

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><b>How and why do we celebrate?</b> In this unit pupils will learn about different celebrations across three of the world's major religions - Christianity, Hinduism and Islam. They will begin to understand the important religious events for these religions. They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future.</p>		<p><b>Which stories and books are special for different people and why?</b> In this unit pupils will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways. There will be strong links between this unit and age-appropriate communication, language and literacy skills.</p>		<p><b>What is special about our world?</b> In this unit children will be encouraged to experience the natural world and explain why it is special. They will learn that many religious people believe that the world was created and designed by God. They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation.</p>	<p><b>Which places are special for different people and why?</b> In this unit pupils will become familiar with the idea that some places are special and significant to different people. They will learn that a church is a holy place for a Christian, a mosque is a holy place for a Muslim and a mandir is a holy place for a Hindu. They will have opportunities to visit places of worship or undertake virtual tours. Features and significant similarities and differences will be identified and vocabulary shared.</p>
Y1	<p><b>Why do Christians say that God is a 'Father'?</b> This unit enables pupils to explore Christian use of the term 'Father' to address God, especially in prayer (Our Father...).</p>	<p><b>Why is Jesus special to Christians?</b> This unit gives children the opportunity to explore the Christmas nativity story and to gain an understanding of why Jesus is believed to be a special baby.</p>	<p><b>How might beliefs about creation affect the way people treat the world?</b> This unit enables pupils to examine the Muslim belief in Allah as creator. The focus is to encourage pupils to consider Allah's role in</p>	<p><b>Why might some people put their trust in God?</b> In this unit, children will have the opportunity to explore Jewish beliefs about God, with a focus on why religious people put their trust in God and how this might be expressed. They will learn about the story of</p>	<p><b>What do Hindus believe about God?</b> This unit gives children the opportunity to explore the Hindu concept of one God (Brahman) who can be understood and visualised in many forms. Children should be able to talk about how images</p>	<p><b>How might some people show that they 'belong' to God?</b> In this unit children will explore how the rite of baptism shows that Christians belong to Gods' family - the Church. They will identify symbols, items and people liked to</p>

			creating and sustaining the world, and humankind's response to Allah.	Noah and the symbol of the rainbow as God's promise never to send a flood to destroy the world again.	of the deities in Hinduism are a visual representation of beliefs about God.	baptism and will reflect on why, in some Christian communities, parents choose to have their baby baptised.
Y2	<p><b>Does how we treat the world matter?</b></p> <p>In this unit, pupils will look at Christian beliefs about God as creator and sustainer, and consider how these beliefs might influence Christian attitudes towards the planet. They will retell the creation account in Genesis 1 and discuss how this story might be interpreted (as literal truth or as a myth containing religious messages).</p>	<p><b>Why do Christians say that Jesus is the 'Light of the world'?</b></p> <p>This unit enables pupils to explore the use of light to and how it might be used in religious communities to indicate the presence of God and as a description for Jesus as God incarnate. Pupils should be able to make links between the imagery and symbolism of light in the Christian context and significant events in their own lives.</p>	<p><b>How might people express their devotion?</b></p> <p>This unit enables pupils to explore the purpose of and some of the practices associated with Hindu worship. The focus includes beliefs about Brahman, family, community and Worship. Opportunities are provided for pupils to investigate ways that Hindus might express their devotion to God through worshipping the deities. They should know that Hindus believe in one God with many forms and so whichever deity is worshipped, it is ultimately a way of worshipping God.</p>	<p><b>Why do Muslims believe it is important to obey God?</b></p> <p>In this unit pupils will examine Islamic beliefs and practices linked to prayer. Opportunities are provided for pupils to explore the significance of prayer as one of the Five Pillars of Islam and to consider the purpose of prayer for religious people. They will discuss the importance of rituals and how these might unite communities and give a sense of order, security and belonging to individuals.</p>	<p><b>What unites the Christian community?</b></p> <p>In this unit, children should explore the core beliefs and symbols of Christianity. They should know that belief in one God and Jesus Christ unite the Christian community and that the cross is an important Christian symbol. This should build on their previous learning about symbolism contained in the idea of Jesus as 'the light of the world'.</p>	<p><b>What aspects of life really matter?</b></p> <p>In this unit pupils will examine Jewish beliefs and practices linked to the Sabbath (Shabbat). Opportunities are provided for pupils to explore the significance of the Sabbath and why Jewish people keep the day holy. Within this, they will discuss the importance of holy days and how these might unite families and give time to spend together.</p>

Y3	<p><b>How (and why) have some people served God?</b></p> <p>This unit enables pupils to explore Christian teachings and examples of people who have followed the word of God. They will investigate the prophets of the Old Testament and consider why these people chose to listen to God and how they put their beliefs into action. Pupils will also explore ways in which Christians today might follow God's word and live a life of service - serving God and the community.</p>	<p><b>Why is the Prophet Muhammad an example for Muslims?</b></p> <p>This unit enables pupils to explore and examine the origins of Islam. The focus is on founders and leaders, using stories and teachings to identify how the values contained within them can inspire and influence a believer today. Pupils should develop an understanding of why Muhammad is seen as a role model to Muslims and should have a basic understanding of the how his example influences a Muslim life.</p>	<p><b>What does it mean to be a disciple of Jesus?</b></p> <p>This unit enables pupils to explore what it means to be a follower of Jesus - both at the time of Jesus and today. They will learn that Jesus is special to Christians and is described as a 'light to the world' and someone who brought hope to the world. They will also learn how Christians today might try to follow the example and teachings of Jesus - What does it mean to be a true follower?</p>	<p><b>What do Christians mean by the Holy Spirit?</b></p> <p>In this unit pupils will explore the Church as a community of people inspired by the Holy Spirit. Pupils will learn about what Christians mean by the Holy Spirit and how this might inspire Christians to express their beliefs and values in different ways.</p>	<p><b>Why are the Gurus important to Sikhs?</b></p> <p>This unit gives pupils the opportunity to explore the Sikh tradition and its origins with the teachings and example of Guru Nanak and Guru Gobind Singh. Pupils will understand what is meant by the term 'guru' and why the gurus are important role models for Sikhs. They will learn about the Guru, Granth Sahib, and how/why it is treated with great respect by Sikhs and within the Gurdwara.</p>	<p><b>Why is family an important part of Hindu life?</b></p> <p>This unit enables pupils to explore images of different families - both human and animal and talk about what makes a family a family and the different roles and responsibilities that family members might have towards one another. They will explore the concept of duty within Hinduism - religious duties, duty to society and duty to the family.</p>
Y4	<p><b>What might a Hindu learn from celebrating Diwali?</b></p> <p>This unit gives pupils the opportunity to revisit the story of Rama and Sita and to explore the theme of good overcoming evil - just as light overcomes darkness.</p>	<p><b>How and why might Christians use the Bible?</b> This unit investigates how and why Christians use the Bible today and why the Bible is seen as a source of inspirations and authority by many Christians. Pupils will understand that the Bible is</p>	<p><b>How do Sikhs express their beliefs and values?</b></p> <p>This unit gives pupils the opportunity to explore how Sikhs convey their beliefs and commitments in the way they live their lives</p>	<p><b>Is sacrifice an important part of religious life?</b></p> <p>This unit investigates the person of Jesus through the concept of sacrifice. They will link this with the principle of Zakat in Islam and also what it means to be a follower of</p>	<p><b>Why do Muslims fast during Ramadan?</b></p> <p>This unit enables pupils to examine the structures that underpin Islamic beliefs and practices in greater depth. Through a study of Ramadan, opportunities are</p>	<p><b>What does 'love your neighbour' really mean?</b></p> <p>This unit investigates the Christian teaching of agape- a selfless love of others. Pupils will explore how important messages and guidance can be passed on</p>

	<p>Pupils will deepen their understanding of Hindu beliefs about God by learning about Rama as an avatar of Vishnu. They will connect this with the Diwali theme - Rama is a deity and therefore represents goodness.</p>	<p>not one book but a collection of books, written by different people at different times. They will know that the Bible contains two main sections - the Old Testament (which is the Jewish scriptures) and the New Testament (about Jesus and the early Church).</p>	<p>and through symbols which are observable expressions of faith. In their preaching and example, the Gurus revealed a way of life which was God centred. It is a life of religious, moral and social commitment. In outward and visible signs, Sikhs show themselves to be committed to following the teachings of the Gurus.</p>	<p>Jesus by exploring how Christians might try to follow the example of Jesus through charity and personal sacrifice.</p>	<p>provided for pupils to understand the key values of Islam of submission to Allah and service to God through charitable life and actions. They will consider the role of commitment as part of religious life and reflect on the wider human value of being committed to ideas, to self-improvement or to other people.</p>	<p>through stories and will focus on Christian teachings contained in the parables that Jesus told to his followers. They will then discover examples of how modern Christians show a love for their neighbour and reflect on what message they would want to pass on to future generations.</p>
Y5	<p><b>Why is it sometimes difficult to do the right thing?</b> This unit enables pupils to explore Christian beliefs and teachings about sin and temptation and introduce core Christian concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation. Pupils will deepen their understanding of how and why Christians use the Bible by exploring different Christian interpretations of the text - literal</p>	<p><b>Why is the Qur'an important to Muslims?</b> This unit enables pupils to explore and examine the origins and role of the Qur'an as a source of wisdom and authority for Muslims. They should gain an understanding of the importance of revelation within Islam and how this impacts on the way that the Qur'an is viewed and treated. They should develop knowledge and understanding of</p>	<p><b>What might Hindus learn from stories about Krishna?</b> This unit enables pupils to examine how Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures. Opportunities are provided for pupils to</p>	<p><b>What do we mean by a miracle?</b> This unit enables pupils to explore what the Christian belief in Jesus as 'fully human and fully divine' means. They will build on their prior learning about the incarnation and to consider why some people regard the miracles of Jesus as signs of his divine nature. They will also reflect on what miracles such as healing the sick and feeding</p>	<p><b>How do people decide what to believe?</b> This unit enables pupils to explore Christian beliefs and teachings contained in the Apostle's Creed and how shared beliefs unite the world-wide Church. Pupils will learn what is meant by the idea of one God in Trinity and be able to explain the role of each person of the Trinity. They should be able to</p>	<p><b>Why is it sometimes difficult to do the right thing?</b> This unit enables pupils to explore the importance of the Torah to Jewish people as a guide to life and faith. Pupils will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. They will explore how the Torah is respected and</p>

	and metaphorical – and how this might impact on a believer’s attitude towards sin and temptation in the world today.	the Prophet Muhammad (Pbuh) and how/why he is a role model and source of guidance for Muslims.	explore some forms of Hindu literature and the beliefs and practices associated with a key story.	people reveal about the humanity of Jesus.	explain these concepts using subject specific vocabulary and make connections between beliefs, teachings and practices.	honoured through Jewish worship and the way that it is used and handled at the synagogue.
Y6	<p><b>If life is like a journey, what’s the destination?</b></p> <p>This unit enables pupils to explore what it is that Christians believe gives their lives purpose and meaning. Pupils will learn about the effect that belief in salvation brought about by Jesus’ death and resurrection has. They will discover how the act of confessing sins and seeking reconciliation and forgiveness restores relationships with others and with God in the eyes of the believer, leading to faith in life after death.</p>	<p><b>Is there one journey or many? What do Hindus believe about the cycle of life, death and rebirth?</b></p> <p>This unit enables pupils to explore Hindu beliefs about reincarnation and consider how these beliefs might impact on a Hindu’s view about the purpose of human existence. They will develop an understanding of the belief that dharma can change during the course of life and that the religious duties of a child are seen as different to those of an adult with family responsibilities or an elderly person. They will investigate how performing dharma would have an impact on a person’s karma – and how this then links with Hindu</p>	<p><b>What is Hajj and why is it important to Muslims?</b></p> <p>This unit enables pupils to explore the Five Pillars of Islam and how these beliefs and values impact on the life of a Muslim. Pupils will have opportunities to deepen their understanding by considering the pilgrimage to Mecca and completing Hajj. They will explore what is means to be a Hajji, reflecting on the personal journey a Muslim will make, both physically and spiritually, and also explain how a journey might change someone even after the journey itself is over.</p>	<p><b>Why do Christians believe Good Friday is good?</b></p> <p>This unit enables pupils to explore the events of Holy Week and Easter Sunday in the Christian religion. This builds on their prior knowledge of Lent, the Easter Story and the concept of Jesus’ sacrifice. They will focus on Christian beliefs about suffering and how these are responded to and commemorated through the events of Holy Week. Through study of Eucharist in different denominations, pupils will identify how Christians view the death and resurrection of Jesus as a source of guidance and comfort.</p>	<p><b>What do we mean by a ‘good’ life?</b></p> <p>This unit will enable pupils to explore the concept of a good life through considering what Buddhism teaches makes someone truly happy. They will find out about the life experiences that started Prince Siddhartha’s journey to becoming the Buddha and will reflect on how the teachings of the Four Noble Truths and the Eightfold Path impact the spiritual journeys and daily lives of Buddhists. They will have the opportunity to experience meditation and to reflect on their own life and happiness as they prepare for the</p>	<p><b>How do Christians mark the ‘turning points’ on the journey of life?</b></p> <p>This unit enables pupils to explore the church as a community of believers and to examine how rites of passage reflect their commitment and relationship with God. The focus is on ‘is life like a journey’ so through this unit students will analyse beliefs, teachings and values and how they are linked by exploring the key sacraments in a Christian’s life. They will consider different dominations, reflecting upon the importance of child</p>

		beliefs about the cycle of life, death and rebirth.			change of leaving primary school.	baptism, confirmation and adult baptism.
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