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| Year Group | EYFS | Unit Title | Harvest Festival |
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| Builds on... | | Prepares for... | Diwali / Christmas |
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| Key Skills Covered | Main Knowledge Gained |
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| <p>30-50m / 40-60m UTW People and Communities</p> <ul style="list-style-type: none"> • Talk about important things that have happened to me • Talk about special events • How people celebrate traditions differently <p>Communication and language (CL)</p> <ul style="list-style-type: none"> • Talk about the special events associated with the celebration. Through stories and music, children learn about important religious celebrations. <p>Personal, social and emotional development (PSED)</p> <ul style="list-style-type: none"> • Reflect on their own feelings and experiences • Talk about how humans help one another. | <ul style="list-style-type: none"> • Harvest Festival is a Christian celebration to give thanks for the crops which have been safely gathered in. • Harvest Festival happens in Autumn • Signs of Autumn • Names of fruits and vegetables harvested • Many Christians have a big display in church to thank God for the harvest. • Take part in a 'harvest festival' / Assembly • Other festivals to say thank you - Jewish Sukkot, Sikh Baisakhi |
| Key Vocabulary: Special, Celebration, Traditions, Harvest, Festival, Food, Crops, Autumn, Fruit, Vegetable, Christians, Church, God. | |

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| Year Group | EYFS | Unit Title | Diwali / Christmas |
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| Builds on... | Harvest Festival | Prepares for... | Chinese New Year Celebrations |
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| Key Skills Covered | Main Knowledge Gained |
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| <p>30-50m / 40-60m UTW People and Communities</p> <ul style="list-style-type: none"> • Talk about important things that have happened to me • Talk about special events • Talk about past and present events that happened in my own life • How people celebrate traditions differently <p>Communication and language (CL)</p> <ul style="list-style-type: none"> • Using a religious celebration as a stimulus, children talk about the special events associated with the celebration | <p>Diwali</p> <ul style="list-style-type: none"> • Diwali is a festival of light, It is the Hindu New Year • The festival is in honour of the Goddess Lakshmi who Hindu's believe brings them good luck in the coming year • Houses are cleaned and decorated with <ul style="list-style-type: none"> ○ Rangoli patterns. ○ Small lamps - diyas ○ cards, presents, Barfi |



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| <ul style="list-style-type: none"> Through stories and music, children learn about important religious celebrations. <p>Personal, social and emotional development (PSED)</p> <ul style="list-style-type: none"> Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways They learn about the story and its meanings through activity and play. <p>Understanding the World (UTW)</p> <ul style="list-style-type: none"> Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences <p>Expressive Arts and Design (EAD)</p> <ul style="list-style-type: none"> Children share their own experiences and feelings and those of others and are supported in reflecting on them. | <ul style="list-style-type: none"> Rama and Sita <p>Christmas</p> <ul style="list-style-type: none"> Christmas Story - Birth of Jesus, Christian celebration How it is celebrated - lights, cards, carols, church, presents Christmas Performance Think about how they celebrate |
| <p>Key Vocabulary: Diwali, Light, Hindu, Rama, Sita, Goddess, Rangoli, Diyas, Barfi, Christmas, Jesus, Mary, Joseph, Bethlehem, Christian, Carols, Church</p> | |

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| Year Group | EYFS | Unit Title | Chinese New Year Celebrations |
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| Builds on... | Diwali / Christmas | Prepares for... | Pancake Day / Lent / Easter |
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| <p>30-50m / 40-60m / ELG UTW People and Communities</p> <ul style="list-style-type: none"> Talk about people that are important in my life Talk about important things that have happened to me Talk about special events Talk about some ways that I am the same and different from others Talk about past and present events that happened in my own life Talk about past and present events that happened in the lives of my family <p>Communication and language (CL)</p> <ul style="list-style-type: none"> Children talk about the special events associated with the celebration Through stories and music, children learn about important religious celebrations. <p>Personal, social and emotional development (PSED)</p> <ul style="list-style-type: none"> They learn about a story and its meanings through activity and play. <p>Understanding the World (UTW)</p> <ul style="list-style-type: none"> Children ask and answer questions about culture, as they occur naturally within their everyday experiences | <ul style="list-style-type: none"> Chinese New Year How it is celebrated - clean houses, paint front doors, decorations, cards, children are given money, new clothes, special food Celebrations - What events do we celebrate - birthdays, weddings, baptism, Christmas, New Year, Easter... How do they celebrate Compare to each other / other countries and religions |
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| Expressive Arts and Design (EAD) <ul style="list-style-type: none"> Children share their own experiences and feelings and those of others and are supported in reflecting on them. | |
| Key Vocabulary: Decorations, Dragon, New Year, Chinese, Fireworks, Money, Fortune, Lantern, Greeting cards, Celebrate, Gifts. | |

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| Year Group | EYFS | Unit Title | Pancake Day / Lent / Easter |
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| Builds on... | Chinese New Year Celebrations | Prepares for... | People who help us St Georges Day |
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| <p>40-60m / ELG UTW People and Communities</p> <ul style="list-style-type: none"> Talk about important things that have happened to me Talk about special events Talk about past and present events that happened in my own life Talk about past and present events that happened in the lives of my family Identify and talk about how families do some things the same as other families and some things differently How people celebrate traditions differently <p>Communication and language (CL)</p> <ul style="list-style-type: none"> Using a religious celebration as a stimulus, children talk about the special events associated with the celebration Through artefacts, stories and music, children learn about important religious celebrations. <p>Personal, social and emotional development (PSED)</p> <ul style="list-style-type: none"> Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways They learn about the story and its meanings through activity and play. Children think about issues of right and wrong and how humans help one another. <p>Understanding the World (UTW)</p> <ul style="list-style-type: none"> Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences They listen and respond to a wide range of religious and ethnic groups 🗣️ They handle artefacts with curiosity and respect | <ul style="list-style-type: none"> Shrove Tuesday, make pancakes Lent Palm Sunday Leads up to Easter Easter - Christian Festival, Easter story - link to Christmas story, How Easter is celebrated - Egg hunts, cards, church, Easter bonnets, Hot Cross Buns *Visit for Vicar |
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| Expressive Arts and Design (EAD) <ul style="list-style-type: none"> Children share their own experiences and feelings and those of others and are supported in reflecting on them | |
| Key Vocabulary: Shrove Tuesday, Pancakes, Lent, Easter, Palm Sunday, Christian, Eggs, Hot Cross Buns, Cross, Church. | |

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| Year Group | EYFS | Unit Title | People who help us St Georges Day |
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| Builds on... | Pancake Day / Lent / Easter | Prepares for... | Growing up Places of worship |
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| <p>40-60m / ELG UTW People and Communities</p> <ul style="list-style-type: none"> Talk about people that are important in my life Talk about important things that have happened to me Talk about special events That other people have different likes and dislikes Identify and talk about how families do some things the same as other families and some things differently <p>Communication and language (CL)</p> <ul style="list-style-type: none"> Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences <p>Personal, social and emotional development (PSED)</p> <ul style="list-style-type: none"> Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play. Using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important Children think about issues of right and wrong and how humans help one another. | <ul style="list-style-type: none"> Think about and name people who help us Discuss how they help Qualities of people who help Think about people who help in religion People who help us—Story—Muhammad and the Sleeping Cat The Good Samaritan Religious leaders e.g. vicars, priests, rabbis, imams, gurus, teachers Visit from a religious leader St George's day story - bravery, who did he help? |
| Key Vocabulary: St George, Kind, Caring, Helpful, Religion, Muhammad, Samaritan, Vicar, Priest, Rabbis, Imams, Gurus, Teachers, Leader, Brave | |

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| Year Group | EYFS | Unit Title | Growing up |
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| Builds on... | Pancake Day / Lent / Easter | Prepares for... | Year 1 Is Everyone Special? |
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| <p>ELG UTW People and Communities</p> <ul style="list-style-type: none"> • Talk about past and present events that happened in my own life • Talk about past and present events that happened in the lives of my family • That other people have different likes and dislikes • Identify and talk about how families do some things the same as other families and some things differently • How people celebrate traditions differently <p>Communication and language (CL)</p> <ul style="list-style-type: none"> • Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences <p>Understanding the World (UTW)</p> <ul style="list-style-type: none"> • Children visit places of worship • Having visited a local place of worship, children learn new words associated with the place, showing respect. | <ul style="list-style-type: none"> • Think about local area - Willen link to local church and visit from Vicar • Visit to local church • Growing up • How do we change as we grow, birthdays, age, what can we do now that we couldn't before? What do you want to be when you grow up? • Thinking about change and moving up to Year 1, transition |
| <p>Key Vocabulary: Respect, Worship, Traditions, Church, Vicar, Birthday, Age, Change, Growing, Transition, Local, Willen, Mosque</p> | |

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| Year Group | 1 | Unit Title | Is Everyone Special? |
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| Builds on... | EYFS Curriculum | Prepares for... | Unit 2: Should we celebrate Harvest or Christmas? |
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| <p>Key Skills Covered</p> <ul style="list-style-type: none"> • Working collaboratively in pairs • Asking questions • Reasoning and decision making (Discuss whether being part of a group makes everyone the same. Think about the difference between choosing to be a part of a group and just being part of something) | <p>Main Knowledge Gained</p> <ul style="list-style-type: none"> • Retelling parables (Lost Coin and the Lost Sheep) • Recognising parables are stories with meaning • Recognise the sacrament of Baptism • Describe key events of this ceremony • Story and ceremony are Christian • Golden Rule of treating others as you wish to be treated |
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| <ul style="list-style-type: none"> Reflecting on learning and discussing ideas | <ul style="list-style-type: none"> Understanding concept of community and belonging |
| Key Vocabulary: Special, Parables, Stories, Ceremony, Christian, Golden Rule, Community, Belonging | |

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| Year Group | 1 | Unit 2 Title | Should we celebrate Harvest or Christmas? |
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| Builds on... | Unit 1 is Everyone Special? | Prepares for... | Does Creation help people understand God? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> Explore and compare reasons Compare and contrast Observation, Making links, discussion Enquiring Reflecting on learning and discussing ideas | <ul style="list-style-type: none"> To learn not everyone celebrates the same festivals Understand Celebration of Harvest and how it is celebrated Harvest known Sukkot Showing concern for the wider world where there is not enough food Stories of Cain and Abel and Noah Key features of Sukkot Key features of Christmas as understood by Christians 4 spices are symbolic (etrog, lulav, hadass, aravah) Christmas is Christian and Harvest is Jewish Jewish people do not celebrate Christmas, Christians do celebrate Harvest |
| Key Vocabulary: Harvest, Christmas, Festival, Celebrate, Sukkot, Food, Cain, Abel, Noah, Christians, Spices, Jewish. | |

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| Year Group | 1 | Unit 3 Title | Does Creation help people understand God? |
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| Builds on... | Should we celebrate Harvest or Christmas? | Prepares for... | Should everyone follow Jesus? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> Retelling of story in correct order Discussing differences and reaching a conclusion | <ul style="list-style-type: none"> Creation story from Genesis 1 Know the phrase 'and God saw that it was good' |



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| <ul style="list-style-type: none"> ● Realising questions can't always be answered ● Exploring feelings* ● Reflecting e.g how do they think God might feel about his Creation being damaged by humans? | <ul style="list-style-type: none"> ● Know that most Christians believe that God is the Creator ● Know that many other attributes of God (power, Might, love, kindness) are also shown by the story of Creation ● Understand that Christians believe the created world reflects the glory of God ● Know some phrases from the Psalms that show this (Psalms explore the Jewish view that the created world reflects the glory and creativity of God) ● Know that both Christians and Jews believe that God made mankind ● Know passages linked to Creation (Matthew 10:29 / Luke 12:6 or Matthew 6:28/Luke 12:27) |
| <p>Key Vocabulary: Creation, God, Christians, World, Glory, Creator, Power, Might, Love, Kindness, Psalms, Jewish, Mankind</p> | |

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| Year Group | 1 | Unit 4 Title | Should everyone follow Jesus? |
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| Builds on... | Does Creation help people understand God? | Prepares for... | Are some stories more important than others? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Identify at least 6 qualities (that makes a good leader) ● Research ● Discussion ● Questioning ● Interviewing ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> ● Know the story of the crowds following Jesus on Palm Sunday ● Stories of 2 or 3 disciples and why they followed Jesus ● The teaching of Jesus encouraged the crowd to follow but that his teaching also made people dislike him ● Have an outline story of the rest of the Easter story (last supper, trial and crucifixion) ● Identify other leaders in the Easter story ● Many people follow Jesus today ● Explore the life of someone that follows Jesus and the difference that it makes ● Establish that there are lots of different leaders |



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| | <ul style="list-style-type: none"> Identify some people who are leaders today in the world and their own communities |
| Key Vocabulary: God, Communities, Palm Sunday, Jesus, Disciples, Easter, Last supper, Crucifixion, Leader, Follow. | |

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| Year Group | 1 | Unit 5 Title | Are some stories more important than others? |
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| Builds on... | Should everyone follow Jesus? | Prepares for... | Do we need shared special places? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> Comparison Choosing preferences Justifying their opinions Identifying the moral in the stories | <ul style="list-style-type: none"> Know at least 4 religious stories from the Old Testament (Noah, Abraham, Joseph, Moses, Jonah, Elijah, Elisha etc.) Order key events Understand the meaning / moral of the story |
| Key Vocabulary: Stories, Religion, Moral, Old Testament, Bible, Christianity, Joseph, Moses. | |

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| Year Group | 1 | Unit Title | Do we need shared special places? |
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| Builds on... | Are some stories more important than others? | Prepares for... | Year 2 |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> Research Interviewing Questioning Justifying their opinions Developing ideas based on knowledge | <ul style="list-style-type: none"> Recognise a synagogue Identify key features of a synagogue and how they are used Talk about how a synagogue is important to Jewish people Compare this to a place that is special to them or others Give similarities to another place of worship (if familiar with one) (church, synagogue, mandir, Gurdawa) Say what is similar. |



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| ● Investigation | |
| Key Vocabulary: Special, Worship, Synagogue, Jewish, Bimah, Ark, Siddur, Torah, Church, Mosque, Mandir, Gurdwara, | |

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| Year Group | 2 | Unit Title | Should you wear Symbols? |
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| Builds on... | Year 1 Do We need special places? | Prepares for... | How Should you spend the weekend? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Recognise Christian and Jewish Symbols and their meaning ● Making Decisions and justifying decisions ● Compare and discuss ● Reason ● Discussion based on knowledge ● Research ● Investigation ● Question ● Making informed decisions (answering a question, being able to say why / how they came to that answer)Developing ideas based on knowledge | <ul style="list-style-type: none"> ● To recognise a range of symbols and their meanings ● Know that some symbols have many meanings and are worn to communicate meaning. ● Evaluate which symbols communicate meaning to outsiders and which are for insiders. <p>(Reasons for wearing symbols: *some worn as a means of identifying adherents to the outside world or to each other (adherent - someone who supports a particular party, person, or set of ideas.), *a reminder for the wearer themselves, *some are secret symbols)</p> <ul style="list-style-type: none"> ● Know the colours of the church year (green – normal time, red for festivals Pentecost and Holy Week, gold – Christmas Day, Easter Day and Trinity Sunday, White – Christmas season, Epiphany and Easter season, Purple – advent and lent) ● Learn the prayer artefacts are used by Jewish people and their impact ● Recognise a vicar and a Jewish person who are dressed traditionally. ● Identify symbols specifically connected to Christmas and compare how they are understood by Christians and non-Christians. <ul style="list-style-type: none"> ● Symbols in Christianity – dove, a church, light, cross, fish |



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| | <ul style="list-style-type: none"> • Symbols in Judaism – The tefillin, the mezuzah, ‘payot’ (curls of hair at side of temples that is not cut), Tallit/prayer shawl, Kippuah – small cap, Menorah (7 branched candle stick), Hannukiah (‘Slave Candle’). |
| Key Vocabulary: Symbols, Christian, Jewish, Festival, Christmas, Easter, Church, Prayer, Vicar, Dove, Light, Cross, Tefillin, Mezuzah, Payot, Tallit, Kippuah, Menorah, Hannukiah | |

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| Year Group | 2 | Unit Title | How Should you spend the weekend? |
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| Builds on... | Should you wear Symbols? | Prepares for... | Does everyone celebrate the New Year? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> • Compare and contrast • Discussion • Research • Investigate • Explain and Discuss • Question • Making informed decisions (answering a question, being able to say why / how they came to that answer) • Reasoning | <ul style="list-style-type: none"> • Know the key rules, rituals and practices associated with the Jewish Shabbat • Know that there are many more rules than they know • Describe key features of the Shabbat meal and the main artefacts associated with it (the challah, the candles, Havdalah candle, Kiddush cup) • Make the link between Shabbat, the creation story and the Christian Sabbath – referring to the commandments and the creation story • Be able to talk about why Shabbat is important to Jews. • Compare and contrast the Jewish Shabbat with the traditional Western Weekend • Understand Shabbat is welcomed like a Queen |

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| Key Vocabulary: Weekend, Rules, Rituals, Jewish, Shabbat, Meal, Challah, Candles, Havdalah candle, Kiddush cup, Creation, Christian |
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| Year Group | 2 | Unit Title | Does everyone celebrate the New Year? |
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| Builds on... | How Should you spend the weekend? | Prepares for... | Is Easter important for the church? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> Research and Investigate (How other countries celebrate New Year) Discuss own practices and ideas Compare and contrast (between own practices and other peoples celebrations) Recognise similarities and differences Use knowledge gained to make connections in learning Questioning – is it necessary to celebrate New Year? How does the celebration of New Year help Jewish people?) Group work (plan own party to celebrate New Year) | <ul style="list-style-type: none"> Identify key features of festivals explored (e.g. Western New Year, Jewish new year Rosh Hashanah, Baisakhi -Sikh, Muharram -Islam) Know the similarities and differences Know foods eaten by Jews at Rosh Hashanah and their significance Know the significance of the Schofar (ram’s horn) Know that New Year celebrated in the UK is not a religious festival and talk about how it is celebrated Know why New Year is celebrated |
| Key Vocabulary: New Year, Celebrate, Firework, Jewish, Rosh Hashanah, Food, Baisakhi, Sikh, Muharram, Islam, Schofar | |

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| Year Group | 2 | Unit Title | Is Easter important for the church? |
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| Builds on... | Does everyone celebrate the New Year? | Prepares for... | Can stories change people? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> Retell the Easter Story – sequence main events Research – Easter and Lent, Baptisms Discussion (is Easter important for the church? Does it influence everything that happens in church?) | <ul style="list-style-type: none"> Know the Easter Story and key events of Holy Week (Palm Sunday, Foot washing, Passover Meal on the Thursday, Crucifixion and Resurrection). Know the cross is significant for Christians because of the crucifixion Know some of the other events of Holy Week are remembered by the church |



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| <ul style="list-style-type: none"> ● Making informed decisions (answering a question, being able to say why / how they came to that answer) ● Question (importance of Easter for a Christian) | <ul style="list-style-type: none"> ● Know which events are significant to Christians and suggest some reasons why ● Make suggestions about other ways in which Easter could be celebrated (from the events of Holy Week) |
| Key Vocabulary: Easter, Church, Lent, Baptism, Christian, Holy Week, Palm Sunday, Passover, Crucifixion, Resurrection, Cross | |

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| Year Group | 2 | Unit Title | Can stories change people? |
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| Builds on... | Is Easter important for the church? | Prepares for... | Who should you follow? |
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| <p>Key Skills Covered</p> <ul style="list-style-type: none"> ● Retell stories of Zacchaeus and Joseph ● Identify key teachings of the stories ● Discussion (key teachings why do we read them? Etc) ● Discussion (should people be changed by stories? Is change always good? Does change make them better people? etc) ● Questioning (how are people influenced by religious stories?) ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <p>Main Knowledge Gained</p> <ul style="list-style-type: none"> ● Most religious faiths use stories to communicate some of their concepts. ● Retell stories of Zacchaeus (Luke 19 The Tax Collector) and Joseph (Genesis 37 – 46 – use a children’s story Bible) ● Highlight the parts of the stories that highlight change / meant to inspire change in the reader ● Suggest why Christians and Jews still read these stories ● Suggest what they might they learn from them ● Suggest why stories might change people and whether all stories should have that aim |
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Key Vocabulary: Stories, Religion, Christianity, Faith, Change, Inspire, Jewish, Joseph, Zacchaeus

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| Year Group | 2 | Unit Title | Who should you follow? |
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| Builds on... | Can stories change people? | Prepares for... | Year 3 |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Identify at least 8 characteristics (that makes a good leader) and how these could be shown ● Identify at least 4 characteristics of a follower ● Research (current leaders) ● Compare and contrast ● Discussion (what makes a good leader?) ● Questioning ● Investigate (impact of leaders) ● Interviewing (headteacher, Vicar, Rabbi) ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> ● Know the key leaders for Jews and Christians (Jewish leaders – Abraham and Moses, in this unit Joshua; Christians – Jesus) ● Identify what makes Moses and / or Joshua a good leader ● Recount key events that demonstrate their leadership skills ● Know that many religious leaders believe they are led by God (pillar of fire by night and the cloud by day as the people were led through the desert) ● Know about the need for leaders to have followers ● Know the difference between leaders and followers ● Know the key events of the Exodus (the second book of the Bible telling of Moses and the journey of the Israelites out of Egypt) ● Identify features that make a good leader ● Know some current leaders and compare their leadership to the historical leaders of faith |
| Key Vocabulary: Leader, Follower, Jewish, Christian, Joshua, Moses, God, Bible, Faith. | |

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| Year Group | 3 | Unit Title | Is a Jewish/Hindu child free to choose beliefs? |
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| Builds on... | Year 2 Who should you follow? | Prepares for... | Is light a good symbol for celebration? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Discussion ● Comparison ● Recall story | <ul style="list-style-type: none"> ● Most Jewish people place emphasis on the 10 commandments (Given to Moses - Exodus 20) as well as the 613 Mitzvot (include regulations about kosher food and the keeping of the Shabbat rules). ● Know the story of the giving of the commandments (Exodus 20) ● Know implications from following the commandments (kosher food, Shabbat rules, home before sundown, Saturday sporting events not) |



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| <ul style="list-style-type: none"> ● Understand implications, empathy ● Identify differences | <p>permitted, can't mix meat and milk – rules that govern almost every aspect of life – what to wear, what to eat, when and where to pray etc).</p> <ul style="list-style-type: none"> ● Discuss the implications that most impact Jewish believers ● Describe main differences between observant Jews and other people (Kosher food, dress and Shabbat observance). ● Know other differences that may be observed in a Jewish household and the implications for children. |
| <p>Key Vocabulary: Jewish, Hindu, Belief, Commandments, Mitzvot, Shabbat, Kosher food, Bible, Rules, Pray.</p> | |

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| Year Group | 3 | Unit Title | Is light a good symbol for celebration? |
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| Builds on... | Is a Jewish/Hindu child free to choose beliefs? | Prepares for... | Do Christians have to take Communion? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Retell stories of Rama and Sita, Chanukah and Christmas ● Identify three festivals and the appropriate faith and artefacts ● Description of beliefs ● comparison of beliefs and practice ● Explanation ● Discussion ● Reflection ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> ● Identify the three festivals and appropriate faith, know the story behind each festival and explain why light is a feature: ● The story of Rama and Sita that is linked to the Hindu celebration of light - Diwali - Light triumphs over evil ● The story of Chanukah where light demonstrates the power of God - linked to Hanukkah - Jewish festival ● Understand Christmas uses light - lighting of Advent candles and how God is depicted in the stories - Christian festival ● Understand the significance of light for life and its symbolic meaning ● Describe the beliefs of each festival and compare and contrast beliefs and practice ● Know the artefacts that link to the festivals and their significance |
| <p>Key Vocabulary: Symbol, Light, Celebration, Festival, Faith, Rama, Sita, Hindu, Diwali, Chanukah, God, Jewish, Christmas, Advent, Christian, Beliefs, Artefacts</p> | |



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| Year Group | 3 | Unit Title | Do Christians have to take Communion? |
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| Builds on... | Is light a good symbol for celebration? | Prepares for... | Does Easter make sense without Passover? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Research behaviours of Christians - church notice boards, notice sheets, bible verses ● Interview local Christians - ask questions on how they express their faith ● Research and evaluate baptism services ● Describe and explain ● Question and reflect ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> ● Understand the behaviours that indicate someone is a Christian ● Know the key features of the communion/Eucharist service and link them to the bible passage (1 Corinthians 11:23-29) ● Know the story of the Last Supper and link with communion service ● Know how Jesus taught his followers to behave and can illustrate that with bible verses (love one another, love your neighbour as yourself, love God etc) ● understand that baptism is another way of showing belonging to the church ● know the symbols connected with baptism ● suggest ways of how you show commitment to a group |
| Key Vocabulary: Christians, Communion, Church, Bible, Story, Last Supper, Jesus, God, Baptism, Belonging, Symbols, Commitment | |

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| Year Group | 3 | Unit Title | Does Easter make sense without Passover? |
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| Builds on... | Do Christians have to take Communion? | Prepares for... | Can made up stories tell the truth? |
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| <ul style="list-style-type: none"> ● Recall and understand the story of the Last Supper ● Hot seating, Freeze Frames, speech bubbles ● Investigation ● Explore and identify (similarities between Passover and the Last Supper) ● Research ● Comparison ● Questioning and reflection ● Explanation ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> ● Know key events surrounding the Passover meal in Holy Week - washing the feet, sharing the bread and wine; the symbols as Jesus explains them and what the outcome of the meal is i.e. the betrayal by Judas, the arrest in Gethsemane, trial crucifixion and resurrection. ● Know why the Passover was celebrated in Jesus' day and how and why it is celebrated by Jews today. ● Know the central events of the Exodus story as the Israelites are lead out of Egypt (the plagues, the role of Moses, the death of the firstborn and the actual passing over of the Angle of Death). ● Recognise that there are Bible passages that link the two events and be able to evaluate the links between the two stories. ● Describe the link between these two stories and the Christian celebration of communion or Eucharist. |
| <p>Key Vocabulary: Easter, Passover, Holy Week, Jesus, Symbols, Betrayal, Judas, Crucifixion, Resurrection, Jewish, Exodus, Israelites, Bible.</p> | |

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| Year Group | 3 | Unit Title | Can made up stories tell the truth? |
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| Builds on... | Does Easter make sense without Passover? | Prepares for... | Does Jesus have authority for everyone? |
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| <p>Key Skills Covered</p> <ul style="list-style-type: none"> ● Recall and retell parables ● Discussion ● sorting and classifying - truths / untruths ● Questioning ● Reflections ● Comparison ● Identify similarities and differences (between stories that are meant to be true and those that are not) | <p>Main Knowledge Gained</p> <ul style="list-style-type: none"> ● Retell a range of parables and suggest their meanings e.g. The Good Samaritan, The Lost Sheep, The Workers in the Vineyard, The story of the Lost Son ● Focusing on what Christians might take from the story. ● Understand the difference between, truths, untruths and truth that is hidden behind story. |
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| <ul style="list-style-type: none"> ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> ● Make connections between the stories Jesus told and other stories they have read and the value of using story to tell truths, including those from other faiths. |
| Key Vocabulary: Stories, Truth, Parables, Christians, Connections, Jesus, God, Bible, Faith. | |

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| Year Group | 3 | Unit Title | Does Jesus have authority for everyone? |
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| Builds on... | Can made up stories tell the truth? | Prepares for... | Year 4 Do Murtis help Hindus understand God? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Identification of the qualities of authoritarian people ● Explore (events that show Jesus's authority to Christians) ● Investigation ● Discussion ● Question and reflect, make links ● Comparison ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> ● Know the chosen stories that show Jesus exerting authority. ● Name a range of people who have authority in their lives and know the concepts of trust and obedience that accompany a recognition of authority. ● Know that Christians have other sources of authority and they will recognise that different people accept different sources of authority. ● Evaluate the authority of Jesus for Christians, themselves and others, ● Identify the sources of authority in their own lives ● Define authority |
| Key Vocabulary: Jesus, Authority, Christians, Trust, Obedience, Commandment, | |

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| Year Group | 4 | Unit Title | Do Murtis help Hindus understand God? |
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| Builds on... | Year 3 Does Jesus have authority for everyone? | Prepares for... | Should Christians worship Mary? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> Decision making Discussion comparison Recall stories (about deities Krishna, Durga, Shiva, Ganesha) Question and reflect Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> Hindus believe there is one supreme Deity or God - Brahman. All other deities are part of Brahman Murtis are the colourful figures and pictures of the deities found at Hindu shrines and temples Each Murti represents one of the deities Know the names of the Trimurti Brahma (the creator), Vishnu (the sustainer) and Shiva (the destroyer) and their consorts; Describe the characteristics of these deities Know the key stories connected with them (e.g. how Ganesh got his elephant head, Krishna and the butter, the creation of the Ganges) and what Hindus learn about God from the stories Know some of the other symbols that are used for god – e.g. salt water, incense, pomegranate and aum/om. Know that Hindus choose which deities they wish to focus on and that they will turn to different deities at different times and occasions. |
| Key Vocabulary: Murtis, Hindu, God, Krishna, Shiva, Durga, Ganesh, Ganges, Brahma, Deities, Shrines, Temples, Trimurti Brahma, Vishnu, Symbols. | |

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| Year Group | 4 | Unit Title | Should Christians worship Mary? |
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| Builds on... | Do Murtis help Hindus understand God? | Prepares for... | Is a holy journey necessary for believers? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> Explore similarities and differences (in depictions of Mary) Discussion and reasoning Question what they find out | <ul style="list-style-type: none"> Mary is considered the mother of Jesus and God was his father; although Mary was married to Joseph |



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| <ul style="list-style-type: none"> ● Recall the Christmas story (linked to Mary’s role) ● Freeze Frame, evaluate Mary’s life ● Making informed decisions (answering a question, being able to say why / how they came to that answer) ● comparison - Mary and use of Murtis | <ul style="list-style-type: none"> ● Recall the key events from Luke’s gospel that involve Mary (journey to Bethlehem, the birth, the visit of the shepherds and the Magi, flight to Egypt) ● Reflect on their significance to the Christmas narrative ● interpret some of the symbols connected with Mary |
| Key Vocabulary: Christians, Mary, Joseph, Jesus, God, Gospel. Christmas, Joseph, Bethlehem, Murtis, Magi, Egypt, Symbols. | |

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| Year Group | 4 | Unit Title | Is a holy journey necessary for believers? |
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| Builds on... | Should Christians worship Mary? | Prepares for... | Should believers give things up? |
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| Key Skills Covered <ul style="list-style-type: none"> ● Discussion ● Reflect and share opinions ● Making informed decisions (answering a question, being able to say why / how they came to that answer) ● Research - places of pilgrimage - Christian and Hindu ● Question ● Debate - is pilgrimage more meaningful to Christians or Hindus? ● Reflect and reason | Main Knowledge Gained <ul style="list-style-type: none"> ● A holy journey or pilgrimage is usually made by believers to a place special to their faith. ● Faith journeys have an element of sacrifice and rituals ● Understand the difference between a pilgrimage and a holiday ● Recall a range of places of pilgrimage for Christianity and Hinduism - and why these places are focused on ● Understand the reasons for pilgrimage ● describe the impact of pilgrimage on a person ● Describe a typical pilgrimage - details and activities ● Recall a story about a pilgrimage ● interview someone who has made a journey |
| Key Vocabulary: Holy, Journey, Believers, Pilgrimage, Christian, Hindu, Miracle, Sacred, Holy, Faith, Special, Sacrifice, Rituals, Holiday. | |

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| Year Group | 4 | Unit Title | Should believers give things up? |
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| Builds on... | Is a holy journey necessary for believers? | Prepares for... | Did Jesus really do Miracles? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> • Discussing right and wrong, reflecting on right/wrong • Analysing conscious • Making informed decisions (answering a question, being able to say why / how they came to that answer) • Discussion • Debate • Investigation / Research • Reflect - on the meaning of Lent to Christians • Communicate feelings through writing a story | <ul style="list-style-type: none"> • Lent and Advent are seasons in the church year that prepare believers for the feasts of Christmas and Easter. • Know how Ash Wednesday may be celebrated and the significance of the symbolism - previous years palm crosses burned and used as ash to mark crosses on foreheads • Lent is traditionally a time for giving things up. • Fasting is linked to penitence and that it is a way for Christians to put themselves right with God before Easter. • The aim of a fast is to please God and focus more on God. • Know the story of the temptations and understand meanings for the temptations and the way that Jesus rebuffs them. (Matthew 4:1-11 and Luke 4:1-13) • Link the story of the temptations to the practice of Lent. • Know about some people who have given things up for what they believe - Islam - Ramadan, Jewish Yom Kippur. Hindu fasting to please a deity |
| Key Vocabulary: Believers, Lent, Advent, Christians, God, Jesus, Christmas, Easter, Ash Wednesday, Palm Crosses, Fasting, Penitence, Temptations, Islam, Ramadan, Jewish, Yom Kippur, Hindu, Deity | |

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| Year Group | 4 | Unit Title | Did Jesus really do Miracles? |
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| Builds on... | Should believers give things up? | Prepares for... | Does prayer change things? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> • Recount / recall the miracles (The raising of the widow's son. The feeding of the 5,000. The healing of a paralysed man. The stilling of the storm. The resurrection.) | <ul style="list-style-type: none"> • Recount the miracles that have been studied and be able to talk about the impact of them on the crowds, the disciples (to follow him) and the teachers of the law and the Pharisees. (to seek his death) |



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| <ul style="list-style-type: none"> ● Define the word miracle ● Question and discuss - their understanding ● Making informed decisions (answering a question, being able to say why / how they came to that answer) ● Reflect and evaluate ● Comparison - of the impact on the different people | <ul style="list-style-type: none"> ● Give an interpretation of the miracles in theological terms and how that miracle may influence Christians today. ● Show an understanding of why some people do not believe and the implications of the truth or falsity of the accounts. |
| Key Vocabulary: Jesus, Miracle, Widow, Healing, Resurrection, Disciples, Law, Pharisees, Christians, God, Bible | |

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| Year Group | 4 | Unit Title | Does prayer change things? |
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| Builds on... | Did Jesus really do Miracles? | Prepares for... | Year 5 Does God Communicate with humans? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Define and identify - 5 types of prayer, form of prayer ● Classification ● Recount - tales from the bible (at least 3) ● Evaluation ● Comparison - to Hindu prayers ● Discussion ● Making informed decisions (answering a question, being able to say why / how they came to that answer) ● Interview a person about their belief in prayer ● Present ideas ● Investigate | <ul style="list-style-type: none"> ● Use correct terms for different types of prayer - intercession, supplication, confession, adoration, thanksgiving. ● Prayer can be in written or spoken form. ● Be able to identify the different types of prayer ● Recount at least three tales from the bible and describe the impact that prayer has in these accounts (Jonah and the Whale, Paul and Silas, Anais etc) ● Evaluate the significance of prayer in the lives of historic and contemporary Christians ● Compare with prayer in other faiths. ● Not everyone prays or believes that prayer has any value. |
| Key Vocabulary: Prayer, Bible, Hindu, Intercession, Supplication, Confession, Adoration, Thanksgiving, Historic, Contemporary, Faith. | |

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| Year Group | 5 | Unit Title | Do Muslims need the Qu'ran? |
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| Builds on... | Year 4 Does prayer change things? | Prepares for... | Does God communicate with humans? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Research - Qur'an - what's in it and how it's used ● Read and recall stories - from the Qur'an ● Compare and explore impact - Qur'an and Hadith ● Reflection ● Making informed decisions (answering a question, being able to say why / how they came to that answer) ● Comparison - Qur'an, Bible, Torah ● Interpretation ● Empathy ● Expression ● Analysis | <ul style="list-style-type: none"> ● People who learn the Qur'an by heart are called Hafiz ● The Hadith is a different text (focused on the tales of Muhammed), with different intentions and treated differently. ● How the Qur'an is treated and some of the key teachings - at home: kept on the highest possible shelf, wrapped in cloths, people wash thoroughly before touching it, placed on a stand and touched as little as possible. ● The impact of the Qur'an on Muslim life and be able to link some Qur'anic teaching to Muslim practice; ● Make links between the revelation of the Qur'an and the respect with which it is treated. ● Make comparisons with other sacred text they have encountered |
| Key Vocabulary: Muslim, Qur'an, Hafiz, Hadith, Bible, Torah, Muhammed, Sacred, Prayer | |

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| Year Group | 5 | Unit Title | Does God Communicate with humans? |
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| Builds on... | Do Muslims need the Qu'ran? | Prepares for... | Does the community of the Gudwara help Sikhs lead a better life? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Read prophecies about Jesus (Micah 2, Isiah 6) ● contrast and prepare prophecies (above with birth of Jesus) ● Interpret meaning ● Reflect, discuss and question - ● Comparison ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> ● Specific prophecies that Christians link to the birth of Jesus (Isaiah 6 and Micah 2) and they will evaluate their contribution to understanding of the Christmas story (Angel Gabriel announces the birth to Mary, an angel communicates with Zechariah concerning the birth of his son (John the Baptist); God speaks to Joseph in a dream, angels appear to the shepherds, the Magi are warned in a dream to avoid Herod. Believing that Jesus is the son of God means that most Christians believe that Jesus is a communication from God) |



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| <ul style="list-style-type: none"> ● Interpretation ● Empathy ● Expression ● Analysis | <ul style="list-style-type: none"> ● Know the ways that God communicates to people during the Christmas narrative and the impact of people’s responses (prayer as communication with God as it is both speaking and listening; in reading the Bible Christians understand that they are reading God’s words) ● Different ways that Christians believe God communicates with them and the difference that makes to their lives (the Holy Spirit) ● Christian view of the Bible as the words of God |
| <p>Key Vocabulary: God, Prophecies, Jesus, Christians, Holy Spirit, Bible, Christmas, Angel Gabriel, Mary, Joseph, Prayer, Zechariah, Magi, Herod.</p> | |

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| Year Group | 5 | Unit Title | Does the community of the Gurdwara help Sikhs lead a better life? |
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| Builds on... | Does God communicate with humans? | Prepares for... | Was the death of Jesus a worthwhile sacrifice? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Interpretation ● Collaboration ● Investigation / Research ● Interpretation - impact of a Gurdwara ● Comparison - Gurdwara and synagogue, the mandir, the church ● Expression ● Analysis ● Discussion and debate ● Reflection ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> ● Gurdwara is the main community centre, place where the Guru Granth Sahib is kept ● Gurdwara = doorway to the guru ● Features that are common to Gurdwaras, particularly those in the UK (platform, canopy, kitchen, library/teaching room) ● Identify similarities and differences between a Gurdwara and the Golden Temple in Amritsar. ● Know how the Gurdwara is used and how this links to some of the key beliefs of the Sikh faith. ● Understand how the community offers support and welcome and how Sikh traditions are kept alive by the Gurdwara. ● Compare the Gurdwara to other places of worship and evaluate the contribution of each to the lives of believers. ● Visit a Gurdwara **** |
| <p>Key Vocabulary: Gurdwara, Worship, Sikh, Synagogue, Mandir, Church, Mosque, Community, Guru, Platform, Canopy, Kitchen, Library, Golden Temple.</p> | |

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| Year Group | 5 | Unit Title | Was the death of Jesus a worthwhile sacrifice? |
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| Builds on... | Does the community of the Gudwara help Sikhs lead a better life? | Prepares for... | Are you inspired? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Making informed decisions (answering a question, being able to say why / how they came to that answer) ● Research - Christianity and sacrifice (Hebrews 13:15, 1 John 2:2, Hebrews 9:26, Mathew 9:13, Hosea 6:6, Genesis 22:2 and 1 Samuel 15 :22) ● Interpretation / Make connections ● Comparison - ● Interpretation ● Empathy ● Expression ● Analysis ● Interview - how do Christians feel about the death of Jesus? ● Reflection | <ul style="list-style-type: none"> ● Christians believe that Christ died for a purpose and that He gave his life for others. ● See the links between the death of Jesus and the Passover lamb and the sacrifices made on the day of Atonement. ● Jesus had the freedom not to die, but chose to and that the words of forgiveness spoken in the cross can be understood to apply to all humans. ● Understand the words salvation and atonement and be able to show how Christians celebrate Easter as a result of these beliefs. ● know the Easter story |
| Key Vocabulary: Jesus, Sacrifice, Christians, God, Passover, Atonement, Freedom, Forgiveness, Cross, Salvation, Easter. | |

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| Year Group | 5 | Unit Title | Are you inspired? |
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| Builds on... | Was the death of Jesus a worthwhile sacrifice? | Prepares for... | What is best for our world? Does religion help people decide? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Interpretation ● Present ideas / collaboration ● Investigation - are Christians still inspired by the Holy Spirit today? | <ul style="list-style-type: none"> ● Know how the disciples were changed at Pentecost (preach about Jesus, speak in a variety of languages and perform miracles similar to Jesus.) and the teachings of the church and the beliefs that follow on from this. |



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| <ul style="list-style-type: none"> ● Research significant people - John Sentamu, Desmond Tutu, Frances Domenica link them to biblical teachings ● Interpretation - how does the Holy Spirit influence people today - Christians in sport / music etc ● Empathy ● Expression ● Analysis ● Discussion and debate ● Reflection ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> ● Articulate the work of the Spirit as that of the third person of the Trinity (guide, counsellor, help in all things) ● Explain how Christians believe that the Spirit influences them today (guiding them, answering prayer, equipping them with special knowledge, giving them the ability to speak in tongues (spirit given language, giving courage to take action) ● Know some of the Bible references that explain the character of the Holy Spirit ● Evaluate the role the Spirit play in the church today. |
| <p>Key Vocabulary: Christians, God, Holy Spirit, Influence, Pentecost, Preach, Jesus, Miracles, Church, Beliefs, Prayer, Bible</p> | |

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| Year Group | 5 | Unit Title | What is best for our world? Does religion help people decide? |
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| Builds on... | Are you inspired? | Prepares for... | Year 6 Are the Saints encouraging role models? |
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| <p>Key Skills Covered</p> <ul style="list-style-type: none"> ● Interpretation ● Collaboration ● Investigation / Research - a sikh charity or person / Christian aid or other and Band aid or other non-religious organisation - how do they help? ● Interpretation ● Comparison - Sikh, Christian, non-religious organisation ● Expression ● Analysis ● Discussion and debate ● Reflection | <p>Main Knowledge Gained</p> <ul style="list-style-type: none"> ● Key texts and principles that Christian and Sikh believers might acknowledge as the basis for charitable work. ● Reasons for service, and be able to identify the needs of the world that are being met. ● Link the religious teachings with their own responses. ● Correct terminology to describe the principles and concepts. ● Non-religious people also try to meet the needs of the world and run charities. |
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| <ul style="list-style-type: none"> Making informed decisions (answering a question, being able to say why / how they came to that answer) | |
| Key Vocabulary: Religion, Christian, Sikh, Charity, Aid, Principles, Service, World | |

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| Year Group | 6 | Unit Title | Are the Saints encouraging role models? |
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| Builds on... | Year 5 What is best for our world? Does religion help people decide? | Prepares for... | Is 'God made man' a good way to understand the Christmas story? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> Read and retell the story of Stephen Interpretation - actions of the people who became saints Collaboration / discussion / debate Investigation / Research - Saints Interpretation Comparison - martyred saints with modern day saints, saints with Jesus Expression - how do they feel? Question - Are they role models or warnings? Analysis Reflection - Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> Story of Stephen, the first Christian martyr Know a range of other saints (eg Peter, Paul) Know some reasons why people may be called saints and evaluate their contribution (eg St Michael, St George, St Nicolas, Charles 1) Know about any local saints (Visit to local church?) People are still beatified today and be able to name some modern day saints (eg Mother Teresa, Oscar Romero,) Jesus is not considered to be a saint, but the Son of God and discuss the difference (his death was essential for the salvation of humans so different to that of a martyr) Know that some other religions talk about saints and describe what that means for them. |
| Key Vocabulary: Saints, Stephen, Peter, Paul, St Michael, St George, St Nicolas, Mother Teresa, Oscar Romero, Christian, Local, Church, Jesus, God, Salvation, Religion | |

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| Year Group | 6 | Unit Title | Is 'God made man' a good way to understand the Christmas story? |
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| Builds on... | Are the Saints encouraging role models? | Prepares for... | Do clothes express beliefs? |
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| Key Skills Covered | Main Knowledge Gained |
| <ul style="list-style-type: none"> ● Retell the Christmas story and name the characters involved ● Read the Christmas story in the four gospels - Matthew, Luke, Mark and John ● Interpretation - what are these stories actually telling us? What does it tell us about Christian beliefs? ● Collaboration / discussion / debate ● Investigation / Research - meaning of Emmanuel, incarnation ● Comparison - Christians belief in Jesus and Hindu belief in avatars ● Question - ● Analysis ● Reflection ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> ● Explain simply what is meant by Incarnation (a person who embodies in the flesh a deity, spirit or quality) and why it is important to a Christian understanding of Christmas (time to celebrate the birth of Jesus - God taking flesh and living as man among humankind) ● Know that the celebration of Christmas needs to be understood in the light of what Jesus went on to do as an adult ● Link Christian beliefs about Christmas and Jesus to bible texts (Isaiah 6, Micah 2) ● Evaluate Christmas celebrations in the light of what they have learned. ● Pupils will know that there are differences between the Christian view of incarnation and Hindu avatars. |
| Key Vocabulary: God, Christmas, Christian, Jesus, Mary, Joseph, Bethlehem, Gospels, Hindu, Avatars, Incarnation, Bible | |

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| Year Group | 6 | Unit Title | Do clothes express beliefs? |
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| Builds on... | Is 'God made man' a good way to understand the Christmas story? | Prepares for... | Is the resurrection important to Christians? |
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| Key Skills Covered | Main Knowledge Gained |
| <ul style="list-style-type: none"> ● Collaboration / discussion / debate ● Investigation / Research - dress codes for Christians, Sikhs, Muslims, Hindus, Jews ● Comparison - dress codes / choice of clothes ● Question - | <ul style="list-style-type: none"> ● Recognise the religious significance behind a range of dress codes (Islamic & Jewish in the main) ● Link specific passages from the Qur'an or the Torah to the dress. ● Know some reasons why people choose to follow dress codes and evaluate appropriately. ● Show the impact that following a dress code has on the life of a believer. |



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| <ul style="list-style-type: none"> ● Analysis - Is there anything the belief groups have in common regarding dress codes ● Reflection - Do we judge people on what they are wearing? ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> ● Know that people follow dress codes for non-religious reasons as well and make comparisons. ● Discuss the sense of identity created by clothing. |
| Key Vocabulary: Clothes, Beliefs, Dress Codes, Christians, Jewish, Islamic, Jewish, Passage, Qur'an, Torah, Believer, Identity | |

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| Year Group | 6 | Unit Title | Is the resurrection important to Christians? |
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| Builds on... | Do clothes express beliefs? | Prepares for... | Can we know what God is like? |
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| <p>Key Skills Covered</p> <ul style="list-style-type: none"> ● Collaboration / discussion / debate ● Investigation / Research - Christians beliefs about reincarnation and resurrection. How Easter Sunday is celebrated ● Comparison - Do other religions have similar beliefs? ● Question / interview - local vicar or a funeral director - how do they understand death and resurrection? ● Reflection - How Christians belief in reincarnation is important, what happens when people die? Own beliefs ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <p>Main Knowledge Gained</p> <ul style="list-style-type: none"> ● Make links between the narrative of the resurrection and Christian beliefs about life after death (death is not the end, hope for life after death, Christians need to be concerned about how they live as there will be consequences) ● Significance of the resurrection for understanding the nature of Jesus (proof that Jesus is the son of God, he has power over death). ● How Easter Sunday is celebrated and the reason for the joy of the event. ● Able to explain how a Christian understanding of the resurrection might influence the way that Christians respond to death (Each person has one body, one soul and that it is resurrected - death is not the end and therefore many Christian funerals are a celebration). ● Explain why many Christians believe that Jesus' resurrection is important. |
| Key Vocabulary: Resurrection, Christians, Reincarnation, Easter Sunday, Jesus, God, Funeral, Celebration. | |

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| Year Group | 6 | Unit Title | Can we know what God is like? |
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| Builds on... | Is the resurrection important to Christians? | Prepares for... | Does what you believe about creation matter? |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Collaboration / discussion / debate ● Investigation / Research - all words / names / characteristics used to describe God. ● Explore - symbols, prayers, pictures, scriptures - Christians and Muslims ● Comparison - different religions view of God ● Question and Reflection - what have they learned about the different views of God? ● Empathy ● Making informed decisions (answering a question, being able to say why / how they came to that answer) | <ul style="list-style-type: none"> ● Key beliefs about God expressed by Muslims and Christians and will know the source of some of these beliefs. ● Significance of the Shahadah and be able to compare the beliefs of Muslims and Christians about God. ● Form some conclusions about the differences that the beliefs make to the lives of followers. ● Know some of the ways in which Muslims and Christians seek to know God and express their beliefs – in art, calligraphy and by their lives. ● Understand the role of prayer, worship and revelation in getting to know God |
| Key Vocabulary: God, Symbols, Prayers, Scriptures, Christians, Muslims, Bible, Shahadah, Beliefs, Followers, Calligraphy, Worship, Revelation | |

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| Year Group | 6 | Unit Title | Does what you believe about creation matter? |
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| Builds on... | Can we know what God is like? | Prepares for... | KS3 |
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| Key Skills Covered | Main Knowledge Gained |
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| <ul style="list-style-type: none"> ● Collaboration / discussion / debate - care for the environment, ● Investigation / Research / Explore - views on creation by world faiths, other creation accounts - e.g. Aboriginal ● Comparison - different views ● Question and Reflection - does belief in a creator God make a difference to the way people treat the environment? ● Empathy | <ul style="list-style-type: none"> ● Know a variety of creation accounts and be able to compare and contrast at least two of them, focusing particularly on what a believer might learn from these accounts and how they might impact their views about the world. (Sikh, Hindu, Muslim, Christian, Jewish) ● Use other religious texts to inform their responses to environmental issues, comparing their responses with those of believers in other faiths or none. |



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| <ul style="list-style-type: none">• Making informed decisions (answering a question, being able to say why / how they came to that answer) | |
| Key Vocabulary: Creation, Environment, World faiths, Aboriginal, God, Believer, Sikh, Muslim, Hindu, Christian, Jewish | |