures to the title question 	<ul style="list-style-type: none"> * Describe what Ahimsa, Grace or Ummah mean to religious people * Respond sensitively to examples of religious practice with ideas of their own * Make connections between beliefs and behaviour in different religions * Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions * Outline the challenges of being a Hindu, Christian or Muslim in Britain today * Consider similarities and differences between beliefs and behaviour in different faiths
Teaching Content: Knowledge and Skills	<ul style="list-style-type: none"> * Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive; * Work in a small group and present to the class an example of the most impressive religious art or architecture. * Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. * Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity. * Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive. * Compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/ geometrical art vs representational art). * Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice). * Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important. * Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity? 	<ul style="list-style-type: none"> * Discover and think about the meanings of some key ideas in three religions, building on prior learning: * That for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation. * Find out about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless? * Learn that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything. Find out how this is illustrated by the story of the forgiving father/lost son (Luke 15: 11–32). * Make links between the idea of grace, Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7–9). * Ask some Christians about what they understand by grace from God, and find out what difference it makes to their lives. If they believe God forgives them for anything, does that mean that it doesn't matter if they do bad things? * Learn that for Muslims, the worldwide Muslim community is called the Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and in shared welfare through zakat. * Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally. * Ask good questions about these three key concepts and find out some answers to them. * Discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change? * Make links between the three concepts: how are they similar and how different? Which has most impact and why? Weigh up the value and impact of these key ideas for themselves.

Year 6 continued

	Spring Term What Matters Most To Christians And Humanists? 	Summer 2 What Do Religions Say To Us When Life Gets Hard? 
Key Question	What matters most to Christians and Humanists?	What do religions say to us when life gets hard?
Learning Intentions	<ul style="list-style-type: none"> * Identify the values found in stories and texts * Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas * Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples * Describe some Christian and Humanist values simply * Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied * Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view 	<ul style="list-style-type: none"> * Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life * Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation * Express ideas about how and why religion can help believers when times are hard, giving examples * Outline Christian, Hindu and/or nonreligious beliefs about life after death * Explain some similarities and differences between beliefs about life after death * Explain some reasons why Christians and Humanists have different ideas about an afterlife * Express ideas about how and why religion can help believers when times are hard, giving examples * Outline Christian, Hindu and/or nonreligious beliefs about life after death * Explain some similarities and differences between beliefs about life after death * Explain some reasons why Christians and Humanists have different ideas about an afterlife
Teaching Content: Knowledge and Skills	<ul style="list-style-type: none"> * Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why? * Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Make a link with Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Why do Christians think this is a good explanation of why humans are good and bad? * Talk about how having a 'code for living' might help people to be good. * Look at a Humanist 'code for living', e.g. Be honest; Use your mind; Tell the truth; Do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like? * Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? * Find out about Christian codes for living, which can be summed up in Jesus' two great commandments: 'Love God and love your neighbour'. Explore in detail how Jesus expects his followers to behave through the use of the story of the Good Samaritan and Jesus' attitude on the cross. * Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit? * Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings. * Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives. * Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them? * Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves? 	<ul style="list-style-type: none"> * Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. * Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc. * Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. * Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that some people believe that death is the end of life, and that there is no afterlife. * Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also one non-religious view about what happens after death, e.g. Humanism. * Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. * Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. * Reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond.

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