



BJS RE Curriculum

Term & Topic	Learning questions	Vocabulary	Knowledge	Skills	Enrichment	Global Citizen Links
Year 3						
Aut 1	Strand: Believing L2.1 What do different people believe about God? Seeing is believing? What do Christians believe about God? What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity? What do Muslims believe about Allah? What do Muslims believe about the Holy Quran?	Belief God Christian Holy Trinity Prayer Bible Moses St. Paul Muslim Islam Allah 99 Beautiful Names Subha Beads Prophet Qur'an Muhammad Peace Be Upon Him (PBUH) Shahadah	To know different religious and spiritual ways of life regarding diverse beliefs about God. Religious focus: Christians, Hindus or Muslims	To be able to describe some of the ways in which Christians Hindus and/or Muslims describe God. • To be able to ask questions and suggest some of their own responses to ideas about God. • To be able to suggest why having a faith or belief in something can be hard. • To be able to identify how and say why it makes a difference in people's lives to believe in God.		Personal Personal Goals (respectful) Community Diversity within the school Society Diversity British Values Global Cultures from across the world/how others live SMSC
Aut 2	Strand: Living L2.7 What does it mean to be a Christian in Britain today? How do Christians show their beliefs in the home?	Christian Bible Belief Faith Christian Church Worship Hymn	To know in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.	To be able to describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. • To be able to describe some ways in which	Trip to a local church	Personal Personal Goals (respectful) Community Cultural Capital



	<p>What do Christians do to show their beliefs at Church?</p> <p>How and why do different Christians use music in worship?</p> <p>How and why do different Christians celebrate holy communion?</p> <p>How do Christians make a difference in their local community?</p> <p>Why do people stand up against injustice because of their religion?</p>	<p>Communion</p> <p>Anglican</p> <p>Catholic</p> <p>Methodist</p> <p>Baptist</p> <p>Charity</p> <p>Community</p> <p>Injustice</p>	<p>Religious focus:</p> <p>Christians</p>	<p>Christian express their faith through hymns and modern worship songs.</p> <ul style="list-style-type: none"> • To be able to 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. • To be able to 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. 	<p>Diversity within the school</p> <p>Society</p> <p>Diversity</p> <p>British Values</p> <p>Global</p> <p>Cultures from across the world/how others live</p> <p>SMSC</p>
Spr 1	<p>Strand: Expressing</p> <p>L2.4: Why do people pray?</p> <p>What is prayer? Is prayer helpful?</p> <p>What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?</p> <p>Why and how do Christians pray?</p> <p>How do Hindus pray and worship at home and in the Mandir?</p> <p>Look at specific prayers. What is similar and different in the words of three prayers (Muslim, Christian, Hindu)</p>	<p>Faith</p> <p>Prayer</p> <p>Relationship</p> <p>Surah</p> <p>Qur'an</p> <p>Al Fatiha</p> <p>Intercession</p> <p>Confession</p> <p>Forgiveness</p> <p>Shrine</p> <p>Murtis</p> <p>Puja Tray</p>	<p>- To understand in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.</p> <p>Religious focus:</p> <p>Hindus, Christians and Muslims</p>	<p>To be able to describe the practice of prayer in the religions studied.</p> <ul style="list-style-type: none"> • To be able to Make connections between what people believe about prayer and what they do when they pray. • To be able to describe ways in which prayer can comfort and challenge believers. • To be able to describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. 	<p>Personal</p> <p>Personal Goals (respectful)</p> <p>Community</p> <p>Diversity within the school</p> <p>Society</p> <p>Diversity</p> <p>British Values</p> <p>Global</p> <p>Cultures from across the world/how others live</p>



	<p>Reflection: What more can we discover? Does reflection matter to me?</p> <p>Prayer and me: why do some people pray every day, but others not at all?</p> <p>What have we learned from Muslims, Hindus + Christians about prayer, symbols and worship?</p>					SMSC
Spr 2	<p>Strand: Expressing</p> <p>L2.5 Why are festivals important to religious communities? (Easter 1)</p> <p>Split unit with Year 4</p> <p>What is worth celebrating?</p> <p>What do Christians celebrate at Easter?</p> <p>What was the meaning of Jesus' last meal with his friends?</p> <p>What does the crucifying of Jesus mean to Christians?</p> <p>What do Christians believe happened on Easter Sunday morning?</p>	<p>Festival Celebration</p> <p>Holy Week</p> <p>Palm Sunday</p> <p>Maundy Thursday</p> <p>Good Friday</p> <p>Easter Sunday</p> <p>Last Supper</p> <p>Disciples</p> <p>Crucify</p> <p>Sin</p> <p>Sacrifice</p>	<p>To know in depth from different religious and spiritual ways of life as shown through festival and celebration - focus on Easter. There are links to literacy, art and P4C within this unit.</p> <p>This unit enables pupils to begin to understand how celebration reminds believers of key beliefs and celebrating as a believing community. The focus is on the key elements of festival-shared values, stories.</p> <p>This unit is split and studied as a series of festival focussed learning days around the times of the festival being studied.</p> <p>Religious focus:</p>	<p>To be able to take connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <ul style="list-style-type: none"> • To be able to ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • To be able to Identify similarities and differences in the way festivals are celebrated within and between religions. • To be able to explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. 		<p>Personal Personal Goals (respectful)</p> <p>Community Diversity within the school</p> <p>Society Diversity British Values</p> <p>Global Cultures from across the world/how others live</p> <p>SMSC</p>



			Christians			
Sum 1 & 2	<p>Strand: Believing</p> <p>L2.2: Why is the Bible important for Christians today?</p> <p>Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible?</p> <p>The Bible is a big book. How is it put together? Why is it so popular? What does the Bible teach Christian people about God, life, the universe and everything?</p> <p>How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance?</p> <p>How can the Bible help people if they are tempted to do wrong things? Can Bible stories of lost and found help people today? What makes these stories so popular?</p> <p>What are the main ways Christians use the Bible? Which ones explain why it is so popular?</p>	<p>Guidance</p> <p>Wisdom</p> <p>Bible</p> <p>Sacred</p> <p>Testaments</p> <p>Books</p> <p>Chapters</p> <p>Verses</p> <p>Gospel</p> <p>Creation</p> <p>The Fall</p> <p>Incarnation</p> <p>Salvation</p> <p>Temptation</p> <p>Forgiveness</p> <p>Reconciliation</p> <p>Ramadan</p> <p>Eid-ul-Fitr</p> <p>Mosque</p>	<p>- To know in depth from different religious and spiritual ways of life about Christian scriptures – the Bible – exploring questions about what the Bible says and how the bible is used and valued in Christian communities today.</p> <p>Religious focus: Christians</p> <p>- To know in depth from different religious and spiritual ways of life as shown through festival and celebration - focus on Eid ul Fitr in Islam. There are links to literacy, art and P4C within this unit.</p> <p>This unit enables pupils to begin to understand how celebration reminds believers of key beliefs and celebrating as a believing community. The focus is on the key</p>	<p>To be able to make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p> <ul style="list-style-type: none"> • To be able to give examples of how and suggest reasons why Christians use the Bible today. • To be able to describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. • To be able to discuss their own and others' ideas about why humans do bad things and how people try to put things right. <p>To be able to make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <ul style="list-style-type: none"> • To be able to ask questions and give ideas 		<p>Personal Personal Goals (respectful)</p> <p>Community Diversity within the school</p> <p>Society Diversity British Values</p> <p>Global Cultures from across the world/how others live</p> <p>SMSC</p>



	<p>What are your favourite wise words? What Bible ideas are your favourites? How can you express them?</p> <p>Strand: Expressing</p> <p>L2.5 Why are festivals important to religious communities (Ramadan, Eid ul Fitr)</p> <p>Why do Muslims celebrate at the end of Ramadan?</p> <p>What can we learn from celebrations and festivals?</p>		<p>elements of festival-shared values, story, belief and hopes and commitments. This unit is split and studied as a series of festival focussed learning days around the times of the festival being studied.</p> <p>Religious focus: Muslims, Hindus</p>	<p>about what matters most to believers in festivals (e.g. Easter, Eid).</p> <ul style="list-style-type: none"> • To be able to identify similarities and differences in the way festivals are celebrated within and between religions. • To be able to explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. 		
Year 4						
Aut 1	<p>Strand: Believing</p> <p>L2.3: Why is Jesus inspiring to some people?</p> <p>What does the word 'inspiring' mean? Who is inspiring?</p> <p>What does the word 'inspiring' mean? Who is inspiring?</p> <p>What do we know about Jesus' life story? Is his story inspiring for some people?</p> <p>Was Jesus inspiring because of his actions?</p>	<p>Inspire Values Virtue Gospel Incarnation Influence Miracle Salvation Parable Truth Kind Tolerance Blessed Happiness Sermon Gospel Symbol Jew Sin</p>	<p>-To know in depth from Christianity, exploring different reasons why Jesus is considered and inspiring figure by Christians – and by many other people too.</p> <p>Religious focus: Christians</p>	<p>To be able to make connections between some of Jesus' teachings and the way Christians live today.</p> <ul style="list-style-type: none"> • To be able to describe how Christians celebrate Holy Week and Easter Sunday. • To be able to identify the most important parts of Easter for Christians and say why they are important. • To be able to give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. 		<p>Personal Personal Goals (respectful)</p> <p>Community Diversity within the school</p> <p>Society Diversity British Values</p> <p>Global Cultures from across the world/how others live</p>



	<p>What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?</p> <p>Did Jesus' teachings inspire people? How and why?</p> <p>Who did Jesus say he was? Why is he important?</p> <p>Is Jesus still important today? Why? Who to? How does it show?</p> <p>What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others?</p> <p>Does being inspired by Jesus make a person stronger?</p> <p>Who is inspiring for me? Who is inspiring for other children in my class?</p>	<p>Forgiveness Prayer Worship Generosity Care Kindness</p>				SMSC
Aut 2	<p>Strand: Living</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>What rules are important? How is the Golden Rule important?</p> <p>What important messages are in the Ten Commandments? How do they help Jewish people know how to live?</p>	<p>Rules Impact Christianity Humanism Judaism Commandments Torah Beatitudes Happiness Guidance Humanist Moral Conscience Temptation</p>	<p>- To understand and think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish</p>	<p>- To be able to give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. -To be able to make connections between stories of temptation and why people can find it difficult to be good. -To be able to give examples of ways in which some inspirational people</p>		<p>Personal Personal Goals (respectful)</p> <p>Community Diversity within the school</p> <p>Society Diversity British Values</p>



	<p>What does Christianity say about how to live a good life?</p> <p>How can people decide what is right and wrong without God's help?</p> <p>What do religious stories tell believers about temptation?</p> <p>How have religious teachings helped to affect somebody's actions?</p> <p>L2.5 Why are festivals important to religious communities (Diwali)</p> <p>Why is Diwali significant to Hindus?</p>	<p>Jewish Christian Sita Rama Hindu Diwali</p>	<p>people might decide what is 'right'. Then look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation.</p> <p>Finally, pupils investigate the life of a religious figure, looking at how teachings from religion may affect the actions of a believer.</p> <p>Religious focus: Christians, Jewish people, non-religious people (e.g. Humanist)</p>	<p>have been guided by their religion.</p> <p>-To be able to discuss their own and others' ideas about how people decide right and wrong.</p>	<p>Global</p> <p>Cultures from across the world/how others live</p> <p>SMSC</p>
Spr 1 & 2	<p>Strand: Expressing</p> <p>L2.5: Why do some people think that life is a journey? What significant experiences mark this?</p> <p>What does a journey mean to us?</p> <p>What is the significance of Baptism to Christians?</p> <p>How do Jewish people mark becoming an adult?</p>	<p>Journey Ritual Hopes Expectations Future Baptism Jewish Bar Mitzvah Bat Mitzvah Ceremony Holy Scriptures Vedas Duties Moksha Karma</p>	<p>- to know in depth from different religious and spiritual ways of life relating to milestones on the journey of life.</p> <p>Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage pupils explore how and why people chose to mark significant moments in life.</p>	<p>To be able to suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <ul style="list-style-type: none"> • To be able to describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. • To be able to suggest reasons why marking the milestones of life are important to Christians, 	<p>Personal</p> <p>Personal Goals (respectful)</p> <p>Community</p> <p>Diversity within the school</p> <p>Society</p> <p>Diversity British Values</p>



	<p>What ceremonies do Hindus mark in the journey of life?</p> <p>Why do people choose to get married?</p> <p>Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?</p> <p>Strand: Believing</p> <p>L2.3: Why is Jesus inspiring to some people? (Easter 2)</p> <p>Split with Year 3</p> <p>Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection Day?</p>	<p>Dharma</p> <p>Commitment</p> <p>Vow</p> <p>Promise</p>	<p>Religious focus:</p> <p>Christians, Hindus and Jewish people</p> <p>-To know in depth from Christianity, exploring different reasons why Jesus is considered and inspiring figure by Christians – and by many other people too.</p> <p>Religious focus:</p> <p>Christians</p>	<p>Hindus and/or Jewish people.</p> <ul style="list-style-type: none"> • To be able to link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. <p>To be able to make connections between some of Jesus' teachings and the way Christians live today.</p> <ul style="list-style-type: none"> • To be able to describe how Christians celebrate Holy Week and Easter Sunday. • To be able to identify the most important parts of Easter for Christians and say why they are important. • To be able to give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. 		<p>Global</p> <p>Cultures from across the world/how others live</p> <p>SMSC</p>
<p>Sum 1 & 2</p>	<p>Strand: Living</p> <p>L2.8: What does it mean to be a Hindu in Britain today?</p> <p>How do Hindus show their faith? Faith in what?</p>	<p>Hindu</p> <p>Faith</p> <p>Mandir</p> <p>Duty</p> <p>Gandhi</p> <p>Belief</p> <p>Hero</p>	<p>- To understand about key aspects of Hindu belief and worship. What we call 'Hinduism' is the diverse way of life, spiritual practices and beliefs of the Indian</p>	<p>-To be able to describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings</p>	<p>Local trip to a Synagogue</p>	<p>Personal</p> <p>Personal Goals (respectful)</p> <p>Community</p>



	<p>A Hindu life; what is important?</p> <p>Why is Mahatma Gandhi a Hindu Hero?</p> <p>What is it like to be a Hindu in Britain today?</p> <p>Strand: Expressing</p> <p>L2.5 Why are festivals important to religious communities (Passover)</p> <p>Why do Jewish people celebrate Pesach every year?</p> <p>What can we learn from celebrations and festivals?</p>	<p>Injustice Pesach sacrifice hope sadness joy</p>	<p>people. We are focussing on British Hindus, and there is great diversity in British Hinduism as well as the original Indian Hinduism. Hinduism is more appropriately called 'Sanatana Dharma'; eternal truth. We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions. We will also think about being a Hindu in Britain today.</p> <p>Religious focus: Hindus</p> <p>- To know in depth from different religious and spiritual ways of life as shown through festival and celebration - focus on Passover. There are links to literacy, art and P4C within this unit. This unit enables pupils to begin to understand how celebration reminds believers of key beliefs and celebrating as a believing community. The focus is on the key elements of festival-shared values, story,</p>	<p>about aims and duties in life (A1). -To be able to describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). -To be able to suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). -To be able to 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 (C2).</p> <p>To be able to make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <ul style="list-style-type: none"> • To be able to ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). • To be able to identify similarities and differences in the way festivals are celebrated within and between religions. 		<p>Diversity within the school Cultural Capital</p> <p>Society Diversity British Values</p> <p>Global Cultures from across the world/how others live</p> <p>SMSC</p>
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			<p>belief and hopes and commitments. This unit is split and studied as a series of festival focussed learning days around the times of the festival being studied.</p> <p>Religious focus: Jewish people</p>	<ul style="list-style-type: none"> • To be able to explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. 		
Year 5						
Aut 1	<p>Strand: Believing</p> <p>U2.1 Why do some people believe God exists?</p> <p>How many people believe in God?</p> <p>Is God Real? What do Christians think?</p> <p>How do we know what is true? Why do people believe or not believe in God?</p> <p>What do Christians believe about how the world began? Do they all share the same idea?</p> <p>Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist?</p>	<p>God theism atheism agnosticism Existence Believe Facts Belief Opinion Interpretation Creation Sacred</p>	<p>- To know in depth from different religious and non-religious groups about belief in God. Pupils enquire, raising questions about the nature and existence of God focussing on Christian ideas about God. Pupils consider why people do or don't believe in God and the impact that might have on the way they live their everyday life. This investigation provides an opportunity to meet Christians, agnostics and atheists and ask questions about why they do or don't believe in God.</p> <p>Religious focus:</p>	<p>To be able to outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <ul style="list-style-type: none"> • To be able to give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. • To be able to express thoughtful ideas about the impact of believing or not believing in God on someone's life. • To be able to present different views on why people believe in God or not, including their own ideas. 		<p>Personal Personal Goals (respectful)</p> <p>Community Diversity within the school</p> <p>Society Diversity British Values</p> <p>Global Cultures from across the world/how others live</p> <p>SMSC</p>



			Christians, non-religious e.g. Humanist			
Aut 2	<p>Strand: Believing</p> <p>U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p> <p>Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement'?</p> <p>What is the importance of the value of love? How did Jesus teach his followers to love?</p> <p>What do Jesus' parables about forgiveness teach to Christians today?</p> <p>How do Christians today try to follow Jesus' teaching about justice and fairness? The example of Mother Teresa</p> <p>What did Jesus teach about being generous and being greedy?</p> <p>What does the teaching of Jesus have to say about some problems people face today? What would Jesus do?</p> <p>What have we learned about living by the values of Jesus in the modern world?</p>	<p>Values</p> <p>Mission</p> <p>Love</p> <p>Forgiveness</p> <p>Interpretation</p> <p>Justice</p> <p>Fairness</p> <p>Morals</p> <p>Greed</p> <p>Generosity</p> <p>Wealth</p> <p>Charity</p> <p>Decision</p>	<p>-To know in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings.</p> <p>Religious focus: Christians</p>	<p>To be able to outline Jesus' teaching on how his followers should live.</p> <ul style="list-style-type: none"> • To be able to offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. • To be able to explain the impact Jesus' example and teachings might have on Christians today. • To be able express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. 		<p>Personal Personal Goals (respectful)</p> <p>Community Diversity within the school</p> <p>Society Diversity British Values</p> <p>Global Cultures from across the world/how others live</p> <p>SMSC</p>



Spr 1 & 2	Strand: Living U2.6 What does it mean to be a Muslim in Britain today? What helps you through the journey of life? What helps Muslims through the journey of life? What is the key belief of Muslims? How does this affect their life? Why does prayer matter to Muslims? How is charity important to Muslims? How is charity important to you? Why do Muslims fast? Why do Muslims want to go on pilgrimage? Where do people get advice and guidance from? What is a special place for Muslims? Can you think of similar commitments to the five pillars in your life? What matters to Muslims?	Muslim Islam Journey Life Five Pillars Allah Muhammad Shahadah Belief Pray Mosque Guidance Ramadan Eid ul Fitr Discipline Pilgrim Pilgrimage Mecca/Makkah Qur'an Hadith Peace Be Upon Him (PBUH)	-To know in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas. This investigation provides an opportunity to learn about the Qur'an and other forms of guidance and visit a Mosque. Religious focus: Muslims	To be able to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. <ul style="list-style-type: none"> • To be able to describe and reflect on the significance of the Holy Qur'an to Muslims. • To be able to describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. • To be able to make connections between the key functions of the mosque and the beliefs of Muslims. 	Local trip to a Mosque	Personal Personal Goals (respectful) Community Diversity within the school Cultural Capital Society Diversity British Values Global Cultures from across the world/how others live SMSC
Sum 1 & 2	Strand: Expressing U2.4: If God is everywhere, why go to a place of worship?	Worship Believers Church Prayer Priest	-To know in depth from different religious and spiritual ways of life about worship, drawing out more detail, history	- to be able to make connections between how believers feel about places		Personal Personal Goals (respectful) Community



	<p>What is a place of worship? What is it for?</p> <p>What is a Christian place of worship? What is it for?</p> <p>What is a Hindu place of worship? What is it for?</p> <p>What is a Jewish place of worship? What is it for?</p> <p>Are people more important than the place?</p> <p>What is a place of worship? What is it for?</p> <p>What does a place of worship mean to believers?</p>	<p>Pastor Mandir Murti Om Puja Synagogue Orthodox Reform</p>	<p>and diversity through focussing on places of worship.</p> <p>Pupils learn about the various purposes of a place of worship as well as how believers see these places.</p> <p>Pupils think about the idea of God's presence on earth and in believers' lives.</p> <p>Opportunities to debate are given, including of the key question, to offer pupils a chance to reflect for themselves on the value and purpose of worship in religion.</p> <p>Religious focus: Christians, Hindus and Jewish people</p>	<p>of worship in different traditions.</p> <p>- To be able to select and describe the most important functions of a place of worship for the community.</p> <p>- To be able to give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>- To be able to present ideas about the importance of people in a place of worship, rather than the place itself.</p>		<p>Diversity within the school</p> <p>Society Diversity British Values</p> <p>Global Cultures from across the world/how others live</p> <p>SMSC</p>
Year 6						
Aut 1 & 2	<p>Strand:</p> <p>U2.3 What do religions say to us when life gets hard?</p> <p>What questions have you got about what happens when we die?</p> <p>What do some people think carries on after we have died? What is our soul?</p>	<p>Life Death Suffering Judgement Heaven Karma Belief Karma Soul Afterlife</p>	<p>- To know in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. This is a difficult but essential topic for teachers to explore with children. By the age of 10 many</p>	<p>To be able to express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>• To be able to outline Christian, Hindu and/or non-religious beliefs about life after death.</p>		<p>Personal Personal Goals (respectful)</p> <p>Community Diversity within the school</p> <p>Society</p>



	<p>Do some people believe that you come back to life as a different thing? What is reincarnation?</p> <p>Do you get to heaven if you do things wrong?</p> <p>What do Christians think happens when we die?</p> <p>What do people who don't believe in God think happens when we die?</p> <p>What different ideas are there about what happens when we die? What do I think?</p>	<p>Comfort Funeral Believe</p>	<p>children will have experienced grief and death. The activities enable pupils to share their ideas but do not force children to do so. The use of story acts as a distancing device within the unit. Ensure that you have considered any pupils who have experienced a difficult or traumatic family event, or have experienced loss within their family. As well as the preparation letter, contact particular families and seek their advice if in any doubt. This unit is designed as an enquiry based unit; What you do in this unit will depend on the questions generated by the children in your class.</p> <p>Religious focus: Christians, Muslims, Hindus and nonreligious responses (e.g. Humanists).</p>	<ul style="list-style-type: none"> • To be able to explain some similarities and differences between beliefs about life after death. • To be able to explain some reasons why Christians and Humanists have different ideas about an afterlife. 		<p>Diversity British Values</p> <p>Global Cultures from across the world/how others live</p> <p>SMSC</p>
Spr 1 & 2	<p>Strand: Living</p> <p>U2.7: What matters most to Christians and to Humanists?</p>	<p>Humanist Moral Fairness Justice</p>	<p>- To know in depth from Christianity and from Humanism, a non-religious way of life. If it</p>	<p>To be able to describe what Christians mean about humans being made in the</p>		<p>Personal Personal Goals (respectful)</p>



	<p>Do rules matter? Why? What is a code for living?</p> <p>Who is a humanist? What codes for living do non-religious people use?</p> <p>What can we learn from discussion and drama about good & bad, right & wrong?</p> <p>What codes for living do Christians try to follow?</p> <p>What can we learn from a Values Game?</p> <p>Peace: is it more valuable than any money?</p> <p>Can we create a code for living that would help the world?</p>	<p>Forgiveness Freedom Love Forgiveness Christian Humanist Morals Values Peace</p>	<p>is pupils' first encounter with Humanism, then teaching will need to secure their understanding of what a non-religious way of life means, both similar to and different from Christianity.</p> <p>Religious focus: Christians and non-religious (in this case, Humanism)</p>	<p>image of God and being 'fallen', giving examples.</p> <ul style="list-style-type: none"> • To be able to describe some Christian and Humanist values simply. • To be able to express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. • To be able to suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. 		<p>Community Diversity within the school</p> <p>Society Diversity British Values</p> <p>Global Cultures from across the world/how others live</p> <p>SMSC</p>
Sum 1	<p>Strand: Living</p> <p>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?</p>	<p>Commitment Belief Faith Prophet Muhammad Ummah Wisdom Community Zakat Qurbani Charity Hajj Values</p>	<p>- To know in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions in ways that relate to commitment.</p> <p>Religious focus: Christians, Muslims and Hindus</p>	<p>To be able to make connections between beliefs and behaviour in different religions.</p> <ul style="list-style-type: none"> • To be able make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. • To be able to outline the challenges of being a Hindu, 	<p>Local trip to a Mandir or Gurdwara</p>	<p>Personal Personal Goals (respectful)</p> <p>Community Diversity within the school Cultural Capital</p> <p>Society Diversity British Values</p>



	<p>How do Muslim people build their community, the Ummah, by following their Prophet?</p> <p>How does it feel to be a part of the Muslim Ummah? What difference does it make?</p> <p>What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?</p> <p>How do Hindus show their commitment to ahimsa through acts of service or sewa? What did Jesus teach about God's grace and forgiveness?</p> <p>Why did Jesus share bread & wine with his disciples, the night of his arrest? How did Jesus show the meaning of grace?</p> <p>How can the life of a great Christian person show us the meaning of grace?</p> <p>What have we learned from the Muslims, Christians and Hindus about their commitments to the Ummah, to Ahimsa and to Grace? How are these religions similar, and how are they different?</p>	<p>Gandhi Inspiration Sewa Ahimsa Commitment Grace Forgiveness Faith Forgiveness Generosity Last Supper Holy Communion Gospel Significant</p>		<p>Christian or Muslim in Britain today.</p> <ul style="list-style-type: none"> To be able to consider similarities and differences between beliefs and behaviour in different faiths. 		<p>Global Cultures from across the world/how others live</p> <p>SMSC</p>
Sum 2	Strand: Believing	<p>Sacred Art Architecture Charity</p>	- To know in depth from two different religions about why their holy buildings and works of art	To be able to describe and make connections between examples of religious		<p>Personal Personal Goals (respectful)</p>



	<p>U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?</p> <p>How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?</p> <p>Muslim calligraphy, painting and poetry: what is inspiring?</p> <p>How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art?</p> <p>Can a Christian place of worship be a building for the 'glory of God'? What does this mean?</p> <p>How and why do Muslim charities try to change the world?</p> <p>How and why does Christian Aid try to change the world?</p> <p>What matters more to Christians & Muslims: art and architecture or generosity and charity? What matters more to you?</p>	<p>Generosity Muslim Allah Mosque Poetry: Al Ghazali on God Art: Yasmin Kathrada and Ahmed Moustapha Glory Islamic Relief Muslim Aid Charity Generosity Aid Charity Generosity</p>	<p>matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity. Muslim and Christian examples are sometimes criticised by non-religious people: this critique is examined too. Rather polarising the title can receive the response 'both matter', as the final lesson will show, but the controversy is good for the pupils' learning.</p> <p>Religious focus: Christians, Muslims and non-religious, e.g. Humanists.</p>	<p>creativity (buildings and art).</p> <ul style="list-style-type: none"> • To understand the value of sacred buildings and art. • To be able to suggest reasons why some believers see generosity and charity as more important than buildings and art. • To be able to apply ideas about values and from scriptures to the title question. 		<p>Community Diversity within the school</p> <p>Society Diversity British Values</p> <p>Global Cultures from across the world/how others live</p> <p>SMSC</p>
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