

Religious Education Curriculum Map

Theology

Philosophy

Human and Social Science

		Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Year R		Why do we say thank you to God at Harvest time?	Why do Christians perform Nativity plays at Christmas?	What is Easter?	What do Sikhs wear?	What festivals do different religions celebrate?
Year 1		Who made the world? (understanding Christianity)	How do Christians worship? (ECRE Unit)	What does the cross mean to Christians?	Why is Shabbat important to Jews?	How do religions and worldviews celebrate the birth of a baby?
Year 2		Why is light an important symbol for Christians, Jews and Hindus?	Who is a Buddhist and what do they believe?	How do Christians belong to their faith family?	Who influences our lives?	Why do different people have different views about the idea of God?
Year 3		How do people express commitment to a religion/worldview in different ways?	What is The Trinity?	What is philosophy? How do people make moral decisions?	How do Buddhists express their religious beliefs in modern Britain?	What do Muslims believe about God?
Year 4		Who is God?	What do we mean by truth? Is seeing believing?	How do beliefs shape identity for Muslims?	Why is there so much diversity of belief within Christianity?	Creation and science: do they agree?
Year 5		<u>Where do religious beliefs come from?</u>	<u>What does it mean to be saved?</u>	<u>How do/have religious groups contribute to society and culture?</u>	<u>How do people show forgiveness?</u>	<u>What does sacrifice mean?</u>
Year 6		<u>What does it mean to be Human? Is being happy the greatest purpose in life?</u>	<u>How and why does religion bring peace and conflict?</u>	<u>How do Buddhists explain the suffering in the world?</u>	How has belief in Christianity/Islam impacted on music and art through history?	<u>Creation or science: conflicting or complementary?</u>

Outline Scheme of Learning		
Year R	Big Question- Why do we say thank you to God at Harvest time?	Focus- Christianity
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
Children may arrive at school with knowledge of; <ul style="list-style-type: none"> - God- who he is and what he knows. - Religious celebrations throughout the year, for example Christmas and Easter, and why we celebrate them. 	<p>Understanding the World. Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts 	<p>KS1 – Year 1 –</p> <ul style="list-style-type: none"> - Recognise that beliefs can have an impact on a believer's daily life, their family or local community. <p>KS1 Core Knowledge- introduce</p> <ul style="list-style-type: none"> - The importance of rites of passage, worship gathering and celebrations. <p>Year 2</p> <ul style="list-style-type: none"> - Retell a narrative story or important text from at least one religion or worldview and recognise a link with belief. - Recognise that some beliefs connect together and begin to talk about those connections. <p>KS1 core knowledge: introduce The bible as a sacred text for Christians and its different genres.</p>
Lesson sequence:		
Lesson/Week	Learning Objective	Possible Activities
1. What is Harvest?	- To explain what Harvest is.	Explain what a harvest is, ask the children if they know who is involved in the harvest? Have they grown their own fruits and vegetables and collected them? When do they think harvest happens? Sing the Harvest Time Song https://www.twinkl.co.uk/resource/t-t-253698-harvest-time-song https://www.youtube.com/watch?v=XJoDLA844-0
2. How do we celebrate Harvest?	- To explain how Harvest is celebrated.	Read A Wet and Windy Harvest for Puddles. How is Harvest celebrated in the UK? What do Christians do as part of Harvest festival? Why is important to share? What does the Bible say about sharing? Read the story of The feeding of the 5000. Chn to role play how they can share. https://www.youtube.com/watch?v=5d2Mft72CXg .
3. How is Harvest celebrated by other religions?	- To explain how Harvest is celebrated by other religions.	Explore Sukkot (Judaism), what is the same and what is different with the Christian celebration of Harvest? https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-sukkot/z2827yc Chn to design a Sukkah based on what they have seen in the video.
4. Why is Harvest celebrated?	- To explore how we thank God for Harvest.	Explain that we thank God at Harvest Time by sharing food with people less fortunate than ourselves. We do this to thank Him for the growth of fruits and vegetables which are called crops. Chn to draw examples of food that we might see at Harvest.
5. What happens next?	- To understand what happens at Harvest Festival	Ask Reverend David or Jean Golding to come to school and explain what happens at Harvest Festival. Chn to role play what happens after hearing from the visitor.
6. Assessment.	- To express what they have learned.	Recap big question, how can we answer it. Chn to share ideas and record to explain why we thank God
Links to other curriculum areas:		
Expressive arts and design- <ul style="list-style-type: none"> • Design and technology- food • Music – sing songs, make music and dance. • Role Play – chn to role play harvest festival. 	Speaking <ul style="list-style-type: none"> • Listening attention and understanding 	
Notes:		

Outline Scheme of Learning

Year R	Big Question - Why do Christians perform Nativity plays at Christmas?	Focus – Christianity.
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Children may arrive at school with knowledge of;</p> <ul style="list-style-type: none"> - God- who he is and what he knows. - Religious celebrations throughout the year, for example Christmas and Easter, and why we celebrate them. - What a Nativity performance is and who are the important people in the retelling of the birth of Jesus. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts 	<p>KS1 – Year 1 –</p> <ul style="list-style-type: none"> • Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview • Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs <p>KS1 Core Knowledge- introduce</p> <ul style="list-style-type: none"> • The life and teachings of Jesus • The importance of rites of passage, worship and celebration

Lesson sequence:

Lesson	Learning Objective	Possible Activities
1. What is the Nativity? Engage	- To discuss what a Nativity performance is.	Introduce the big question. What do the chn know about a Nativity performance. Have they performed in one? Who is part of the story? Explain that Christians perform a Nativity play to celebrate the birth of Jesus, and that they will be taking part in one before Christmas. Record ideas of chn.
2. What took place at the first Christmas? Explore	- To discuss what took place at the first Christmas.	Discuss the first Christmas, explain that this was the birth of Jesus, Son of God, who is very important to Christians. Discuss with chn the family of Jesus and the journey they took to Bethlehem. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the%20christian-story-of-the-first-christmas/z7fp382 Discuss with the chn what happened after Jesus' birth. Complete the smart notebook activity with the chn to check for understanding.
3. How do Christians celebrate the Nativity? Enquire	- To explain how Christians, celebrate the first Christmas.	Recap the first Christmas, chn to retell the story of the Nativity. Ask chn what they do in their homes at Christmas, explain the relevance of the symbols associated with the first Christmas, eg why do we put a star or an angel on the tree? Record ideas of chn. Chn to make their own angel or star for a Christmas tree.
4. What is Advent? Enquire	- To discuss Advent and its importance.	Introduce chn to Advent and explain its importance to Christians. https://www.twinkl.co.uk/resource/t-t-24812-new-all-about-advent-eyfs-powerpoint Chn to draw an advent wreath
5. To perform a Nativity. Express	- To perform a Nativity play.	Chn to perform a Nativity play. (2 performances)
6. Assessment. Evaluate	- To retell the story of the first Christmas.	Recap the big question, can the chn explain why Christians perform a Nativity each year. Why is it important?

Links to other curriculum areas:

Role play – perform a nativity play. Music – Sing songs, make music and dance.	Speaking – listening attention and understanding. Expressive art and design – make an angel or star to hang on a tree.
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Outline Scheme of Learning

Year R	Big Question 3 – What is Easter?	Focus – Christianity.
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Children may arrive at school with knowledge of;</p> <ul style="list-style-type: none"> - God - who he is and what he knows. - Religious celebrations throughout the year, for example Christmas and Easter, and why we celebrate them. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts 	<p>KS1 – Year 1 –</p> <ul style="list-style-type: none"> • Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview • Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs <p>KS1 Core Knowledge- introduce</p> <ul style="list-style-type: none"> • The life and teachings of Jesus • The importance of rites of passage, worship and celebration

Lesson sequence:

Lesson/Week	Learning Objective	Possible Activities
1. Engage	To introduce Christianity.	Introduce big question, mind map chns responses to what Easter is in floor book. What can the chn tell you about it? Introduce the Easter story, have the chn heard of Jesus before? Where have they heard about, link to the Nativity. Explain what a Christian is and what they believe. Chn responses to be recorded in floor book.
2. Explore.	To explore the Easter story.	Introduce the Easter story. Resources in folder on TEAMS. Explain what Christians believe about Jesus, that he was sent to save the world. sequence the story, sing songs, retell the story with puppets.
3. Explore	To explore how Easter is celebrated by Christians.	Explore how Christians celebrate Easter. How do the chn celebrate Easter? https://www.bbc.co.uk/bitesize/topics/z24kqyc/articles/zct7tcw Record ideas/responses from chn in floor book.
4. Enquire.	To explore Easter traditions.	Explain that not all people are Christians, but that lots of people still celebrate and recognise Easter in different ways. Explore traditions from other religions and worldviews. Explore symbols associated with Easter. hot cross buns, new life explain that lots of these are based on the Christian Easter story. Record ideas/responses from chn in floor book. Try hot cross buns, show the symbol.
5. Enquire.	To begin to understand the importance of Lent.	Introduce chn to Lent, use resources on TEAMS. Chn to make pledges about what they might give up for Lent
6. Evaluate.	What is Easter?	Recap big question, what can the chn recall about what happens during Easter. Chn to retell Easter story through role play. Responses recorded in floor books, make Easter cards

Links to other curriculum areas:

	Communication and Language – retell the Easter story. Expressive arts and design – make an Easter card. PSED – why is the Easter story special?
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Notes: Other ideas of follow up activities and continuous provision ideas on each lesson document.

Extra activities- making hot cross buns, Easter cards with pictures of Easter on them, Make an Easter Garden.

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Outline Scheme of Learning

Year R	Big Question 4 – What do Sikhs wear?	Focus- Sikhism with a light touch on Islam, Christianity and Judaism.
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>. Children may arrive at school with knowledge of;</p> <ul style="list-style-type: none"> - God- who he is and what he knows. - That different people have different faiths. 	<p>Understanding the World. Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts 	<p>Year 1</p> <ul style="list-style-type: none"> • Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview • Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews. • Recognise that beliefs can have an impact on a believer's daily life, their family or local community. <p>Year 2</p> <ul style="list-style-type: none"> • Retell a narrative, story or important text from at least one worldview and recognise a link with a belief. • Recognise different types of writing from within one text. • Recognise the names of different religions, religious beliefs and world views and use them correctly. • Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.

Lesson sequence:

Week.	Learning Objective	Possible Activities
1. Who is a Sikh?	- to introduce Sikhism.	Introduce big question. Ask chn to name some other religions that they may have heard about. Can they explain what people who are part of that faith believe? Introduce Sikhism to the chn explaining that this is another religion. Show powerpoint explaining what a Sikh believes. Ask chn what Sikhs believe sounds similar to other religions. Record responses for floor book.
2. What to wear?	- to understand that clothing is an important part of beliefs.	Ask chn what they wear every day. Think of school uniform and how it helps to show we are part of our school community. Show images of people from different religions wearing different clothing that shows they are part of their faith community. Poss chat with Mrs Asif about what she wears as part of her faith. Read The Proudest Blue. Chn to match images of clothing to the religion.
3. Sikh clothing.	- to explore what Sikhs wear.	Show images of what Sikhs wear, is this similar to what the chn wear? If not why not? What is different to how we dress? Do the chn think this is important to being a Sikh? Chn to dress a Sikh correctly. https://www.youtube.com/watch?v=Tf8aK3e7RtQ
4. Why is it special?	- to understand why Sikhs dress is important.	Recap previous lesson, how do Sikhs dress? In today's lesson explain the importance of this and why Sikhs chose to dress in this way. Chn to name Sikh dress and recall its importance, responses recorded in floor book. Draw images of Sikh dress or accessories with its name.
5. How is it worn?	- to explore how Sikhs dress.	Recap previous lessons, chn to recall names of Sikh clothing and its importance. Discuss and describe how each item is worn and where it is worn. Chn to make a kara, draw a kanga, explore wearing a chunni or turban. Take photos for floor book.
6. Assessment.	- to recall facts about Sikhism and dress.	Recap big question, chn to share thoughts on what Sikhs wear, and to recall why this important. Records responses in floor book.

Links to other curriculum areas:

PSHE – respect for others.	Expressive art and design – drawing and sketching.
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Outline Scheme of Learning

Year R	Big Question 5 – What festivals do different religions celebrate?	Focus – Theology Religion – Christianity with a light touch on other religions.
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Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Children may arrive at school with knowledge of:</p> <ul style="list-style-type: none"> Different celebrations throughout the year e.g. Christmas and Easter celebrated in the UK. Different religions and religious beliefs. What a festival is. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts <p>Year 1</p> <ul style="list-style-type: none"> Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview. Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews. Recognise that beliefs can have an impact on a believer's daily life, their family or local community. <p>KS1 Core Knowledge- introduce</p> <ul style="list-style-type: none"> The life and teachings of Jesus The importance of rites of passage, worship and celebration Importance of gatherings for worship, dramatic storytelling and celebrations The life and teachings of the Prophet Muhammad The role of festivals, ceremonies and Madrassah in the Muslim tradition 	<p>KS1 Core Knowledge – continue to introduce:</p> <ul style="list-style-type: none"> The life and teachings of Jesus The importance of rites of passage, worship and celebration Importance of gatherings for worship, dramatic storytelling and celebrations The life and teachings of the Prophet Muhammad The role of festivals, ceremonies and Madrassah in the Muslim tradition <p>Year 2</p> <p>Develop understanding of:</p> <ul style="list-style-type: none"> Retell a narrative, story or important text from at least one worldview and recognise a link with a belief. Recognise the names of different religions, religious beliefs and world views and use them correctly. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.

Lesson sequence:		
Week	Learning Objective	Possible Activities
1. What is a festival?	- to understand what a festival is.	Ask chn what things they celebrate throughout the year, possible answers Christmas, Easter, birthdays etc. Pose the question why are they important? Ask the chn what is the same about Christmas and Easter, which important person do we talk about at these religious festivals? Explain that other religions celebrate different festivals at different times https://www.youtube.com/watch?v=zvtaqA6TTAQ Chn to explain what takes place during these celebrations, record responses for floor book. Chn to create artwork to show what happens during Christian/traditional British celebrations
2. Religious beliefs in modern Britain.	- to identify other religions in modern Britain.	Recap prior learning. What religions have the chn learnt about during this year? Recap Sikhism from last half term, discuss our Multi faith day. Explain that there are lots of different religions in modern Britain and that not everyone follows the same beliefs, that these different religions have different celebrations at different times of the year. Record responses about different religions from chn for floor book.
3. What is Vaisakhi?	- to understand what Vaisakhi is. (Sikhism)	What can the chn remember about Sikhism? Introduce chn to the festival of Vaisakhi, explaining that this is an important date in the Sikh calendar. Show clip https://www.bbc.co.uk/bitesize/topics/z24kqyc/articles/z7qfg2p . Chn to make and colour the Sikh holy flag, listen to Bhangra music, learn a Bhangra dance. https://content.twinkl.co.uk/resource/16/d9/t-tp-2660963-early-years-bhangra-dance-lesson-1-get-twisting-with-bhangra-hands-video_ver_1.mp4?_token=&exp=1717067838~acl=%2Fresource%2F16%2Fd9%2Ft-tp-2660963-early-years-bhangra-dance-lesson-1-get-twisting-with-bhangra-hands-video_ver_1.mp4%2A~hmac=6474bb3bcfb8e102d18bb928330f6fdaa92e761c8d08539d7c0f48409a7a055f
4. What is Diwali?	- to understand what Diwali is. (Hinduism)	Introduce chn to Diwali. Explain that this is another important religious festival that is celebrated by some British people. Read the eBook Dipal's Diwali. Show the clip https://www.bbc.co.uk/bitesize/topics/z24kqyc/articles/zpvn3qt chn to complete rangoli patterns, make a Diwali lantern from playdoh or plasticine. Photos to be taken for floor book or examples of chns work to be put in floor book.
5. What is Eid ul-Adha?	- to understand what Eid ul-Adha is. (Islam)	Introduce chn to Eid ul-Adha explain that this is another important religious festival that is celebrated by some British people. https://www.bbc.co.uk/bitesize/topics/z24kqyc/articles/zwrvcxs chn to design and colour mehndi patterns. Examples to go into floor book.
6. Assessment.	- to explain similarities and differences in religious festivals.	Recap the different festivals that the chn have been introduced to. Ask chn to discuss what is similar about the celebrations eg special meal with family, going to a holy place to pray, giving gifts, and what is different, eg celebrations at different points in the year. Record responses for floor book.

Links to other curriculum areas: expressive arts and design,

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Outline Scheme of Learning

Year 1	Big Question – Who made the world? (Understanding Christianity).	Religion- Christianity light touch with one other. Focus – Philosophy, Theology
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions		Next stage
<p>Creating with materials ELG Children at the expected level of development will: -make use of props and materials when role playing characters in narratives and stories.</p> <p>Listening, attention and understanding ELG Children at the expected level of development will: -Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p style="text-align: center;">KS1 – Year 1 –</p> <p>Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview</p> <ul style="list-style-type: none"> - Give a simple reason using 'because' when talking about religion and belief 	<p style="text-align: center;">Year 2</p> <ul style="list-style-type: none"> - Show awareness of different sources of authority and how they link with beliefs. - Show awareness of some similarities and differences between and within religions and worldviews. - Give a reason to say why someone might hold a particular belief using the word 'because' 	<p style="text-align: center;">KS2 Core Knowledge- Develop understanding of: Philosophy</p> <ul style="list-style-type: none"> -The different views about the nature of knowledge, meaning and existence. - The work of one key Christian philosopher <p style="text-align: center;">Theology-</p> <ul style="list-style-type: none"> -Concepts: Creation and Fall, God (Trinity), Incarnation and Salvation - The life and teaching of Jesus, Sources of authority such as the Bible, creeds, tradition and different genres and interpretations.
	<p style="text-align: center;">KS2 Core Knowledge- Develop understanding of:</p> <ul style="list-style-type: none"> - Concepts: Creation and Fall, God (Trinity), Incarnation and Salvation. <ul style="list-style-type: none"> - The life and teachings of Jesus. - Key teachings from important Christian thinkers. - The different views about the nature of knowledge, meaning and existence 		

Lesson sequence:

Lesson/Week	Learning Objective	Possible Activities
1. Engage	To recognise that 'creation; is the beginning of the 'Big Story' of the Bible.	Give images or objects of created things (teddy bear, mobile phone, crusty bread etc...) Who made them? What might the creator of these things be like? Repeat for natural world objects. Introduce story of Genesis 1. Gather thoughts, feelings, idea and questions (as class or individual)
2. Enquire and explore	To retell the story of creation from Genesis 1:1-2.3 simply.	Look at some poems (Steve Turner for example) and learn to recite and perform one. How would Christian's answer the key question?
3. Enquire and explore	To say what the story tells Christians about God, Creation and the World.	Chn to come up with key words for the story (two or three per day), draw them and order them. Retell the story. Use images alongside to support.
4. Enquire and explore	To recognise Muslim beliefs about Creation.	Look at what Muslims believe about who made the world. (Allah's 99 names)
5. Evaluate	To understand what people do to thank God for the Creation.	If someone believes God made the world, what might they say about it? What might they say to this creator? Their comments might start with 'I like... Thank you for.... I wonder why... Please can you.... Record. What do people do to show thank you to God?
6. Express	To answer the Big Question- Who made the world?	Present them the Big Question- Create an image of what/who they think made the world. Write a description of why they think this.

Links to other curriculum areas:

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Outline Scheme of Learning

Year 1	Big Question 2 - How do Christians worship?	Focus- Human and social science. Religion- Christianity and light touch on other religions.
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions		Next stage
<p>Creating with materials ELG Children at the expected level of development will: -make use of props and materials when role playing characters in narratives and stories.</p> <p>Listening, attention and understanding ELG Children at the expected level of development will: -Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Year 1 - Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area. - Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>Year 2 - Identify evidence of religion and belief especially in the local area - Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>KS2 Core Knowledge- Develop understanding of: Human and social science</p> <ul style="list-style-type: none"> - Key vocabulary and global diversity associated with the study of Christianity. - The church, worship and festivals. - The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work.
<p>Core knowledge: Key vocabulary associated with the study of Christianity The local church, symbolism and artefacts as expressions of Christianity The importance of rites of passage, worship gathering and celebrations.</p>			

Lesson sequence:

Lesson/Week	Learning Objective	Possible Activities
1. What is Christianity?	- I can explain who a Christian is.	Introduce the big question, ask the chn who a Christian is, what do they believe? Can the chn explain some of the ways that Christians worship. Powerpoint saved in Yr 1 folder on teams. Chn to complete the things that belong to Christianity worksheet on teams.
2. What does it mean to worship?	- I can describe what worship is.	Recap who is a Christian, can the chn recall what Christians believe? What does the word worship mean? Chn to share ideas, record ideas. Show chn what the word worship means. Can the chn tell you where Christians can worship in our community? https://www.youtube.com/watch?v=Ttwi_ScO55k What might happen in that place? Chn to write definition of the word worship and list the things that may happen in the place of worship.
3. Which places of worship are in our community?	- I can locate local places of worship.	Recap the places of worship the chn heard about last lesson, can the chn name any of them? Do we have any of them near where we are? Have they ever visited a place of worship? Using google maps ask the chn to locate places of worship in the local community. What symbol is used to represent them? Why is important to have places of worship nearby? Chn to list places of worship in the local area.
4. What happens in a church?	- I can explain what happens in church.	Recap who goes to church, why do they go to church? Have they ever visited a church? Watch the videos https://www.youtube.com/watch?v=KxLir3p9z8U https://www.youtube.com/watch?v=nUcvh3ShgDo chn to remember the special features of a church. Chn to draw a church and label special features and what happens there.
5. What objects do you find in a place of worship?	- I can describe the objects found in a church.	Chn to share ideas of what could be found in a church. Show video https://www.bbc.co.uk/bitesize/topics/zdykjs/articles/zpk6xbk why are these objects special? Chn to draw and name the special objects found in a church.
6. Assessment.	- I can explain how Christians worship.	Recap on the big question, can the chn recall facts about what they have learnt? What does it mean to worship, where do Christians worship? Chn to describe the special artefacts that are used during worship and explain why they are important.

Links to other curriculum areas:

Geography – map skills	Art and design – draw a church PSHE – recognising other beliefs.
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Outline Scheme of Learning

Year 1	Big Question 3 – What does the cross mean to Christians?	Focus – Theology/Human and Social Science Religion – Christianity.
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Knowledge Progression:			
Pre-requisite/prior knowledge	Learning Intentions		Next stage
<p>Children at the expected level of development will (ELG)</p> <p>Understanding the world</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>Expressive arts and design</p> <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. 	<p>Year 1</p> <ul style="list-style-type: none"> Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview. Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area. 	<p>Year 2</p> <ul style="list-style-type: none"> Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text. Identify evidence of religion and belief especially in the local area. 	<p>KS2 Core Knowledge- Develop understanding of:</p> <p>Concepts: Creation and Fall, God (Trinity), Incarnation and Salvation. The life and teachings of Jesus. Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs. Key vocabulary and global diversity associated with the study of Christianity. The church, worship and festivals. The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work.</p>
<p>Core Knowledge Introduce:</p> <p>Concepts: Creation, God, incarnation, and salvation. The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres. Key Vocabulary associated with the study of Christianity. The local church(es), symbolism and artefacts as expressions of Christianity. The importance of rites of passage, worship, gathering and celebrations.</p>			

Lesson sequence:		
Week	Learning Objective	Possible Activities
1. The importance of symbols.	To recognise symbols associated with Christianity.	Introduce big question mind map in floor book recording chns responses. What can the chn remember about Christianity? What do Christians believe? Show the children some symbols not associated with a faith, what do they mean? Explain they tell us something without using words. Show a range of symbols from the Christian faith, explain the importance of these to Christians. Which symbol do they think is most important? Why? Responses to be recorded in floor book. Chn to draw symbols and label.
2. The Cross.	To understand what the cross represents.	Recap symbols, what do they represent? Introduce chn to the importance of the cross by telling the Easter story. Explain that Christians believe that Jesus gave his life to save the world from sin. Explain that the cross represents eternal life, forgiveness of sins etc. Chn to draw a cross and explain what it is.
3. The Cross.	To explain where and when Christians use the cross.	Recap last lesson on the importance of the cross to Christians. Recap teaching from last half term, can the chn remember what worship is? Ask chn what they may find in a Christian place of worship? Explain that Christians use the sign of the cross in their worship in different ways. Show the chn what the sign of the cross looks like. https://www.youtube.com/watch?v=Y7XKR0yhLf0 Explain that this is used in prayer, when a priest is welcoming or saying goodbye to their congregation, and is used in Christian celebrations such as baptisms, blessings and during Easter (Palm Sunday). Chn to explain what the sign of the cross is and where a cross could be found in church, responses recorded in floor book.
4. The Cross.	To explore different types of crosses within Christianity.	Recap prior learning, why is the cross an important symbol to Christians? What does the cross look like? Show the chn different types of crosses, explaining that there are different types of crosses within Christianity https://www.youtube.com/watch?v=ibjOFeaWSKE Chn to draw the different types of crosses and label them.
5. The Cross	To understand the importance of the cross to Christians.	Recap symbols, why are they important? What do they tell us? Can the chn recall the Easter story, what happened to Jesus? Why do Christians believe the cross is so important? https://www.youtube.com/watch?v=1LNYwkd3bY Chn to share ideas, responses recorded in floor book
6. Assessment.	What does the cross mean to Christians?	Recap big question, why is the cross an important symbol to Christians? Chn to answer question, responses recorded in floor book.

Links to other curriculum areas:	
History – different cultures use of the cross.	

Notes:

[Home](#)

Outline Scheme of Learning

Year 1	Big Question 4 – Why is Shabbat important to Jews?	Focus – Theology/Human and social science. Religion – Judaism
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage				
<p>Children at the expected level of development will (ELG)</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, - discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts. 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding-right: 5px;"> <p>Year 1</p> <ul style="list-style-type: none"> • Give a clear, simple account of a least one narrative, story or important text used by at least one religion or worldview. • Give an example of how Jews use beliefs to guide their daily lives. • Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area. • Recognise that beliefs can have an impact on a believer's daily life, their family or local community. </td> <td style="width: 50%; padding-left: 5px;"> <p>Year 2</p> <ul style="list-style-type: none"> • Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief • Give different examples of how Jews beliefs influence daily life. • Recognise the names of different religions, religious beliefs and worldviews and use them correctly. • Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community </td> </tr> <tr> <td colspan="2" style="padding: 5px;"> <p>Core Knowledge Introduce: The concept of one God Key vocabulary associated with the study of Judaism Shabbat and the importance of the home and family life The role of festivals which connect with Jewish history</p> </td> </tr> </table>	<p>Year 1</p> <ul style="list-style-type: none"> • Give a clear, simple account of a least one narrative, story or important text used by at least one religion or worldview. • Give an example of how Jews use beliefs to guide their daily lives. • Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area. • Recognise that beliefs can have an impact on a believer's daily life, their family or local community. 	<p>Year 2</p> <ul style="list-style-type: none"> • Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief • Give different examples of how Jews beliefs influence daily life. • Recognise the names of different religions, religious beliefs and worldviews and use them correctly. • Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community 	<p>Core Knowledge Introduce: The concept of one God Key vocabulary associated with the study of Judaism Shabbat and the importance of the home and family life The role of festivals which connect with Jewish history</p>		<p>KS2 Core Knowledge- Develop understanding of: Concepts: One God, The Covenant, Mitzvot, Atonement. Key vocabulary and global diversity associated with the study of Judaism. Importance of festivals for the Jewish community such as Yom Kippur. Symbolism and artefacts used by some Jewish people at festivals and in rituals. The importance and role of Shabbat and reading of the Torah.</p>
<p>Year 1</p> <ul style="list-style-type: none"> • Give a clear, simple account of a least one narrative, story or important text used by at least one religion or worldview. • Give an example of how Jews use beliefs to guide their daily lives. • Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area. • Recognise that beliefs can have an impact on a believer's daily life, their family or local community. 	<p>Year 2</p> <ul style="list-style-type: none"> • Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief • Give different examples of how Jews beliefs influence daily life. • Recognise the names of different religions, religious beliefs and worldviews and use them correctly. • Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community 					
<p>Core Knowledge Introduce: The concept of one God Key vocabulary associated with the study of Judaism Shabbat and the importance of the home and family life The role of festivals which connect with Jewish history</p>						

Lesson sequence:

Week	Learning Objective	Possible Activities
1. The story of Creation.	- to retell the story of Creation.	Introduce the Big Question. Ask chn to retell the story of creation, what happened when God created the world according to the Bible. Explain the link between the creation story and Shabbat, that on the 7 th day God rested. Explain that the Jewish community celebrate this in a special way, introduce the word Shabbat, what do the chn think it may be and what might happen. Write responses on post it notes and stick in floor book.
2. What is Shabbat.	- to understand what Shabbat is.	Show chn powerpoint on Shabbat. Discuss what happens before, during and after the festival. Explain what people eat and drink, listen to the prayers that are recited during Shabbat. https://www.youtube.com/watch?v=JpFw7DqRMEc Chn to draw and label artefacts and food that are part of Shabbat. Explain that next week we will have a visit from some important people to talk to them about Shabbat. Ask chn to think of and write down questions that they may want to ask the visitors about Shabbat.
3. Why is Shabbat important?	- to explore and understand the importance of Shabbat.	Organise a visit from Marsha and Todd to explain the importance of Shabbat to them and their family. Chn to ask the questions that they wrote last week. Take photos to go into floor book.
4. Why do we rest?	- to understand the relationship between rest and the creation story.	Discuss why rest is important, how do we rest and how this relates to Jews and the Creation Story. Explain why Jews rest during Shabbat and how does this link to the creation story. Write a sentence explaining how rest is linked to the creation story.
5. What's the same, what is different.	- to compare Shabbat with the Christian sabbath.	Recall facts about Shabbat, what happens and why is it important. Ask the chn if this reminds them of another religion which has a day of rest. Discuss the Christian sabbath. Chn to discuss what is the same and what is different between Shabbat and the Christian sabbath. Chn to write sentences comparing both celebrations.
6. Assessment.	- to recall facts about Shabbat.	Recap big question, chn to recall facts about Shabbat and its importance to the Jewish community. Chn to mind map the big question recalling facts, stick in books. Photocopy good examples for floor book.

Links to other curriculum areas:

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<p>Notes:</p>

Outline Scheme of Learning

Year 1	Big Question 5 – How do religions and worldviews celebrate the birth of a baby?	Focus – Human and Social Sciences. Religion – Christianity/Islam/Humanism
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Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Children at the expected level of development will (ELG)</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts. 	<p>Year 1</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews. • Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area. • Recognise that beliefs can have an impact on a believer's daily life, their family or local community. <p>Year 2</p> <ul style="list-style-type: none"> • Recognise the names of different religions, religious beliefs and worldviews and use them correctly. • Identify evidence of religion and belief especially in the local area. • Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. <p>Core Knowledge</p> <p>Introduce:</p> <p>Christianity</p> <ul style="list-style-type: none"> • Key Vocabulary associated with the study of Christianity. • The local church(es), symbolism and artefacts as expressions of Christianity. • The importance of rites of passage, worship, gathering and celebrations. <p>Humanism</p> <ul style="list-style-type: none"> • Key vocabulary associated with the study of Humanism. • The role of ceremonies and cultural traditions. <p>Islam</p> <ul style="list-style-type: none"> • The role of festivals, ceremonies and Madrassah in the Muslim tradition. 	<p>Key stage 2 Core Knowledge</p> <p>Develop understanding of:</p> <p>Christianity</p> <ul style="list-style-type: none"> • Key vocabulary and global diversity associated with the study of Christianity. • The church, worship and festivals. <p>Humanism</p> <ul style="list-style-type: none"> • Key vocabulary relating to the study of Humanism as a philosophy or life stance. • Diverse practice in relation to ceremonies and cultural festivals. <p>Islam</p> <ul style="list-style-type: none"> • Key vocabulary and global diversity associated with the study of Islam. • Diversity of expression, customs and practices within Islam and their impact on daily life.

Lesson sequence:		
Week	Learning Objective	Possible Activities
1. A new baby.	- to explain how family's welcome a new baby.	Ask the chn what happens when a new baby is born in a family. What do family members and friends do to welcome the new baby? Responses may include buy gifts and cards for the baby, come to visit the new baby and the family. Can the chn recall if this has happened in their family, what happened in their family? Show examples of cards/gifts suitable for a new baby. Chn to discuss as a class, responses recorded for floor book. Design a card to welcome a new baby or design a gift for a new baby.
2. Welcome to the world.	- to understand how different religions celebrate birth.	Go through the power point t-re-7108-ks1-celebrating-birth-in-different-religions-powerpoint_ver_2.pptx with a focus on Christianity and Islam. Discuss that not all people follow a religion and that they will celebrate the birth of a baby in a different way. Discuss Humanism, brief overview and explain that they will have a ceremony (naming) to celebrate the birth of a baby but it is not religious. Chn to record the names of different ceremonies and religions in their book.
3. Christening.	- to explain what happens at a Christening.	Recap last lesson, how do different religions celebrate the birth of a baby? Discuss what happens at a Christening t-re-579-ks1-christening-powerpoint_ver_3.pptx . Show artefacts from a Christening and explain their symbolism. Chn to draw and label artefacts and symbols in books used during a Christening.
4. Aqiqah	- to explain what happens during an Aqiqah.	Recap what happens at a Christening. How is this important for Christians? Explain what happens when Muslims welcome a new baby. Discuss the Call to Prayer that is whispered into the baby's ear, the ceremonial shaving of the baby's hair, weighing it and then donating the same amount in weight of money to a charity. Ask the chn how is this different to the Christian ceremony? Aqiqah.pptx chn to complete worksheet, recite the Adhan (Call to Prayer)
5. Naming ceremony.	- to explain what happens during a naming ceremony.	Discuss what Humanism is, explaining that this is a worldview where members do not believe in any God or religion, but follow a Golden Rule of how to behave. Explain that they have ceremonies in the same way as different religions, but that the big difference is that they do not pray to or thank a God. Explain what happens at a naming ceremony https://humanists.uk/ceremonies/namings/blog/what-happens-at-a-humanist-naming-ceremony/ naming ceremony.pptx chn to write down what they might say or promise to a new baby.
6. Assessment.	- to explain how new babies are celebrated.	Chn to recap prior learning on how births are celebrated. Using a table/venn diagram discuss what is the same and what is different as a class to go into floor book.

Links to other curriculum areas:

Notes:

Outline Scheme of Learning

Year 2	Big Question 2 - Who is a Buddhist and what do they believe?	Focus- Theology Religion- Buddhism
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions		Next stage
<p>KS1 Core Knowledge- Theology- introduce</p> <ul style="list-style-type: none"> - Varying beliefs about God - Concepts: The Buddha and Triple Refuge - The Jakata tales and Tipitaka 	<p style="text-align: center;">Year 2</p> <ul style="list-style-type: none"> - Retell a narrative, story or important text from at least one religion or worldview and recognise a link with belief. - Recognise different types of writing from within one text. - Recognise that some beliefs connect together and begin to talk about these connections. - Give different examples of how Buddhists beliefs influence daily life. 	<p style="text-align: center;">Year 3</p> <ul style="list-style-type: none"> - Show awareness of different sources of authority and how they link with beliefs. - Identify different types of writing and give an example of how a believer might interpret a source of authority. - Recognise that beliefs are influenced by events from the past and present. - Identify some links between beliefs being studied within a religion or worldview. - Show awareness of some of the similarities and differences between and within religions and worldviews. - Recognise ways in which beliefs might make a Buddhist think about how they live their life, how they see the world in which they live and how they view others. 	<p style="text-align: center;">KS2 Core Knowledge- Develop understanding of:</p> <ul style="list-style-type: none"> - Concepts: the Buddha, Four Noble Truths, the cycle of birth, death and rebirth, and the Five Precepts. <ul style="list-style-type: none"> - The varying beliefs about God. - The Jakata tales, Tipitaka and Metta Sutta. - Key writings of Buddhist teachers. - How Buddha's experience impacted on beliefs.

Lesson sequence:

Lesson/ Week	Learning Objective	Possible Activities
1. Who is a Buddhist? Engage.	- To understand Buddhist beliefs.	Introduce the chn to the big question and Buddhism. How is this different from other religions they have learnt about? Introduce the chn to facts and teachings from Buddhist beliefs. https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhy Chn to recall facts about Buddhism.
2. Who was Buddha? Explore.	- I can retell the story of Buddha.	Recap the big question, ask the chn to recall facts about Buddhism. Tell the story of Buddha, explaining the Four Noble truths that he taught. Chn to role play the life of Buddha and record the Four Noble truths.
3. The Eight-Fold Path. Explore	- I can describe how Buddhists live a noble life.	Recap the Four Noble Truths, can the chn remember them. Explain that today we will look at the Eightfold path, more teachings from Buddha on how to live a good life. Relay the Eightfold path and ask the chn what they think each one means, and how we can follow these teachings in our lives. Chn to label an Eightfold path accurately.
4. How do Buddhists worship? Enquire/explore	- I can explain how Buddhists worship.	Recap on the Four Noble truths and the Eightfold path, what can the chn remember. Introduce the chn to Temple and artefacts that Buddhists use during their worship. Explain mediation and why this is important to Buddhists. How are these similar or different to other religions? Chn to draw a prayer flag and write a kind message.
5. How do Buddhists celebrate? Enquire/explore	- I can describe Buddhist festivals.	Introduce the chn to Buddhist festivals, how do they link to the teachings of Buddha? How do Buddhists celebrate their festivals? How is this similar to how other religions celebrate important dates? https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-wesak Chn to make a wesak lantern.
6. Assessment.	- I can say who a Buddhist is and what they believe.	Recap the big question, ask chn to recall facts about Buddhism. Complete floor book.

Links to other curriculum areas:

PSHE – respect and understanding for other religions	Art and design – make a wesak lantern.
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Notes:

Outline Scheme of Learning

Year 2	Big Question 3 – How do Christians belong to their faith family?	Focus – Human and social science. Religion – Christianity.
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>KS1 Core Knowledge – Human and social science. Key Vocabulary associated with the study of Christianity. The local church(es), symbolism and artefacts as expressions of Christianity. The importance of rites of passage, worship, gathering and celebrations.</p>	<p>Year 2</p> <ul style="list-style-type: none"> • Recognise the names of different religions, religious beliefs and worldviews and use them correctly. • Identify evidence of religion and belief especially in the local area. • Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community. <p>Year 3</p> <ul style="list-style-type: none"> • Identify some of the ways people use the terms ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews. • Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. • Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family, community and society. 	<p>KS2 Core Knowledge – Develop understanding of: Key vocabulary and global diversity associated with the study of Christianity. The church, worship and festivals. The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work.</p>

Lesson sequence:

Lesson/Week	Learning Objective	Possible Activities
1. What do Christians believe?	To explore what a Christian believes.	Introduce big question, mind map in floor book to record chns ideas. Recap what is Christianity, what do Christians believe? What symbols are associated with Christianity? All responses to be recorded in floor book.
2. Rites of passage.	To understand how a Christian joins their faith family.	Recap what Christianity is and what Christians believe. Introduce chn to baptism explaining this is how someone joins the Christian faith. Explain that anyone can become a member at any time, but usually parents chose to have their babies baptised. Show objects related to baptism (bring candle and christening gown) and who is involved and the part they play. https://www.youtube.com/watch?v=cYSNM68abs4 Chn to draw images of artefacts used in a Baptism and label.
3. Rites of passage.	To explore confirmation and Holy Communion.	Recap baptism, how does someone join the Christian faith? How do Christians show that they are part of the Christian family? They can take part in two important sacraments Confirmation and Holy Communion. https://www.youtube.com/watch?v=fQg9WDliZGc Discuss what happens in each. Poss visit from Rev David to talk to chn about what happens. Chn to draw images of objects used and label.
4. Symbols.	To understand how Christians show they belong to their faith family.	Recap how Christians join their faith family and how they show their commitment to that family. Show chn images of symbols, what do they represent? What symbols can they think of that they have seen for Christianity? Show images of symbols associated with Christianity, explaining how Christians use these to show that they belong to the Christian faith. Link to how other religions show that they belong (Jewish, Muslims and Sikhs). Chn to draw symbols and say how Christians use them to show they belong to the Christian family.
5. Worship.	To explore how Christians worship with their faith family.	Recap prior learning, what can the chn recall. Ask if they have ever been to church or taken part in a religious service (remind about collective worships or Christingle). Explain how this is a way for Christians to come together to praise God and give thanks. Discuss important events that take place in church. https://www.youtube.com/watch?v=E5-aKSrLXM4 Chn to explain what happens at a church service, responses to be recorded in floor book.
6. Assessment.	To explain how a Christian belongs to their faith family.	Recap big question, mind map in floor book recording responses from chn.

Links to other curriculum areas:

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Notes:

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Outline Scheme of Learning

Year 2	Big Question 4 – Who influences our lives?	Focus – Human and Social Sciences/ light touch on Theology and philosophy. Religion – Christianity, Islam and Humanism.
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions		Next stage
<p>KS1 Core Knowledge – Theology.</p> <ul style="list-style-type: none"> - The life and teachings of Jesus. - The Bible as a sacred text for Christians. - Questions from Humanist thinkers. - The life and teachings of the Prophet Muhammad - The Qur'an as a revealed scripture <p>Philosophy.</p> <ul style="list-style-type: none"> - Make links between belief and behaviour. <p>Human and social science.</p> <ul style="list-style-type: none"> - Key vocabulary associated with the study of Christianity. - The importance of rites of passage, worship gathering and celebrations. - Key vocabulary associated with the study of Humanism. - Impact of thinking about consequences of action. - Key vocabulary associated with the study of Islam. - The masjid (mosque), the Five Pillars of Islam, symbolism and artefacts 	<p>Year 2</p> <ul style="list-style-type: none"> • Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. • Give different examples of how believers' beliefs influence daily life. • Talk about the questions a story or practice from a religion or worldview might make them ask questions about the world around them. • Using religious and belief stories, make connections between people's beliefs about right and wrong and their actions. • Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. 	<p>Year 3</p> <ul style="list-style-type: none"> • Show awareness of different sources of authority and how they link with beliefs. • Recognise ways in which beliefs might make a believer think about how they live their life, how they see the world in which they live and how they view others. • Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. • Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas. • Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society 	<p>Develop understanding of:</p> <ul style="list-style-type: none"> • The life and teachings of Jesus. • Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. • How events in society have influenced Christian beliefs. • Key vocabulary and global diversity associated with the study of Christianity. • The impact of Christian teachings on daily life. • Diversity of Humanist thought. • Importance of evidence. • Key vocabulary relating to the study of Humanism as a philosophy or life stance. • The life and teachings of the Prophet Muhammad and the Six Articles of Sunni belief. • The Qur'an and Hadith as sources of authority. • Key teachings from important Muslim teachers. • Key vocabulary and global diversity associated with the study of Islam. • The masjid, the Five Pillars of Islam and the three main Muslim traditions (Sunni, Shia and Sufi). • Diversity of expression, customs and practices within Islam and their impact on daily life.

Lesson sequence:

Wk	Learning Objective	Possible Activities
1	What does the word influence mean?	Introduce the big question, then discuss the meaning of the word influence using dictionary. How do the chn think influence happens? What things or people could influence us? What could we be influenced to do? Chn to record ideas on post it notes for floor book.
2	Who influences us?	Recap big question, what does the word influence mean? Ask chn to consider who is an influence to them and why. What does that person, or those people do to influence them? How do they behave? Do they teach us the right way to do things? How do they do this? Do the chn influence anyone, think about younger siblings/family members. Think about people in influential positions eg police, teachers etc, how do they influence people? Chn to contribute to class discussion, responses recorded for floor book.
3	Humanist beliefs about influence.	Show powerpoint from Humanism. Discuss what humanists think about how we should behave, ask the chn how they think this behaviour can influence others. Show the video of The Fox and The Stork. https://www.youtube.com/watch?v=7n538d6rHhE . Give chn scenarios, role play how they would act and how this could influence others. Take photos for floor book.
4	Christian beliefs about influence.	Who do the chn believe influences Christians, chn to record ideas on post its for floor book. Discuss the 10 commandments, how do these influence people, not just Christians? Discuss the teachings of Jesus, how did he influence people? Read/show the parable of The Sheep and the Goats. https://www.youtube.com/watch?v=iW5kdx-XwWY chn to discuss how God and Jesus influence people, record ideas on mind map for floor book.
5	Muslim beliefs about influence.	Discuss with the chn what we have covered so far about influence, what does it mean to influence someone. Discuss the similarities we have discovered when we have talked about influence in previous lessons. Possible visit from the Imam to discuss how Muhammad and the Qur'an influence Muslims. Take photos for floor book. Record similarities and differences from chn and put in floor book.
6	Assessment -	Recap big question. Chn to think about all we have discussed and mind map who influences our lives for books. Photocopy examples for floor book.

Links to other curriculum areas:

Notes:

Outline Scheme of Learning

Year 2	Big Question 5 – Why do different people have different views about God?	Focus – Philosophy with a touch on Theology. Religion – Christianity/Judaism
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Year 1</p> <ul style="list-style-type: none"> Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them. Give a simple reason using the word 'because' when talking about religion and belief. 	<p>Year 2</p> <ul style="list-style-type: none"> Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them. Talk about what people mean when they say they 'know' something. Give a reason to say why someone might hold a particular belief using the word 'because'. <hr/> <p>Core Knowledge: Introduce:</p> <p>Christianity</p> <ul style="list-style-type: none"> Key philosophical vocabulary. Ways of reasoning. Make links between beliefs and behaviour. Concepts: Creation, God, incarnation and salvation. The Bible as a sacred text for Christians and its different genres. <p>Judaism</p> <ul style="list-style-type: none"> The concept of one God The Torah as the five books of Moses, written in Hebrew. The different genre contained within the first five books. 	<p>Year 3</p> <ul style="list-style-type: none"> Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Talk about the difference between knowing and believing. Decide if a reason or argument based on a religion or belief makes sense to them and it is expressed clearly. Use more than one reason to support their view. <p>Core Knowledge Develop understanding of:</p> <p>Christianity</p> <ul style="list-style-type: none"> The different views about the nature of knowledge, meaning and existence. The work of one key Christian philosopher. Ethical theory, including the importance of love and forgiveness within Christian tradition. Christian perspectives on moral issues. Concepts: Creation and Fall, God (Trinity). Incarnation and Salvation. Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. <p>Judaism</p> <ul style="list-style-type: none"> The different views about the nature of knowledge, meaning and existence. Introducing ethical theory. Jewish perspectives on moral issues including the impact of the 613 mitzvot, especially the 10 commandments. The importance of loving one's neighbour. Concepts: One God, The Covenant, Mitzvot, Atonement. The Torah and Talmud as sources of authority

Lesson sequence:

Week	Learning Objective	Possible Activities
1. Do we all have the same view?	- what is a view?	Introduce big question, ask chn what they think a view is, then give a definition of the word. Ask the chn if we all need to think or feel that same way about something? Gather their thoughts and ask them to explain why they think that. Play a piece of music, gather chns thoughts on that piece of music. Do they all have to like it? If not, why not? Discuss this from a religious perspective, does everyone need to believe or follow a religion or a God? Responses to be recorded in floor book.
2. Who or what is God?	- to explain who God is.	Recap on the religions we have previously looked at? Can the chn name any? Do they all believe in the same God? Do they all believe in only one God? Does everyone believe in God? How do we know about God? Chn to share ideas for mind map for floor book.
3. Christian beliefs.	- what are Christian views on God?	Recap lesson 1, what were their thoughts on the piece of music played? Recap Christianity, what do Christians believe about God? Discuss the different denominations within Christianity, do they all have the same thoughts/views on God? What do Christians use to tell them about God? Show a bible verse/prayer 10 commandments ask the chn what they think they mean, what do they take from it? Do we all have to take the same meaning from it? Chn to share ideas and responses recorded for floor book, write thoughts on a post its for floor book.
4. Jewish beliefs	- what are Jewish views on God?	Review our thoughts on Christian views on God. Explain that Christianity and Judaism are Abrahamic religions and what this means. Explain that while the two religions have similar thoughts about God they have different perspectives. Recap 10 commandments and what they mean. Is the Christian understanding of the 10 Commandments the same as a Jewish understanding of them? Chn to compare and contrast Jewish and Christian views on God.
5.	- assessment.	Recap big question, chn to think about what they have discovered and share thoughts. Do we all need to think/feel the same way about something?

Links to other curriculum areas:

Notes:

Outline Scheme of Learning			
Year 3	Big Question: How do people express commitment to a religion/worldview in different ways?	Focus – Human and Social Science Religion – Christianity and Humanism	
Knowledge Progression:			
Pre-requisite/prior knowledge	Learning Intentions		Next stage
<ul style="list-style-type: none"> - Key vocabulary associated with the study of Christianity - The local church, symbolism and artefacts as expressions of Christianity - The importance of rites of passage, worship gathering and celebrations - Key Vocabulary associated with the study of Humanism - The role of ceremonies and cultural traditions - The Happy Human symbol - Impact of thinking about consequences 	Year 3 <ul style="list-style-type: none"> - Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family and society 	Year 4 <ul style="list-style-type: none"> - Describe ways in which beliefs can impact on and influence individuals lives, communities - Show awareness of how individuals, communities and society can also shape beliefs 	<ul style="list-style-type: none"> • Core Knowledge: Continue to develop understanding of: <ul style="list-style-type: none"> - The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work - The importance of the natural world and caring for the environment - The importance of the arts and sciences - The importance of love and relationships
	Develop understanding of: <ul style="list-style-type: none"> - The church, worship and festivals - The impact of Christian teaching on daily life and the varying expressions of prayer <ul style="list-style-type: none"> - Diverse practice in relation to ceremonies and cultural festivals - The importance of the natural world <ul style="list-style-type: none"> - The importance of love 		
Lesson sequence:			
Lesson/Week	Learning Objective	Possible Activities	
1. Engage.	What is a commitment?	Introduce the big question. What does it mean to commit to something? Can the chn think of anything that they have committed to? How do they express this commitment? Explain that to express something is to show how you feel through words and actions. Chn to mind map responses.	
2. Enquire and explore.	What does it mean to be a Christian?	Recap what is Christianity, what do Christians believe? How do they express their beliefs? Discuss Church attendance, donating to charity, rites of passage for Christians. Chn to draw a poster explaining the ways that Christians express their beliefs.	
3. Enquire and explore.	What does it mean to be a Humanist?	Introduce chn to Humanism https://www.twinkl.co.uk/resource/re-faith-today-humanism-year-4-lesson-2-t-re-1657793369 discuss the key features of Humanism and what they believe. How do they express this? https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn Discuss the golden rule. Chn to discuss the conundrum cards and share ideas.	
4. Enquire and explore.	Compare and contrast Christianity and Humanism.	Compare and contrast Christianity/Humanism and how individuals express their beliefs. How are they similar, how are they different? Chn to complete a table showing the similarities and differences.	
5. Evaluate.	To understand the different ways of expressing commitment.	Recap previous lesson on similarities and differences. How do individuals express their beliefs? Chn to list the different ways that individuals express their beliefs.	
6. Express	Assessment.	Recap the big question, what have we learnt, how might you answer this question? Children to mind map responses	
Links to other curriculum areas:			
Notes:			

Outline Scheme of Learning		
Year 3	Big Question 2 – What is the Trinity?	Focus- Theology. Religion- Christianity.
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Core Knowledge: KS1 Introduce:</p> <ul style="list-style-type: none"> -Concepts: Creation, God, incarnation and salvation. - The life and teachings of Jesus. - The Bible as a sacred text for Christians and its different genres. <p>Learning Intentions:</p> <p>Retell a narrative, story or important text from at least one religion or worldview and recognise a link with belief.</p> <ul style="list-style-type: none"> - Recognise different types of writing from within one text. <p>-Recognise that some beliefs connect together and begin to talk about these connections.</p> <ul style="list-style-type: none"> - Give different examples of how Christians beliefs influence daily life. 	<p>Core Knowledge: KS2 Develop understanding of:</p> <p>Concepts: Creation and Fall, God (Trinity), Incarnation and Salvation.</p> <p>Sources of authority such as the Bible, creeds, tradition and different genres and interpretations.</p> <p>Key teachings from important Christian thinkers.</p> <p>Learning Intentions: Year 3</p> <ul style="list-style-type: none"> - Show awareness of different sources of authority and how they link with beliefs. - Identify different types of writing and give an example of how a believer might interpret a source of authority. - Show awareness of some of the similarities and differences between and within religions and worldviews. - Recognise ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others. <p>Year 4</p> <ul style="list-style-type: none"> - Identify different sources of authority and how they link with beliefs. - Make clear links between different beliefs being studied within a religion or worldview. - Identify the similarities and differences between and within religions and worldviews. - Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others. 	<p>Core Knowledge:</p> <p>Continue to develop understanding of:</p> <p>Concepts: Creation and Fall, God (Trinity), Incarnation and Salvation.</p> <p>Sources of authority such as the Bible, creeds, tradition and different genres and interpretations.</p> <p>Key teachings from important Christian thinkers.</p> <p>How events in society have influenced Christian beliefs.</p>
Lesson/Week	Learning Objective	Possible Activities
1. What does Trinity mean? Engage.	- I can explain what the word Trinity means.	Introduce the big question. Pay close attention to the beginning of the word Trinity, have the chn seen the tri anywhere before. Think about triangle, tricycle, trident, tripod, triple. What do all these things have in common? Show images of the objects for the chn to recognise the importance of 3. Introduce the chn to the concept of the Holy Trinity and its importance to Christians. Chn to complete 3 different things they are in one person to link to the concept of the same person being more than one thing. Model using three things you are as an example: eg mum, teacher, sister/daughter or a hobby you have. Reference Matthew 28:18–20.
2. God the Father. Explore.	- I can discuss God as the Father.	Recap on the meaning of the word Trinity, what is the Holy Trinity? Introduce chn to God as the Father. Revisit the creation story and explain that Christians see God as the father as he created the world and is Lord over the universe. Calling him God the Father gives great respect and power to Him. Chn to make notes on why Christians call God Father.
3. God the Son. Explore.	- I can discuss God as the Son.	Revisit last lesson, why do Christians call God Father. Introduce chn to God the Son, explaining that Christians see God the Son as God in human form – Incarnation. Explain that part of God came to Earth in Jesus. Ask chn why Jesus is important to Christians and what he was sent to Earth to do, and what Jesus did to save humanity. https://www.youtube.com/watch?v=mNPajQO58iY chn to make notes on why Christians call God The Son.
4. God the Holy Spirit. Explore.	- I can discuss God as the Holy Spirit.	Revisit last lesson, why do Christians call God The Son? Introduce God as the Holy Spirit, explaining that as the Holy Spirit God is with/in Christians always and allows them to live a life of goodness and act in a way that God wants them too. Explain that when Christians are baptised or pray they say the words In the name of the Father, and of the son and of the holy spirit to offer themselves to God's work on Earth. https://www.youtube.com/watch?v=8Z10Du-rLmg
5. Which part of the Holy Trinity do Christians think is most important? Enquire/Express	- I can explain the importance of the Holy Trinity to Christians.	Revisit what has been covered. Can the chn name each part of The Holy Trinity? Read the Nicene Creed, ask the chn if they can hear the names of the Holy Trinity in it. Explain that this was created so that all Christians would have a common prayer that serves as a rule of faith for members of the Christian faith. Chn to reflect on the Holy Trinity and discuss which the think is most important to Christians and explain why. Record ideas of chn/chn to write sentences explaining their choice.
6. Assessment. Evaluate/Express	- I can describe the Holy Trinity and its importance to Christians.	Recap the big question, can the chn explain what the Holy Trinity is? Chn to draw, label and write sentences explaining what the Holy Trinity is.
Links to other curriculum areas:		
PSHE – communities I belong to.		
Notes:		

Outline Scheme of Learning

Year 3	Big Question 3 – What is Philosophy? How do people make moral decisions?	Focus – Philosophy. Religion – Islam, Hinduism and Humanism
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>KS1 Core Knowledge Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.</p>	<p>Year 3</p> <ul style="list-style-type: none"> • Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. • Talk about the difference between knowing • Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. • Recognise some of the similarities and differences between these ideas. <p>Year 4</p> <ul style="list-style-type: none"> • Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. • Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. • Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences. 	<p>Core knowledge - Continue to develop understanding of: The different views about the nature of knowledge, meaning and existence. Introducing ethical theory. Introduce moral issues and consider the consequences of action in relation to karma. Muslim perspectives on moral issues, including the idea of 'intention'. Introducing ethical theory such as utilitarianism. Examples of the writing of a Humanist philosopher. Importance of evidence and reasoning in Humanist thought.</p>
<p>Core knowledge: The different views about the nature of knowledge, meaning and existence. Introducing ethical theory. Introduce moral issues and consider the consequences of action in relation to karma. Muslim perspectives on moral issues, including the idea of 'intention'. Introducing ethical theory such as utilitarianism. Examples of the writing of a Humanist philosopher. Importance of evidence and reasoning in Humanist thought.</p>		

Lesson sequence:

Week	Learning Objective	Possible Activities
1. What is philosophy?	To understand and describe philosophy.	Introduce the big question, mind map responses in floor books. Introduce the chn to philosophy can they remember where philosophy began? Explain that when a question is asked sometimes there is no one right or wrong answer. Show Philosophy questions powerpoint posing one of the questions. Can the chn answer? Why? Write question in floor book and record chns responses.
2. What are morals?	To understand what morals are.	Recap big question and philosophy. Introduce morals and moral dilemmas. What is a moral dilemma? Show powerpoint on moral dilemmas, what would the chn do in that situation? Explain that morals are something that we chose to live by. Making choices can have consequences, both good and bad. Can the chn think of a time where they have had to make a difficult choice? What did they do and what was the consequence? Show the sweet shop dilemma, chn to record responses, choose some to be these to be put in floor book. Chn to role play the dilemmas.
3. Karma	To explain what karma is.	Recap prior learning. Introduce chn to karma. What do the chn think this is? Record responses for floor book. Children play Snakes and Ladders – discuss feelings when playing. Introduce original snakes and ladders boards that originated from India. Discuss similarities and differences. Discuss that going up the ladder means having good things happen to you and going down the snake is bad things happening. Discussion: agree or disagree with 'In life, you can't throw a dice and have good and bad choices be made for you. You have to make the decision yourself to make good and bad choices.' Record responses in floor book.
4. Muslim beliefs on 'intention'	To explore what Muslims believe about 'intention'.	Recap prior learning. Poss visit from Imam Zubair to discuss Muslim perspectives on 'intention'. Prophet Muhammad <i>"Verily, in the body is a piece of flesh which, if sound, the entire body is sound, and if corrupt, the entire body is corrupt. Truly, it is the heart."</i> This means that the connection between the heart and our intentions is closer than we think. Introduce chn to 'taqwa' Muslims being God conscious is one of the ways to show that intentions are pure. How is this similar to karma? Chn to compare and contrast.
5.	To compare and contrast beliefs on morals.	Recap what the chn have discussed so far. Discussion: Do you need to believe in a God or religion to make moral decisions? Chn to think about all that they have discussed throughout the unit of learning. What does it mean to make a moral decision? Chn to mind map in their books and some responses recorded in floor book.
6. Express	Assessment.	Recap big question, mind map in floor book to compare with when big question introduced.

Links to other curriculum areas: History – Ancient Greece birth place of philosophy PSHE – responsibilities.

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Outline Scheme of Learning

Year 3	Big Question 4 – How do Buddhists express their religious beliefs in modern Britain?	Focus – Human and Social Science Religion – Buddhism.
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions		Next stage
<p>KS1 Year 2</p> <ul style="list-style-type: none"> Recognise the names of different religions, religious beliefs and worldviews and use them correctly. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. <p>Core Knowledge Introduce.</p> <ul style="list-style-type: none"> Key vocabulary associated with the study of Buddhism. Monasteries, temples, festivals, ceremonies, devotion and symbolism as expressions of Buddhism. The importance of not hurting living things and Buddhist stories on daily life. 	<p>Year 3</p> <ul style="list-style-type: none"> Identify some of the ways people use the term 'religion' and 'belief' when exploring religions, beliefs and worldviews. Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. 	<p>Year 4</p> <ul style="list-style-type: none"> Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. 	<p>Continue to develop understanding of:</p> <ul style="list-style-type: none"> The different views about the nature of knowledge, meaning and existence. Links between suffering and the Four Noble Truths. Buddhist perspectives on moral issues and consideration of the consequences of action in relation to karma.
	<p>Develop understanding of:</p> <ul style="list-style-type: none"> Key vocabulary and global diversity associated with the study of Buddhism. Mediation and study, festivals and pilgrimage and symbolism. Varying practice, and the importance of looking after the environment. 		

Lesson sequence:

Wk	Learning Objective	Possible Activities
1	- to understand who a Buddhist is and what they believe.	Introduce big question, introduce chn to Buddhism and what Buddhists believe. https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv chn to recall facts about Buddhism, complete quiz on Buddhism.
2	- to explore beliefs in modern Britain.	Recap previous lesson on who a Buddhist is. Ask the chn what religions or worldviews that they can name. What does this tell us about life in modern Britain? Discuss religious beliefs in the past, explaining that there was a period in Britain where people were less tolerant of religious beliefs. Chn to understand that due to immigration to Britain there are now more religions and beliefs within Britain. Chn to share ideas and responses recorded for floor book.
3	- to understand Buddhist worship.	Ask chn how do Christians worship, where do they go to worship, how do Christians worship? Introduce chn to Buddhist worship, to the temple, to the Buddhist Holy book and how Buddhists worship. How is this different to Christian worship? Chn to compare similarities and differences between the two religions.
4	- to explain how Buddhist beliefs are relevant in society today.	Using what the chn have learnt about Buddhism, use this to say how Buddhist beliefs are relevant in modern Britain, eg taking care of the environment and mediation. Why is this important in society? Chn to record ideas on post it notes to go into floor book.
5	- to explore how the Eight Fold path can be used in society today.	Discuss the Eight Fold path, what it involves and how Buddhists follow this. Chn to explore how these can be used by all people not just Buddhists in everyday life. Chn to choose elements of the path explaining how this can be used in everyday life. Put chn on groups with one of the elements, discuss as a group and mind map for floor book.
6	Assessment – to understand how Buddhists express their beliefs.	Recap big question, chn to mind map responses to go into books. Photocopy examples for floor book.

Links to other curriculum areas: History – beliefs in Britain in the past. PSHE – respect for other religions and beliefs.

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Outline Scheme of Learning

Year 3	Big Question 5 – What do Muslims believe about God?	Focus – Theology with a touch on philosophy. Religion – Islam
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage		
<p>KS1: Year 2</p> <ul style="list-style-type: none"> Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text. Recognise that some beliefs connect together and begin to talk about these connections. Give different examples of how Muslim beliefs influence daily life. <p>Core Knowledge: Introduce:</p> <ul style="list-style-type: none"> The concept of one God. The life and teachings of the Prophet Muhammad. The Qur'an as a revered scripture. Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Year 3</p> <ul style="list-style-type: none"> Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority. Recognise that beliefs are influenced by events in the past and present. Identify some links between beliefs being studied within a religion or worldview. Show an awareness of some of the similarities and differences between and within religions and worldviews. Recognise ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others. </td> <td style="width: 50%; vertical-align: top;"> <p>Year 4</p> <ul style="list-style-type: none"> Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious worldviews. Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within a religion or worldview Identify ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others. </td> </tr> </table> <p>Develop understanding of:</p> <ul style="list-style-type: none"> Concepts: Tawhid, Creation, Prophethood, Revelation, Khalifah and Akhirah. The life and teachings of the Prophet Muhammad and the Six Articles of Sunni belief. The Qur'an and Hadith as sources of authority, different genres and the value of recitation. 	<p>Year 3</p> <ul style="list-style-type: none"> Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority. Recognise that beliefs are influenced by events in the past and present. Identify some links between beliefs being studied within a religion or worldview. Show an awareness of some of the similarities and differences between and within religions and worldviews. Recognise ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others. 	<p>Year 4</p> <ul style="list-style-type: none"> Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious worldviews. Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within a religion or worldview Identify ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others. 	<p>Continue to develop understanding of:</p> <ul style="list-style-type: none"> Key teachings from important Muslim teachers. The impact of the spread of Islam. How experiences have impacted on belief.
<p>Year 3</p> <ul style="list-style-type: none"> Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority. Recognise that beliefs are influenced by events in the past and present. Identify some links between beliefs being studied within a religion or worldview. Show an awareness of some of the similarities and differences between and within religions and worldviews. Recognise ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others. 	<p>Year 4</p> <ul style="list-style-type: none"> Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious worldviews. Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within a religion or worldview Identify ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others. 			

Lesson sequence:

Wk	Learning Objective	Possible Activities
1. Who is God?	- to explain who God is.	Introduce big question. What can the chn recall about God? What do different religions/people believe about God? Are all beliefs about God the same? Do all religions believe in one God? Chn to mind map who God is and what people/religions believe about God or Gods.
2. What do Muslims believe?	- to understand Muslim beliefs.	Recap the big question. Introduce chn to Islam, ask if anyone can recall anything from multifaith day, what does a Muslim believe? #Lesson Presentation Main Beliefs.ppt . Chn to record the Five Pillars of Islam in books, in groups describe a pillar for others to name the pillar that is being described.
3. The Qur'an.	- to understand the importance of The Qur'an.	Recap big question. What is the Holy Book for Christians called? What is its importance to Christians? Introduce chn to The Qur'an and Allah explaining that this is Muslims Holy Book and the name of God. Explain that The Qur'an contains the word of Allah, which was passed to the Prophet Muhammad for him to share with Muslims. Explain that The Qur'an tells Muslims how to live. Lesson Presentation Holy Book.pptx . Chn to draw and label The Qur'an and explain its importance to Muslims.
4. Who is Allah?	- to explain the importance of Allah.	Recap big question, what can the chn recall of their learning so far? Reintroduce the chn to the name Allah, explain who Allah is. Chn to write an explanation of who Allah is and what Muslims believe Allah did (sent the Angel Gabriel to pass his message to the Prophet Muhammad, created the world). What is this similar to? Which religions does this remind the chn of?
5. Muslim views.	- to understand Muslim views about God.	Invite the Imam into school to discuss the importance of Allah to Muslims to the chn. Chn to ask the Imam questions about Muslim beliefs about God. Responses to be recorded for floor book.
6. Assessment.	- to explain what Muslims believe about God.	Recap big question, chn to write an explanation of what Muslims believe about God (Allah) and how this impacts their daily life.

Links to other curriculum areas:

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Outline Scheme of Learning			
Year 4	Big Question: Who is God?	Focus- Theology Religion – Christianity/Hinduism/Buddhism	
Knowledge Progression:			
Pre-requisite/prior knowledge	Learning Intentions		Next stage
<p>Buddhism</p> <ul style="list-style-type: none"> - Varying beliefs about God - Concepts: The Buddha and the Triple Refuge - The Jakata and Tipitaka <p>Christianity</p> <ul style="list-style-type: none"> - Concepts: Creation, God, incarnation and salvation - The life and teachings of Jesus - The Bible as a sacred text for Christians and its different genres <p>Hinduism</p> <ul style="list-style-type: none"> - Concepts: Braham and Avatars - Hindu Holy Books including the Ramayana 	<p>Year 3</p> <ul style="list-style-type: none"> - Show awareness of different sources of authority and how they link with beliefs - Identify different types of writing and give an example of how a believer might interpret a source of authority 	<p>Year 4</p> <ul style="list-style-type: none"> - Identify different sources of authority and how they link with beliefs - Give examples of different writings and different ways in which believers interpret sources of authority 	<p>Continue to develop understanding of:</p> <p>Buddhism</p> <ul style="list-style-type: none"> - The Jakata tales, Tipitaka and Metta Sutta - Key writings of Buddhist teachers - How Buddha's experience impacted on beliefs <p>Christianity</p> <ul style="list-style-type: none"> - Sources of authority such as the Bible, creeds, tradition and different genres and interpretations - How events in society have influenced Christian beliefs <p>Hinduism</p> <ul style="list-style-type: none"> - The oral tradition and the Vedas, different genre and interpretations - Examples of teachings of Hindu teachers - Examples of events and experiences which have impacted on Hindu beliefs
	<p>Develop understanding of:</p> <p>Buddhism</p> <ul style="list-style-type: none"> - Concepts: the Buddha, Four Noble truths, the cycle of birth, death and rebirth - The varying beliefs about God <p>Christianity</p> <ul style="list-style-type: none"> - Concepts: Creation and Fall, God (Trinity), Incarnation and Salvation - The life and teachings of Jesus - Sources of authority, such as the Bible <p>Hinduism</p> <ul style="list-style-type: none"> - Concepts: Brahman, Ataman, Avatars, Ahimsa, Samsara and Karma - The oral tradition and the Vedas 		
Lesson sequence:			
Wk	Learning Objective	Possible Activities	
1	To explore different beliefs about God.	Introduce the big question. Chn to share ideas about who they think God is. Is God the same for everyone. Does everyone believe in God? Can the children think of any religions where there is more than one God? On post it notes explain who they think God is.	
2	To explore Buddhist beliefs about God	What do Buddhists believe about God? Chn to share their ideas. Who do Buddhists think God is? Explain that Buddhists do not believe in a God, but live by rules (the 5 precepts and the eight fold noble path) https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv	
3	To explore Christian beliefs about God	What do Christians believe about God? Chn to share their experiences of God. Who do Christians think God is? Discuss the Trinity, God as the creator. Chn to draw an image of what they think God looks like.	
4	To explore Hindu beliefs about God	What do Hindus believe about God? Do Hindus believe in God? https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p Who is Brahman? Discuss deities and that Brahman can be represented in different forms. Chn to write facts and describe Brahman and the deities.	
5	To understand that different religions have different beliefs about God	Recap prior learning and discuss different beliefs about God. Chn to describe what each religion believes about God. Discuss similarities and differences on beliefs about God and mind map.	
6	Assessment	Recap the big question, how can answer it? Chn	
Links to other curriculum areas:			
PSHE – different cultures and beliefs.			
Notes:			

Outline Scheme of Learning

Year 4	Big Question 2 – What do we mean by truth? Is seeing believing?	Focus- Philosophy Religion- Humanism and Sikhism light touch on Christianity
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>- Core Knowledge: KS1 Introduce: Humanism and Sikhism: Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.</p> <p>- Learning Intentions: Talk about the questions a story or practice from religion or worldview might make them ask about the world around them. Talk about what people mean when they say they 'know' something. Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p> <p style="text-align: center;">Learning Intentions: Year 3</p> <p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Talk about the difference between knowing and believing. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view. Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad' Recognise some of the similarities and differences between these ideas.</p>	<p style="text-align: center;">Core Knowledge: KS2: develop understanding of:</p> <p style="text-align: center;">Humanism: The different views about the nature of knowledge, meaning and existence. Examples of the writing of a Humanist philosopher. Importance of evidence and reasoning in Humanist thought.</p> <p style="text-align: center;">Sikhism: The different views about the nature of knowledge, meaning and existence Introducing ethical theory. Sikh perspectives on moral issues, including the impact of 'hukam' and emphasis on equality.</p> <p style="text-align: center;">Learning Intentions: Year 4</p> <p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. Give reasons for more than one point of view, providing pieces of evidence to support these views. Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p style="text-align: center;">Continue to develop understanding of:</p> <p style="text-align: center;">Humanism The different views about the nature of knowledge, meaning and existence. Introducing ethical theory such as utilitarianism. Examples of the writing of a Humanist philosopher. Importance of evidence and reasoning in Humanist thought.</p> <p style="text-align: center;">Sikhism: The different views about the nature of knowledge, meaning and existence Introducing ethical theory. Sikh perspectives on moral issues, including the impact of 'hukam' and emphasis on equality.</p>

Lesson sequence:

	Learning Objective	Possible Activities
1. What is truth? What is seeing? Engage.	- I can explain what it means to be truthful and to see.	Introduce the big question, what do the chn believe to be meant by the word truth, what do chn believe it is to see? Give chn post it notes to record their ideas. Why is it important to tell the truth? Chn to share ideas.
2. What do Sikhs say about truth? Explore/Enquire.	- I can discuss what Sikhs believe about truth.	Recap the big question, introduce the chn to Sikhism. Are there any similarities with other religions they are familiar with? Explain what Sikhs believe about truth. Discuss the meaning of the word 'Sikh' means 'seeker of truth'. Explain the teachings of Guru Tegh Bahadur regarding living an honest life. https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zkjpkmn Chn to compare and contrast with Christianity, particularly the commandment 'thou shalt not bear false witness'.
3. What do humanists say about truth? Explore/enquire.	- I can discuss what Humanists believe about truth	Revisit what Sikhs believe about truthfulness. Introduce Humanism and what it is https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn What do Humanists believe about truth, does it align with what Sikhs believe? Why do the chn think this is? Chn to share ideas about both ways of living.
4. Is it ever right to lie? Enquire/Explore	- I can discuss the morality of lying.	Revisit why it is important to be truthful, what do the chn think about truthfulness? Ask the question is it ever ok to tell a lie? Give different scenarios to the chn and ask what they would do in that situation. Chn to role play different scenarios.
5. Do we need to see something to know that it's there? Enquire/Explore	- I can explain knowing and not seeing.	Ask the chn is there anything around us that we cannot see but we know is there. Chn to think about air, wind, sounds, dinosaurs – we have never seen one but we know that they existed due to fossils. Pose the question regarding this and God. How do we know that he doesn't exist because we can't see him? What do Humanists believe about science and what do Sikhs believe about God? Do we need to see something to know that it is there? Record ideas from chn linking to both Humanism and Sikhism
6. Assessment. Evaluate.	- I can describe what it is to be truthful and whether we need to see something to believe it.	Recap the big question. Chn to discuss everything they have learnt and conclude what they believe about truthfulness and whether we need to see something to know that it is there. Chn to record their thoughts and conclusions linking to Humanism and Sikhism.

Links to other curriculum areas:

Drama – role play	
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Notes:

Outline Scheme of Learning

Year 4	Big Question 3 – How do beliefs shape identity for Muslims?	Focus – Human and social science. Religion – Islam.
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Core Knowledge: KS1 Introduce: Key vocabulary associated with the study of Islam. The masjid (mosque), the Five Pillars of Islam, symbolism and artefacts. The role of festivals, ceremonies and Madrassah in the Muslim tradition.</p>	<p>Year 4</p> <ul style="list-style-type: none"> • Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. • Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. • Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. <p>Year 5</p> <ul style="list-style-type: none"> • Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. • Show awareness that talking about religion and belief can be complex. • Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. • Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. 	<p>Continue to develop understanding of: Key vocabulary and global diversity associated with the study of Islam. The masjid, the Five Pillars of Islam and the three main Muslims traditions (Sunni, Shia and Sufi). Diversity of expression, customs and practices within Islam and their impact on daily life. The importance of Ramadan, the two Eid festivals and Jummah prayers.</p>
	<p>Develop understanding of: Key vocabulary and global diversity associated with the study of Islam. The masjid, the Five Pillars of Islam and the three main Muslims traditions (Sunni, Shia and Sufi). Diversity of expression, customs and practices within Islam and their impact on daily life. The importance of Ramadan, the two Eid festivals and Jummah prayers.</p>	

Lesson sequence:

Wk	Learning Objective	Possible Activities
1. What is identity?	To explore what identity is and means.	Introduce the big question, mind map in floor book with chns responses. Show the word identity, what do the chn think it means? Show dictionary definition of the word. Chn to list their characteristics that gives them their identity what make them them. Model what gives you your identity. Copy some for floor book.
2. Who is a Muslim?	To understand who a Muslim is.	Can chn recall any facts about Islam, show powerpoint on Five Pillars of Islam. How does this shape their identity? Chn to draw and label the Five Pillars. Chn to recall how they show their identity
3. Beliefs.	To explore what a Muslim believes.	Recap the Five Pillars of Islam. Explain the Islam is one of the Abrahamic religions along with Christianity and Judaism, so they are similar in that they recognise one God. Show powerpoint of main beliefs of a Muslim. How do Muslims show that they belong to their faith family?
4. Places of worship.	To understand the importance of the Mosque.	Discuss places of worship. Where do different religions go to worship. Show images of different places of worship, can the chn name the religion it belongs to. Look at the features found inside a mosque, what does this tell us about the beliefs of the worshippers? How does this shape their identity? Chn to draw a mosque and label.
5. Festivals.	To understand Muslim festivals and how Muslims celebrate.	Recap Muslim beliefs. What is a festival? What festivals do we celebrate in the UK? How does this shape our identity? Introduce Ramadan and Eid, explain that this is a very holy time for Muslims. Discuss what Muslims do to celebrate and practice this time in the Islam holy calendar. Chn to record how Muslims celebrate Ramadan and Eid. Is this similar to how other religions celebrate? Mind map in the floor book.
6. Evaluate	Assessment	Revisit big question, mind map in books with chn recalling what they have learnt during the unit to answer question. Copy some examples for floor book.

Links to other curriculum areas: PSHE – respect for others, belonging and communities.

Outline Scheme of Learning		
Year 4	Big Question 4 – Why is there so much diversity of belief within Christianity?	Focus – Human and Social Science with a light touch on Theology. Religion – Christianity.
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	
Core Knowledge: Introduce KS1 <ul style="list-style-type: none"> Key vocabulary associated with the study of Christianity. The local church(es), symbolism and artefacts as expressions of Christianity. The importance of rites of passage, worship gathering and celebrations. The Bible as a sacred text for Christians and its different genres. 	Year 3 <ul style="list-style-type: none"> Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. Identify some similarities and differences in how people practice and express beliefs both within and between at least two different religions/worldviews. Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. Identify different types of writing and give an example of how a believer might interpret a source of authority. 	Year 4 <ul style="list-style-type: none"> Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. Describe some of the varying ways in which religions and beliefs are practiced locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. Give examples of different writings and different ways in which believers interpret sources of authority.
	Develop understanding of: <ul style="list-style-type: none"> Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. Key vocabulary and global diversity associated with the study of Christianity. The church, worship and festivals. The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work 	Next stage <ul style="list-style-type: none"> Continue to develop understanding of: <ul style="list-style-type: none"> Concepts: Creation and Fall, God (Trinity), Incarnation, and Salvation. The life and teachings of Jesus. Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs
Lesson sequence:		
Wk	Learning Objective	Possible Activities
1	- to explain what Christianity is.	Introduce big question, what facts can the chn recall about Christianity? What do Christians believe about God, Jesus and how do they worship? Chn to mind map Christianity in groups for floor book.
2	- to understand what diversity means.	Using dictionary definition for the word diversity. What does this mean for modern society, are we all the same? Give chn scenarios and ask how they may behave in that situation, what may they say? Ask the chn if they think all Christians worship in the same way, do all Christians have the same beliefs about God and Jesus. Can the Bible and the word of God be interpreted in different ways. Using Bible passages chn to discuss what they think it means. Record responses for floor book.
3	- to research denominations within Christianity.	Ask chn about the different people who live in modern Britain? Are we all the same? Chn to research the different denominations within Christianity, how many can they find? Can they name them? Write information in books. Chn to come together and names of denominations to be written in floor book.
4	- to explore denominations within Christianity.	Recap previous lesson, what denominations of Christianity can the chn remember? In groups chn to research one denomination and write down facts about it. Present information to the class. Group work to go into floor books.
5	- to compare the beliefs of the denominations within Christianity.	Using information gathered in the research sessions, chn to look at the beliefs of the denomination they researched. Can they discover what is the same and what is different about beliefs, worships and practices within the denominations. Present findings to class, all findings to go into floor books.
6	Assessment	Recap big question, recap previous learning. Chn to mind map the big question using all the information they have gathered, what can they say about diversity in Christianity.
Links to other curriculum areas: Computing – safe use of internet, using reliable sources. PSHE – respect for others and differences.		
Notes:		

Outline Scheme of Learning

Year 4	Big Question 5 – Creation and Science: do they agree?	Focus – Philosophy with a touch on Theology. Religion – Christianity and Humanism with a light touch on other religions.
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Year 3</p> <ul style="list-style-type: none"> Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Talk about the difference between knowing and believing. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view. Recognise some of the similarities and differences between these ideas. <p>Core Knowledge: Introduce KS1</p> <ul style="list-style-type: none"> Concepts: Creation, God, incarnation and salvation. Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour. 	<p>Year 4</p> <ul style="list-style-type: none"> Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief Give reasons for more than one point of view, providing pieces of evidence to support these views. <p>Year 5</p> <ul style="list-style-type: none"> Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts. Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument. <p>Develop understanding of: Christianity/Humanism</p> <ul style="list-style-type: none"> Concepts: Creation and Fall, God (Trinity), Incarnation and salvation. The different views about the nature of knowledge meaning and existence. 	<p>Continue to develop understanding of:</p> <ul style="list-style-type: none"> Concepts: Creation and Fall, God (Trinity), Incarnation and salvation. The different views about the nature of knowledge meaning and existence.

Lesson sequence:

Wk	Learning Objective	Possible Activities
1. What is creation?	- to understand what Creation is.	Introduce the big question. What do the chn know about Creation and science? What does religion tell us about creation? What does science tell us about creation? Discuss theories and questions. Chn to mind map thoughts.
2. How do Christians believe the world was created?	- to retell the Creation story.	Ask the chn to retell the creation story, what happened on each day of the Creation story in the Old Testament? Chn to draw a comic strip of the Creation story and label each one explaining what happened on each day. #Lesson Presentation Judaism and Christianity.ppt
3. How do people believe Science created the world?	- to understand scientific theory about creation.	Recap big question, what can the chn explain about creation. Introduce chn to The Big Bang, the scientific theory on how the world was created. cfe2-s-36-cfe-second-level-the-big-bang-theory-powerpoint_ver_2.pptx chn to write a scientific explanation of creation.
4. How do the creation and science stories differ?	- to compare and contrast religion and science.	Recap on both creation stories. Pose the question would it be possible for the world to be created in just seven days? Chn to write responses on a post it. Also pose the question if we have so much scientific evidence to support the big bang why do people still believe the religious story? Recap the big question on seeing and believing. Can we believe either religion or science as there was no one around to witness either? Chn to record ideas on post its for floor book or mind map responses.
5. What do other religions believe? compare	- to compare religious beliefs on Creation	Recap Christian creation story, chn to retell. Ask chn to name other religions. Introduce chn to creation stories from other religions. #Lesson Presentation Comparing Creation Stories 1.ppt Chn to compare stories on creation. (venn diagram or table)
6. Assessment	- to explain religion and scientific stories on creation	Recap big question. Chn to create a poster creation vs science. Can they ever agree?

Links to other curriculum areas: Science.

Notes:

Outline Scheme of Learning

Year 5	Big Question 1 - Where do religious beliefs come from?	Focus- Theology Religion- Christianity/ Islam/ Judaism/ Buddhism
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> - Show awareness of different sources of authority and how they link with beliefs. - Show awareness of some similarities and differences between and within religions and worldviews. <p style="text-align: center;">Core Knowledge: Develop understanding of: -Concepts: God (Trinity) - The life and teachings of Jesus - How events in society have influenced Christian beliefs.</p>	<p style="text-align: center;">Year 5</p> <p style="text-align: center;">Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. Describe how events in history and society have influenced some religious and non-religious worldviews. Describe the connections between different beliefs being studied and link them to sources of authority.</p> <p style="text-align: center;">Core knowledge- Develop understanding of:</p> <ul style="list-style-type: none"> - The life and teachings of the prophet Muhammed and the Six Articles of Sunni Belief. - The Qur'an and Hadith as sources of authority, different genres and the value of recitation. <ul style="list-style-type: none"> - The Torah and Talmud as sources of authority - Narratives associated with the development of the Jewish tradition. - Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. <ul style="list-style-type: none"> - How Buddha's experience impacted on beliefs. 	<p style="text-align: center;">Continue to develop understanding of:</p> <ul style="list-style-type: none"> - The life and teachings of the prophet Muhammed and the Six Articles of Sunni Belief. - The Qur'an and Hadith as sources of authority, different genres and the value of recitation. <ul style="list-style-type: none"> - The Torah and Talmud as sources of authority - Narratives associated with the development of the Jewish tradition. - Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. <ul style="list-style-type: none"> - How Buddha's experience impacted on beliefs. <p style="text-align: center;">KS3 Writings of Buddhist theologians e.g. Dalai Lama The Dhammapada, role of the Sangha and authority given to teachings of Buddha.</p>

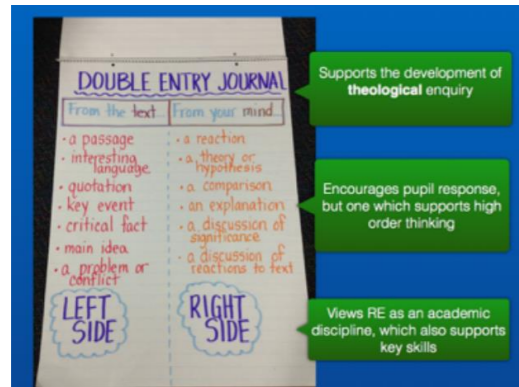
Lesson sequence:

Lesson/Week	Learning Objective	Possible Activities
1	To understand how the Bible works and how it is organised.	Give the chn a selection of genres of reading e.g. a map, instructions, poetry, stories, songs etc.... Ask them to sort them into piles. Can they label their genre? Can they explain how they would be used? Introduce Big Question and explain that all of the above can be found in the Bible. Is it a source of authority for Christians? Use https://request.org.uk/resource/bible/introduction-to-the-bible/the-bible/ to introduce the Bible. Make notes of initial thoughts and answers to the big question.
2 and 3	To understand and describe different sources of authority and how they link to belief.	Use the diagram 'sources of authority' to explain that religious belief is influenced by more than one source. How do Christians use the Bible? https://request.org.uk/resource/bible/introduction-to-the-bible/how-do-christians-use-the-bible/ Look in detail at one of the Parables of Jesus e.g. The Prodigal Son by using the Double Entry Journal technique. What does the parable teach Christians?
4	To understand the genres and texts in the Bible.	The Law- Use this video to show that the laws from the Old Testament were fulfilled by Jesus, the Messiah. Chn to complete a mind map to show links between Old Testament and New Testament and the parable chosen in the previous lesson. https://www.youtube.com/watch?v=3BGO9Mmd_cU
5	To understand the genre and texts in the Bible	Sacrifice and Atonement: Video . Hey Tract in resources- use this as a springboard for a drama activity. Chn to create freeze frames to show how Jesus' sacrifice is linked to Christian belief in atonement.
6	To show their understanding of the Bible and its reliability and authority.	Children to design a poster to answer the Big question (see examples in resources). Chn to express what can be found in the Bible, connections between Old and New Testaments and connections to how a Christian chooses to live.

Links to other curriculum areas:

Art- Poster	Drama
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Notes:



Outline Scheme of Learning		
Year 5	Big Question 2 - What does it mean to be saved?	Focus- Philosophy Religion- Christianity/ Islam/ Judaism/ Buddhism
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> - Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. - Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. <ul style="list-style-type: none"> - Use more than one reason to support their view. <li style="padding-left: 40px;">Core Knowledge: Introduce: <ul style="list-style-type: none"> - Ways of reasoning - Making links between belief and behaviour <li style="padding-left: 40px;">Develop understanding of: <ul style="list-style-type: none"> - The different views about the nature of knowledge, meaning and existence. - Christian perspectives on moral issues. - Buddhists perspectives on moral issues and consideration of the consequences of action in relation to karma. - Muslim perspectives on moral issues, including the idea of 'intention' Jewish perspectives on moral issues including the impact of 613 mitzvot- 10 commandments. 	<p>Explain a range of answers to ethical and moral questions and issues drawing conclusion and showing awareness of diversity of opinion and why there are differences.</p> <p>Link a range of different pieces of evidence together to form a coherent argument.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> - The different views about the nature of knowledge, meaning and existence. <ul style="list-style-type: none"> - Links between suffering and the Four Noble Truths - Ethical theory, including the importance of love and forgiveness within Christian tradition. <ul style="list-style-type: none"> - Introducing Islamic ethical theory - The importance of loving one's neighbour. 	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate in different ways in which philosophers understand abstract concepts.</p>
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	Outline the timeline of the 'big story' of the Bible, explaining how incarnation and salvation fit within it.	A quick revision of the 'Big story'- give pupils some key concepts and key events and order them. Class feedback. Give pupils some artworks depicting the last days of Jesus' life, starting from the Last Supper (see resources). Ask them to identify the events, matching them up with biblical texts, putting them in the correct order. Mark's Gospel has the most succinct account (chapters 14-15). Introduce the terms 'incarnation,' and 'salvation'. What do they mean to the chn? Discuss. What Bible stories can they relate to these terms?
2.	Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.	Ask pupils to come up with some reasons for who was responsible for Jesus' death. You might use the 'responsibility pies' Resource Sheet 2 — take the pupils' suggestions and combine/amend them with the ones suggested, and ask pupils to say how much responsibility for Jesus' death lies with each group/individual (Pilate, Judas, the Romans, the Sanhedrin, the crowds, the soldier with the hammer, God, Jesus himself) and explain why. Ask the follow-up question: why did Jesus die? Collect pupils' ideas. Ask if they can connect their answers to the 'big story' of the Bible. One reason is Jesus died to save people- to rescue them from their sins and bring them back to God. They explain this in terms of Jesus' death being a sacrifice, giving his life for others. Explore this idea, share the four scenarios on Resource Sheet 3 with the chn. Put the scenarios on large paper and children to add their comments on sticky notes. Class feedback. Relate to their lives.
3.	Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's supper.	Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of Communion/Mass/Eucharist/Lord's Supper. Watch two or three short videos talking about some different ways of celebrating this symbolic meal. (See Resources). Ask pupils to listen out for any reasons why Christians celebrate Communion, what the bread and wine represent, how Christians share bread and wine, and what this ceremony means for them today. What similarities and differences are there between the ways of celebrating? Explore further the symbolism of the bread and wine. These were part of the Passover meal, but for Christians they have additional symbolism as Jesus' body and blood. Ask pupils what this might mean. Look at relevant excerpts from eucharistic prayers with pupils to see whether these can add to their ideas (see Resources). Ensure that pupils are helped to make links with the learning in the previous section and the idea of Jesus as a sacrifice. Watch this clip of Holy Communion https://www.bbc.co.uk/programmes/p02mwwm9 . What might the congregation be thinking? What do the bread and wine represent? Why is the Holy Communion a celebration AND a serious moment?
4.	Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's supper.	Christians believe that Jesus' death was not the end, and that he was resurrected on the Sunday, so Eucharist/Holy Communion is also a celebration. Discuss the meaning of the word 'symbol' and ask pupils to identify which symbols are used in Communion to help Christians remember Jesus, his death and resurrection, and the Last Supper. Ask pupils to devise a brand-new way for Christians to remember the Salvation brought by Jesus — this may well take the form of a religious ceremony. Pupils should explain the actions, words, music, activities and symbolism they have chosen to include in relation to what they have studied about Salvation so far.
5.	Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	Ask the class to think about something they love or believe in a huge amount. Ask them to all stand up. Ask them to sit down if ... They would give up 10p for this thing? £10? All their Christmas presents? Be laughed at? Lose friends over? Suffer physical pain for? Die for? Talk to them as they sit or remain standing: What is the tipping point for them and why? Display this quote by Martin Luther King: If a man has not discovered something that he will die for, he isn't fit to live. How far do pupils agree? Ask pupils to reflect on what sacrifices they would be prepared to make, and in what cause. To help someone in need, would they be prepared to give up their lunch, a favourite toy or gadget, their pocket money, a ticket to see their favourite pop group or sports team, six or more hours of hard work (gardening?), their blood for transfusion, or a kidney for transplant? How far would they go, and why? In the context of the key question ('What did Jesus do to save human beings?'), talk about what a martyr is and show pupils an image of the commemoration of twentieth-century Christian martyrs at Westminster Abbey: https://commons.wikimedia.org/wiki/File:Westminster_Abbey_-_20th_Century_Martyrs.jpg This shows that sacrifice for others is still a big part of Christianity. Some Christians have died horribly for their faith, but not all sacrifice has to be awful.
6.	Show how Christians put their beliefs into practise.	The command to 'Love your neighbour as you love yourself' will involve some sacrifice. Ask pupils to draft a short charter for the school, local community or the world (if they can get that far) to explain how far the idea of sacrifice is good and necessary for making the world a better place. They should make links with Christian ideas and Jesus' teachings. It is perfectly fine for them to say that sacrifice is not good, but they must offer good reasons and alternatives that will make the world a better place!
Links to other curriculum areas:		
PSHE		

Outline Scheme of Learning		
Year 5	Big Question 3 - How do/have religious groups contribute(d) to society and culture?	Focus- Human and Social Science Religion- Christianity/ Hinduism
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Year 4</p> <ul style="list-style-type: none"> - Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. - Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. <p>Develop understanding of:</p> <ul style="list-style-type: none"> - Key vocabulary and global diversity associated with the study of Islam. - Diversity of expression, customs and practices within Islam and their impact on daily life <p>The importance of Ramadan, the two Eid festivals and Jummah prayers.</p>	<p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different worldviews/religions.</p> <p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals' communities and society can help shape beliefs.</p> <p>Core knowledge: Develop understanding: The church, worship and festivals The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work.</p>	<p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>Continue to develop understanding of: The church, worship and festivals The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work.</p>
Lesson sequence:		
Week	Learning Objective	Possible Activities
1	To share initial thoughts on different religious groups.	Watch: If the World were a Village https://www.youtube.com/watch?v=r-1Euo2uJgI Then look at the statistics on The Miniature Earth Project http://www.miniature-earth.com/ Ask the children to write their responses to these pieces of information on speech/thought bubbles and start a 'Wonder Wall'. Introduce the concept of Compassion. Introduce the 'Big Question'
2	To understand how the Bible influences Christians actions.	Christianity - What teachings from the Bible cause Christians to want to have a positive impact on their communities and society? Copy several Bible verses about helping others in need to the middle of pieces of paper. Children use these as the basis of a silent conversation.
3	To understand how the Bible influences Christians actions.	Christianity - Practical examples of the work of Christians to help the poor in local, national and global contexts. See examples in Supplementary ideas. You may have a local church that gives to the local community e.g. Foodbank, Salvation Army. Give examples from the local area and nationally. You may be able to visit one and see their work in context.
4	To research 'famous' Christians and how the Bible influenced their actions.	Christianity - The life and work of a Christian individual whose faith impacted on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell, William and Catherine Booth. Whilst researching the impact on the life of this individual, can the children comment on the difference between the terms 'religion' and 'belief'. Add research and comments to 'Wonder Wall'.
5	To understand how a Hindu acts and why.	Hinduism - What teachings in Hinduism cause Hindus to want to have a positive impact on their communities and society? Dharma (duties, virtues and the right way of living), seva (The Spirit of Service). Look at the scripture <i>Charity given out of duty, without expectation of return, at the proper time and place, and to a worthy person is considered to be in the quality of goodness. Bhagavad-Gita 17.20</i> Use the picture examples from The Heart of Hinduism link. Children to discuss how they see this belief being put into practise. Choose one example to explore in greater detail.
6	To understand how a Hindu acts and why.	Hinduism – The life and work of Mahatma Gandhi. Can the children comment of the difference between the terms 'religion' and 'belief'? Add research and comments to 'Wonder Wall'
7	To compare Hindu and Christian actions.	Using the 'Wonder Wall' help the children to arrange their learning and thoughts into a plan for Session 9. What beliefs from the Christian and Hindu religions have they explored? Did they find similarities/differences? Can they give examples of the impacts of these beliefs in the local area or the UK? When thinking about one individual, what example can they give of how a belief impacted their life and then the community around them.
	Assessment	Write an explanation text with clear sections: Belief, Impact, The Life and Work of _____. Present the work so the two religions can be seen side by side.
Links to other curriculum areas:		
Notes:		

Outline Scheme of Learning

Year 5	Big Question 4 - How do people show forgiveness?	Focus- Human/Social Science Religion- Christianity
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p style="text-align: center;">Year 4</p> <ul style="list-style-type: none"> - Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. - Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. <p style="text-align: center;">Develop understanding of:</p> <ul style="list-style-type: none"> - Key vocabulary and global diversity associated with the study of Islam. - Diversity of expression, customs and practices within Islam and their impact on daily life <p>The importance of Ramadan, the two Eid festivals and Jummah prayers.</p>	<p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different worldviews/religions.</p> <p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals' communities and society can help shape beliefs.</p> <p>Core knowledge:</p> <p>Develop understanding:</p> <p>The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work.</p>	<p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>Continue to develop understanding of: The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work.</p>

Lesson sequence:

Wk	Learning Objective	Possible Activities
1	To explore the concept of forgiveness.	What is forgiveness? Introduce the term 'forgiveness' and ask partner talk to decide what they think the word means and give examples of forgiveness. Discuss their ideas and address any misconceptions. Chn to find definitions for the terms 'condoning', 'forgetting' and 'excusing'. Work in small groups. Discuss how the distinction in meaning between these words is important for us to understand forgiveness. How are these words different to forgiving? Explain that in the next task chn need to read and discuss their quotation first. In small groups, explore through drama, the feelings involved when someone forgives another. Once they have read it, they work together to act it out. Key Q: How do the characters in your drama feel when they are forgiven? How do they feel when they forgive someone? How will the situation end? Watch and discuss a few. Explain that through the work, they have heard some thought-provoking quotations about forgiveness- "When one forgives, 2 souls are set free"- Unknown, "Without forgiveness life is governed by an endless cycle of resentment and retaliation."- Roberto Assagioli, "Friendship flourishes at the fountain of forgiveness"- William Arthur Ward, "When a deep injury is done to us, we never heal until we forgive! Nelson Mandela, "You do not do evil to those who do evil to you, but deal with them with forgiveness and kindness"- Prophet Muhammad (Peace be Upon Him). Key Q: DO you think that when someone forgives, they are helping the person who has done wrong or helping themselves more? – What do you think about this quotation by Buddha- "Holding on to anger is like drinking poison and expecting the other person to die". Discuss thoughts,
2	To explore and discuss what Jews believe about forgiveness.	Pair share meanings of; Sin, confess, repent, atonement. Discuss as class. Discuss how Jews and Christians believe that some of the important rules God gave to human beings are the Ten Commandments. Share PPT to show what these religions believe happened when God shared the Ten Commandments with Moses. Explain that Jews have other commandments to follow, which are included in the Torah. Discuss what Jews believe about God and make sure the chn understand the nature of the covenant relationship which Jews believe they have with God, affects how they view forgiveness. In pairs, chn rereads the story of Moses receiving the 10 commandments. Work together to verbally answer questions. Introduce Teshuvah and explain that it is often used to talk about resentment in Judaism. Ask chn to show their knowledge of Jewish beliefs about God and forgiveness by deciding if the statements are true or false (On PPT with answers).
3	To explore the significance of Yom Kippur for Jews.	Ask chn to think back to previous learning and write down as many words they can think of in one minute which relate to the subject of forgiveness in Judaism. Take feedback and explain these keywords will be revisited at the end of the lesson. Watch the video about Yom Kippur Ask chn to recap some of the things mentioned. Ask chn to recall the things Jews do to gain forgiveness. Show these steps on PPT. Share Daniela's experiences regarding being forgiven and being asked to forgive someone else. Chn to work in pairs within a group of 8 to research a different object associated with Yom Kippur using the activity sheet. (There are 4 different sheets). Each pair then presents their information to the rest of the group. Using the keywords from the beginning of the lesson can they write a sentence that a Jew might say when telling others about Yom Kippur.
4	To explore what Buddhists, believe about forgiveness.	Ask chn What do Buddhists think about forgiveness? Discuss ideas briefly. Explain that the Dhammapada is a widely-read Buddhist scripture, containing teachings of Buddha in verse form. Explain that the extract from the Dhammapada they will be looking at provides some clause about Buddhists beliefs on forgiveness. Ask pairs to read and make notes. Invite chn to share findings and discuss the key points. Discuss any facts that chn already know about Buddhist beliefs. Guide the discussion into focusing on what Buddhists may believe about forgiveness. Explain Buddhist beliefs, including the eightfold path. Do Buddhists ask Buddha for forgiveness, why? Ask chn to imagine that a Buddhist needs to forgive someone or themselves. How would the teaching of the Eightfold Path help them do this? Write ideas of how each aspect of the Eightfold Path could help a Buddhist forgive. Discuss ideas as a class. True or false to finish- PPT.
5	To compare forgiveness in Buddhism and Judaism.	What do Buddhists believe? What do Buddhists believe about forgiveness? Partner talk. Discuss. Recap on Buddhists beliefs about forgiveness from last lesson. What do Jews believe? What are Jewish beliefs about forgiveness? Partner share and discuss. In groups chn to compare similarities and differences between Jewish and Buddhists beliefs about forgiveness in a Venn diagram. Allow time to visit other groups, or swap sheets, feedback on each. Final Q: What do you think about forgiveness?
6	To create and explain a symbol for forgiveness.	In groups, discuss the term, forgiveness. Can you decide on an explanation or example to show what forgiveness is? Discuss ideas as a class. Share slide 2- chn to discuss in pairs how forgiveness and peace are linked and whether there could be peace in the world without forgiveness? Discuss as class. Introduce chn to Desmond Tutu, in pairs discuss his quotation- on PPT. Discuss. Introduce task- Imagine that a charity which works to promote peace and forgiveness around the world has asked you to create a symbol for forgiveness. Can you make sure that the symbol you come up with draws upon core beliefs about forgiveness shared by different religions and by people with no religion? Chn work in groups. Prepare presentation. Share presentation- then chose one, either their own, their groups or another group's. Draw and write explanation as to what it is showing and how. Revisit big question.

Links to other curriculum areas:

Notes:

Outline Scheme of Learning

Year 5	Big Question 5 - What does sacrifice mean?	Focus- Philosophy Religion- Christianity/ Islam/ Judaism/ Buddhism
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> - Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. - Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. <ul style="list-style-type: none"> - Use more than one reason to support their view. <li style="padding-left: 20px;">Core Knowledge: Introduce: <ul style="list-style-type: none"> - Ways of reasoning - Making links between belief and behaviour <li style="padding-left: 20px;">Develop understanding of: <ul style="list-style-type: none"> - The different views about the nature of knowledge, meaning and existence. - Christian perspectives on moral issues. - Buddhists perspectives on moral issues and consideration of the consequences of action in relation to karma. - Muslim perspectives on moral issues, including the idea of 'intention' Jewish perspectives on moral issues including the impact of 613 mitzvot- 10 commandments. 	<p>Explain a range of answers to ethical and moral questions and issues drawing conclusion and showing awareness of diversity of opinion and why there are differences.</p> <p>Link a range of different pieces of evidence together to form a coherent argument.</p> <p style="text-align: center;">Core knowledge:</p> <ul style="list-style-type: none"> - The different views about the nature of knowledge, meaning and existence. <ul style="list-style-type: none"> - Links between suffering and the Four Noble Truths - Ethical theory, including the importance of love and forgiveness within Christian tradition. <ul style="list-style-type: none"> - Introducing Islamic ethical theory - The importance of loving one's neighbour. 	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate in different ways in which philosophers understand abstract concepts.</p>

Lesson sequence:

Wk	Learning Objective	Possible Activities
1	To explore modern examples of sacrifice.	Have you ever given something up? What and why? Were there any benefits? Chn to share some examples and experiences. Have you or anyone you know ever given up something for religious reasons? What, why did they do it? What do you think the word 'sacrifice' means? Can you think of examples? In life, in fiction, in religion? Definition of sacrifice . Introduce the big question. Do the chn have any thoughts or questions? Collect and add to KWL grid.
2	To understand some of the reasons why people make sacrifices.	Chn to recap big question. Sort a set of cards that give examples of sacrifice. Sort into 2 groups: religious sacrifice and non-religious sacrifice. Lots of religious people give up things as a commitment to their faith. The things they give up might be for a short time or forever. They make a sacrifice as a sign of their commitment to their faith. Look at Islam- The Fourth Pillar- Sawm. What is it? What is sacrificed? Why? What is the importance of Ramadan for Muslims? Also define the sacrifices made during Ramadan and the benefits for of these for the believers.
3	To explore Christian views of sacrifice and how it is symbolised.	Recap previous learning. Look at Christianity- Jesus' sacrifices. Is Easter a festival of new life or sacrifice? Jesus' sacrifice was God's ultimate expression of love for humankind. Briefly recap the story of Easter (Use video clips). Chn to discuss big question. Look at the Eucharist/Holy Communion. Why is this important to Christians? What does it symbolise?
4	To explore humanist views of sacrifice and how it is symbolised.	Recap previous learning. Humanism- Humanists are concerned with human welfare and happiness, they believe that they have a duty to support others to live fulfilling lives. Use one of the perspectives from this resource to explore self-sacrifices that may be needed to live out beliefs. Discuss as class to stop any misconceptions.
5	To be able to compare different views of sacrifice and make link and connections.	Return to chn questions from I2. Have they all been answered? DO the chn see the connections in the examples of sacrifice? Class discussion around the big question.
6	Assessment	Create their own symbols chn could use to represent 'sacrifice/ Whoever we are, we might need to make sacrifices. We might need to be prepared to give things away and care for other people more.

Links to other curriculum areas:

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Outline Scheme of Learning

Year 6	Big Question 1 - What does it mean to be Human? Is being happy the greatest purpose in life?	Focus- Philosophy Religion- Christianity
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Explain a range of answers to ethical and moral questions and issues drawing conclusion and showing awareness of diversity of opinion and why there are differences. Link a range of different pieces of evidence together to form a coherent argument.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> - The different views about the nature of knowledge, meaning and existence. - Ethical theory, including the importance of love and forgiveness within Christian tradition. 	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate in different ways in which philosophers understand abstract concepts.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> - The different views about the nature of knowledge, meaning and existence. - Links between suffering and the Four Noble Truths - Ethical theory, including the importance of love and forgiveness within Christian tradition. - Introducing Islamic ethical theory - The importance of loving one's neighbour. 	<p>Analyse and evaluate whether a position or argument is coherent and logical, explaining with reasons any divergence of opinion. Use principles, analogies and well researched evidence to support a particular argument and counter this view.</p> <p>Secure understanding of: Theories of knowledge, philosophy of religion and ethical theory. Philosophical responses to theological questions that Christians raise.</p>

Lesson sequence:

Lesson/Week	Learning Objective	Possible Activities
1	Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence	Do all questions have answers? Show some examples of ultimate questions. Choose one of the 'ultimate questions and write your own answer to the question.
2	Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.	Diamond nine activity. Write three explanations 1. What matters to me most is.... because... 2.What matters to me least is...because... 3. I ranked them in order of.... (explain how you ranked them) because... Read the Greed is goods article. What has the article made you think about? Do you think he's right? Does owning lots of things make people any happier?
3	Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.	Look at the work of St Augustine. What are his ideas about sin? Discuss Socrates and Plato's ideas that ignorance is cause of sin. How does their ideas differ to St Augustine's? What are the differences between the body and the soul? Label an outline of a body qualities of the soul and that of the body.
4	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practises and behaviour.	Show picture of homeless person and ask what they might do to help. Discuss with a partner what influences the way you treat people. Share answers with the class. What do you think a conscience is? Spider diagram what religious and non-religious people believe influences the way we treat people. How do they compare to the influences that affect how you treat people?
5	Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.	Look at Humanist worldviews. What would it be like to live a good life without the need to think about the soul or everlasting punishments? How does this compare to Christian beliefs? Who is Robert Ingersoll? What does agnostic mean? Examine the quote 'Happiness is the only good. The place to be happy is here. The time to be happy is now. The way to be happy is to make others so.' Robert Ingersoll, The Great Agnostic.
6	Assess	Revisit the big question- Do the children feel they can answer the question? Explain the answer or the reasons why they cannot answer.

Links to other curriculum areas:

English- Explanations	Speaking and li
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Outline Scheme of Learning

Year 6	Big Question 2 - How and why does religion bring peace and conflict?	Focus- Human and social science Religion-
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different worldviews/religions.</p> <p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals' communities and society can help shape beliefs.</p> <p>Core knowledge:</p> <p>Develop understanding: The church, worship and festivals</p> <p>The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work.</p>	<p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>Develop understanding of:</p> <ul style="list-style-type: none"> - The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work. 	<ul style="list-style-type: none"> - Analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. <p>Secure understanding of: The complex nature of Christianity and how culture and politics have shaped it over time. The nature of the church and its internal diversity. The impact of the Bible and rites of passage on individuals and communities.</p>

Lesson sequence:

Lesson	Learning Objective	Possible Activities
1	To recognise some areas of controversy when interpreting and explaining the nature of religion and belief.	What do the chn already know about Christian, Muslim and Hindu beliefs in regard to peace? Explore passages from the Bible. Leviticus 19:18, Proverbs 20:3 and 1 Thessalonians 5:15. What do these passages tell us about peace within Christianity? Explore idea of submission to Allah and Qur'an 49:10 and 2:208. Explore the concept of ahimsa in Hinduism. Share ideas about the ways in which the different beliefs regard peace.
2	To begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally.	Discuss and explore the different between outer and inner peace. How is it shown through different religions? How does it affect how the believers live? Research how inner peace is shown through Hinduism, Islam (Greater and Lesser Jihad) Christianity (Just War Theory). What impacts do beliefs have on peace and conflict?
3	To begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally.	What might you do that would express desire for peace? Explore how members of each religion express their desire for peace. Charity work, meditation, treating people animals in a certain way. Being missionaries. Do the activities promote peace or conflict.
4	Begin to analyse and evaluate the varying use of terms 'religion and 'belief' by followers from within a religion or worldview and these from outside it.	Explore symbols of peace for different religions and within the world. Do they recognise any of the symbols? Peace sign, dove, crescent and star, swastika. What do they make you think and why? Do they promote peace?
5	Assessment	Chn create their own symbol to represent peace. Explain what their symbol represents and why? Chn to use the big question to support their explanation.
6	Christmas celebrations	

Links to other curriculum areas:

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Notes:

Outline Scheme of Learning

Year 6	Big Question 3 - How do Buddhists explain the suffering in the world?	Focus- Theology Religion- Buddhism
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Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Varying beliefs about God. Concepts: The Buddha and Triple Refuge The Jakata tales and Tipitaka.</p>	<p>Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p> <p>Develop understanding of:</p> <ul style="list-style-type: none"> - Concepts: the Buddha, Four Noble truths, the cycle of birth, death and rebirth, and the Five Precepts. The varying beliefs about God. The Jakata tales, Tipitaka and Metta Sutta. Key writings of Buddhist teachers. How Buddha’s experience impacted on beliefs 	<ul style="list-style-type: none"> - For Buddhists, questions about God are unanswerable. Concepts: The Buddha, Anicca, Dukkha, Anatta, Four Noble Truths, Karma, Triple refuge and the divergent paths of Buddhism. The Dhammapada, role of the Sangha and authority given to teachings of Buddha. Writings of Buddhist theologians e.g. Dalai Lama.

Lesson sequence		
Lesson/Week	Learning Objective	Possible Activities
1.	To explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others.	What can children remember about Buddhist beliefs and concepts? Recap on the story of Buddha, the Four Noble Truths and the Eightfold path. Mind map what they can remember add any shared information in a different colour.
2.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.	Look at quotes from the Buddha. What do these quotes tell you about the kind of religion Buddhism is? Compare Buddhism to some other major religions. Share comparisons.
3.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.	Remind- Eightfold Path- This is the way The Buddha taught that people can escape suffering and become enlightened like him. Right intention, what does intention mean? What we are today comes from our thoughts of yesterday, and our present thoughts build our life of tomorrow: our life is the creation of our mind. If a man speaks or acts with an impure mind, suffering will follow him as the wheel of the cart follows the beast that draws the cart. If a man speaks with a pure mind, joy follows him as his own shadow.” Gautama Buddha What does this quote mean for how a Buddhist should live? Write your answer explaining your reason for why you think that. How can the right intention stop suffering?
4.	Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others.	Ask the question ‘Why should you be a good person?’ Discuss answers. What is karma? Have they heard the phrases ‘you reap what you sow’ and ‘what goes around comes around’? Discuss Buddhists beliefs about karma. Introduce the five precepts. Discuss as appropriate. How are precepts and rules different? How might following the five precepts affect a Buddhist life? How might they affect how they view others’ lives. Summarise your learning by answering questions. Karma is... People get good karma by... For example,... Buddhists think having good karma is important because... Extensions: Explain the link between karma and being a ‘good’ person. Make sure you discuss the Five Precepts in your answer. ‘Every day is a chance to turn your life around.’ Do you agree? How might a Buddhist respond to this statement?
5.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.	Tell the Jakata tale –The Monkey King. Answer questions for discussion about the story. Understanding and reflection of Buddhist issues. How did the Monkey King in his suffering show compassion for others? How does this tale compare to Fables that you have read before? <i>Morals</i> Can we compare these to the parables in the bible?
6.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.	Read the Jakata tales and choose one to evaluate. Describe how a Buddhist teaching can be understood from the short story. Find evidence in the text that supports the teachings. How might the story have something to teach to anyone whether they are Buddhist or not?
7.	Assessment	Create their own version of a Jakarta story. Does their story have a meaning/moral? How would their story help teach Buddhists about living a good life? .

Links to other curriculum areas:

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Outline Scheme of Learning

Year 6	Big Question 4 - How has belief in Christianity/Islam impacted on music and art through history?	Focus- Human/Social Science Religion- Christianity /Islam
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> - Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different worldviews/religions. - Explain how beliefs impact on and influence individual lives, communities and society, and how individuals' communities and society can help shape beliefs. <p style="text-align: center;">Core knowledge:</p> <p style="text-align: center;">Develop understanding:</p> <ul style="list-style-type: none"> - The church, worship and festivals <ul style="list-style-type: none"> - The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work. 	<p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p style="text-align: center;">Develop understanding of:</p> <ul style="list-style-type: none"> • The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work. 	<ul style="list-style-type: none"> - Analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. <p style="text-align: center;">Secure understanding of:</p> <p style="text-align: center;">The complex nature of Christianity and how culture and politics have shaped it over time.</p> <p style="text-align: center;">The nature of the church and its internal diversity.</p> <p style="text-align: center;">The impact of the Bible and rites of passage on individuals and communities.</p>

Lesson sequence:

Wk	Learning Objective	Possible Activities
1	Show awareness that talking about religion and belief can be complex.	Discuss what role music plays in Christianity through Christmas carols etc. Explore the use of music in the church during worship. Look at examples of prayers and hymns. Read the historic facts: https://medium.com/world-of-music/the-story-of-allegris-miserere-b4d21656798
2	To explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape belief.	Use pictures and videos to explore the use of art and sculptures in Christianity. What do they see in the pictures/sculptures? (Icons) Ask children to discuss why these pictures would have been required and what role they think art played. Share images from inside the Sistine chapel. Explain how the stories of Bible were spread through images on church window panes and ceilings etc. Write an explanation as to how and why art has been used in Christianity to reflect key events and facilitate worship. Can a banner make a person think of God? Does an icon make the worshipper a more spiritual person? Can anyone be spiritual? How do other religions, and non-religious people worship, or be spiritual? Accept all the ideas pupils offer in response to these questions.
3	To show awareness that talking about religion and belief can be complex.	Share a story from Bible through paintings. Can the children work out which bible story it is? Children to draw pictures to tell a story from the Bible. Children draw images to retell a story from the bible. Is the story clear from your pictures? Share pictures with a partner can they retell the story from your pictures?
4	To explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Islamic architecture. Look at images of mosques around the world. What comparisons can they make? What similarities/differences are there? Draw a 2D image of a mosque. Remember to include the main features of a mosque. No images of people and animals. Check your mosque has the main features that you would find on a mosque.
5	Explain some of the varying ways in which religions and beliefs are practised locally and nationally with reference to at least two different religions/worldviews.	Ask children to recap on the main features of a mosque. Create a 3D model of your mosque you can use any media you like. Salt dough, play dough, junk modelling, card, building bricks etc.
6	Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it.	Show PowerPoint explaining how important it is for Muslims to make The Qur'an look beautiful through calligraphy and patterns. Why are there no pictures of animals and humans in The Qur'an? Create your own calligraphy design using examples from The Qur'an.

Links to other curriculum areas:

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Outline Scheme of Learning		
Year 6	Big Question 5 - Creation or science: conflicting or complementary?	Focus- Theology Religion: Christianity
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> -Concepts: God (Trinity) - The life and teachings of Jesus - How events in society have influenced Christian beliefs. - Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. 	<ul style="list-style-type: none"> - Explain different sources of authority and the connections with beliefs. - Explain how events in history and society have influenced some religious view the world in which they live and non-religious worldviews. - Explain and discuss how beliefs shape the way Christians view the world and how they view others. <p style="text-align: center;">Develop understanding of:</p> <ul style="list-style-type: none"> - Concepts: Creation and Fall, God (Trinity), Incarnation and Salvation. - Key teachings from important Christian thinkers. 	<ul style="list-style-type: none"> - Begin to analyse and evaluate different sources of authority, considering the writings of key thinkers and how these have shaped and formed beliefs. - Begin to analyse and evaluate how events I history and society have influenced some religious and non-religious worldviews. <p style="text-align: center;">Secure understanding of:</p> <ul style="list-style-type: none"> - Events in history and personal experiences which have impacted on beliefs and vice versa. - Concepts: Creation and Fall, God (Trinity), Jesus, Incarnation, Salvation and Kingdom of god.
Lesson sequence:		
Lesson/Week	Learning Objective	Possible Activities
1	Explain different sources of authority and the connections with belief.	Look at real images of the world. Ask what they think or feel about them. Where do they think these things came from? What questions about the world do they raise? Record answers. Share task discuss 5 senses. Write their own short poem about the world/creation for inspiration- include 5 senses in their poem.
2	Explain different sources of authority and the connections with belief.	Explore Psalm 8, what are the similarities between this and the poem they wrote? Identify which parts of the Psalm are about God and which are about people. How does it describe God e.g. powerful- how/why?
3	Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.	Explore Genesis 1:1-2:3. Read through and summarise what happened on each day. Discuss the genre of this chapter, how could it be a poem, report or story/? Decide which genre they think it is and prove how it could be this.
4	Explain the key theological similarities and differences between and within religions and worldviews.	Read a scientific account of how the world was created- cosmology (beginning of the universe) and evolution (development of living things). Compare these in detail to geneis1. Are there any similarities? What do they both agree about? What do they both disagree about? Think back to week one and the questions we wanted answered about the world. Using Genesis and cosmology explanations, how could the questions be answered differently?
5	Explain how events in history and society have influenced some religious and non-religious worldviews	Which famous scientists do the children know? What might their opinions be? Can they believe in both science and creation? Explore some of the famous scientists Dawkins, Einstein, Newton, Pasteur, Taylor, Kelvin, Wiseman. What opinions did they have about creation and science? Look at Scopes vs State of Tennessee trial 1925. Can they predict the outcome?
6	Explain and discuss how beliefs shape the way Christians view the world in which they live and how they view others.	Watch the video clips of two scientists talking about their work through the eyes of a scientist and a Christian. Can you be a scientist and also a Christian? Can you learn from both? Are science and faith always in conflict?
Links to other curriculum areas:		
Science		English
Notes;		