



## Yaxham Church of England VA Primary School

### RE Curriculum Plan

*Through loving God and loving others,  
we flourish, learn & grow.*



	Year	Discipline	Age related expectations	Core question	Knowledge	Key Vocabulary	When
R	A&B	Theology	<ul style="list-style-type: none"> <li>• Communication and language development</li> <li>• Personal, social and emotional development</li> <li>• Literacy</li> <li>• Understanding the world</li> </ul>	What is a religious story? Why might people tell this story?	<p>Know that the Bible is the Christian holy book which helps them understand more about God. Know and use the vocabulary Bible, Christian, Holy Book,</p> <p>Begin to understand that other groups have special books and stories too. Talk about religious stories.</p> <p>Know and explore stories</p> <p>Stories have a message to teach</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Suggested stories:</p> <ul style="list-style-type: none"> <li>• David and Goliath</li> <li>• Jesus blesses the children</li> <li>• The deer and the crow</li> <li>• Buddha</li> <li>• The wind and the moon</li> <li>• Hanukkah</li> </ul>	<p>Holy book</p> <p>God Bible</p> <p>Christian</p> <p>Hindu/Hinduism</p> <p>Buddhist/Buddhism</p> <p>Jew/Judaism</p>	Autumn 1
		Theology	<ul style="list-style-type: none"> <li>• Communication and language development</li> <li>• Personal, social and emotional development</li> <li>• Literacy</li> <li>• Understanding the world</li> <li>• Expressive arts and design</li> </ul>	Why do Christians perform a nativity at Christmas?	<ul style="list-style-type: none"> <li>• What the Bible says about Jesus – some of the stories about Jesus as an adult.</li> <li>• The birth of Jesus is known as the nativity and it was an important event for Christians.</li> <li>• The nativity is different around the world because of the cultural or historical influences on Christianity.</li> <li>• Christmas is a celebration festival for Christians as it is Jesus's birthday.</li> <li>• Jesus shows what God is like and all humans are made in 'God's</li> </ul>	<p>God</p> <p>Nativity</p> <p>Bible</p> <p>Festival</p> <p>Celebration</p> <p>Image</p> <p>Emmanuel</p>	Autumn 2

					<ul style="list-style-type: none"> <li>image'.</li> <li>Every human is precious to God, known and loved by God.</li> <li>Jesus came as Emmanuel (God with us) and he wants his followers to be like him and show God's love to the world</li> </ul>	Love Christmas Christian Precious Gift	
		Human/Social Sciences	<ul style="list-style-type: none"> <li>Communication and language development</li> <li>Personal, social and emotional development</li> <li>Literacy</li> <li>Understanding the world</li> <li>Expressive arts and design</li> </ul>	How do people celebrate?	Which times are special and why? Give examples of special occasions and features of a good celebration. Recall simple stories connected with Christmas/Easter/Hanukkah and Diwali. Say why Christmas / Easter Hanukkah and Diwali are special times. Use new vocabulary to identify some similarities and differences between religious communities. Respond imaginatively and expressively to what happens at their favourite times.	Use words and phrases related to: Celebration Special days  Specific religions:  Judaism Hinduism Christianity	Spring 1
		Theology	<ul style="list-style-type: none"> <li>Communication and language development</li> <li>Personal, social and emotional development</li> <li>Literacy</li> <li>Understanding the world</li> <li>Expressive arts and design</li> </ul>	Why do Christians put a cross in an Easter garden?	The events of Jesus last week on earth (Holy week).  Palm Sunday was when Jesus entered Jerusalem on a donkey and people called Hosanna to him.  Easter is a period of time longer than one day.  Easter is the most important event in the Christian calendar.  Easter is linked to forgiveness, love and sacrifice.  Christians remember Jesus' last week at Easter.  Jesus' name means 'He saves'  Christians believe Jesus came to show God's love.  Christians try to show love to others	God Jesus Easter Forgiveness Cross Holy Week Palm Sunday Love Hosanna Good Friday Sorry Sacrifice	Spring 2

		<div>Theology</div>	<div><ul style="list-style-type: none"><li>· Communication and language development</li><li>· Personal, social and emotional development</li><li>· Literacy</li><li>· Understanding the world</li><li>· Expressive arts and design</li></ul></div>	<div>Why is the word God so important to Christians?</div>	<div>God is the name Christians use for who they believe created the earth and universe.</div> <div>God is the creator of all things whether good or bad, he is a life giver.</div> <div>Christian's thank God for his creation and giving in a Harvest Festival.</div> <div>The ten commandments are an important part of Christian living and remind Christians they should honour God's name.</div> <div>The word God is a name</div> <div>Christians believe God is the creator of the universe</div> <div>Christians believe God made our wonderful world and we should look after it</div>	<div>God</div> <div>Creator</div> <div>Universe</div> <div>World</div> <div>Creation</div> <div>Christian</div> <div>Believe</div> <div>Life</div> <div>Steward</div> <div>Harvest Festival</div> <div>Honour</div> <div>Help</div>	<div>Summer</div>
		<div>Philosophy</div> <div>Addition for 2024/5</div>		<div>Noah and the flood</div>			

KS1	a	Theology	<p>How beliefs shape the way believers see the world and each other</p> <p>Year1 - Give an example of how Christians/Jews/Hindus use beliefs to guide their daily lives.</p> <p>Year 2 - Give different examples of how Christians/Jews/Hindus beliefs influence daily life.</p>	<p>Why is light an important symbol for Christians, Jews and Hindus?</p> <p>Other questions:</p> <ul style="list-style-type: none"> <li>• What might Hindus learn from Diwali?</li> <li>• What might Jews remember from Hanukkah?</li> <li>• What might Christians learn from advent?</li> <li>• Who made the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Diwali is an ancient festival celebrated by Hindus all over the world. It represents the triumph of good over evil and light over darkness. For Hindus, Diwali represents the start of the New Year as well as the beginning of winter.</li> <li>• Light is important to Hindus because it commemorates the part of the Diwali story that describes oil lamps being placed outside homes to light the way for Rama and Sita's triumphant homecoming.</li> <li>• Hindus believe that the world we live in is not the first or the last universe. For Hindus the universe was created by Brahma, the creator who made the universe out of himself.</li> <li>• Hanukkah is a Jewish festival. It reminds Jews of a time 2,000 years ago when the Jews won a battle against the Greeks to practice their religion freely. To celebrate the victory an oil lamp was lit which lasted for eight days.</li> <li>• Light is important to Jews because it symbolises the lamp that was lit at the end of the battle which miraculously lasted eight days.</li> <li>• Jews believe that there is a single God who not only created the universe, but with whom every Jew can have an individual and personal relationship.</li> <li>• Advent is the time when Christians remember the time that Jesus came into the world in Palestine 2000 years ago. During Advent, Christians prepare for the celebration of the arrival of Jesus by buying gifts, decorating houses, singing carols and preparing for a feast. Advent is a time to celebrate light amidst darkness.</li> <li>• Candles at Advent and Christmas symbolise the light of God coming into the world through the birth of Jesus.</li> <li>• Christians believe that God made the world</li> </ul>	<p>Hinduism, Christianity, Judaism</p> <p>Brahman, God</p> <p>Abraham, Jesus, Rama, Sita</p> <p>Bible, Vedas, Torah</p> <p>Mandir, Synagogue, Church</p> <p>Festivals – Diwali, Hanukkah, Advent, Christmas</p> <p>Artifacts – divas, Menorah, Advent wreath, Christingle</p> <p>Other key vocabulary – light, good, evil, truth, wrongdoing</p>	Autumn 1
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	A	Theology	<p>Where beliefs come from</p> <p>Year 1 - Give a clear, simple account of at least one narrative, story or important text used by at least one religion or world view</p> <p>Year 2 - Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief</p> <p>Recognise different types of writing from within one text</p>	<p>Why does Christmas matter to Christians?</p>	<ul style="list-style-type: none"><li>• Christians believe that Jesus is God</li><li>• Christians believe that Jesus was born as a baby in Bethlehem</li><li>• The bible is a sacred text for Christians</li><li>• The bible point out his birth was extraordinary (he was worshiped as a king - Matthew)</li><li>• The bible tells that he came to bring good news (Including to the poor - Luke)</li><li>• Christians celebrate Jesus' birth</li><li>• Advent is a time getting ready for Jesus coming</li></ul>	<p>Jesus, Gabriel, angels, shepherds,, wise men, Mary, Joseph</p> <p>Nazareth, Bethlehem</p> <p>Christmas, Nativity, Advent</p> <p>Manger</p>	<p>Autumn 2</p>
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	A		<p>How beliefs relate to each other</p> <p>Year 1 - Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.</p> <p>Year 2 - Recognise that some beliefs connect together and begin to talk about these connections.</p>	<p>What do Jewish people remember on Shabbat?</p> <p>Other questions:</p> <p>What do religious people say God is like?</p>	<ul style="list-style-type: none"> <li>Jews believe that God created the world and when he finished, he rested.</li> <li>Jews believe they have a special agreement with God called a covenant.</li> <li>Jews promise to obey God's laws to say thank you to him for looking after them.</li> <li>Jews believe that God continues to work in the world, affecting everything that people do.</li> <li>Shabbat is the name of the day of rest in Judaism.</li> <li>Any work needs to be done before the day.</li> <li>Shabbats starts on Friday evening and ends on Saturday evening</li> <li>Shabbat traditionally marks the end of a working week. Jews are encouraged to think about God and their relationship with him and spend time with their families.</li> <li>At the beginning of Shabbat Jewish families share a meal. They eat special bread called challah.</li> <li>On Shabbat, Jews attend services at the synagogue, often led by a Rabbi.</li> <li>A Havdalah ceremony is held at the end of Shabbat (Saturday evening).</li> <li>The Torah is the Jewish holy book.</li> <li>The Torah is made up of the first five books of the Hebrew Bible.</li> <li>The Torah contains the laws of God.</li> <li>All Jewish synagogues, or places of worship, keep a copy of the Torah.</li> </ul>	<p>Judaism</p> <p>Jews</p> <p>God,</p> <p>Torah, scrolls</p> <p>Rabbi, Synagogue</p> <p>Shabbat</p> <p>Kiddush/kiddish goblet, challah, Havdalah candles, challah cover, spice box</p> <p>worship, shalom, blessing, covenant, Hebrew,</p>	Spring 1
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	A	Human and Social Sciences	<p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</p> <p>Year1 - Recognise that beliefs can have an impact on a believer's daily life, their family or local community</p> <p>Year 2 - Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>How do Christians belong to their faith family?</p> <p>Other questions:</p> <p>Where is the religion around us?</p> <p>What does it mean to be part of a religious family?</p> <p>What does it mean to belong to the Christian community? What happens in the daily life of a Christian?</p>	<ul style="list-style-type: none"> <li>Religion is not a place – it is about people believing, worshiping and valuing.</li> <li>Religion is about belonging to a faith family and community.</li> <li>Christians belong to a Christian faith family and community.</li> <li>To a Christian, the church is a group of people (a community) who all believe in Jesus and want to meet together to worship God and learn more about their faith.</li> <li>Belonging to a religious family means followers are part of a bigger family where there are shared views and values and God, friendship and support.</li> </ul> <p>To be part of the Christian family, followers:</p> <ul style="list-style-type: none"> <li>o spend time talking to God through prayer;</li> <li>o set time aside for reading about God,</li> <li>o help and being kind to others;</li> <li>o thank others;</li> <li>o forgive others</li> </ul>	<p>Christianity, Christians</p> <p>Bible,, Church</p> <p>Baptism/Christening</p> <p>white robe, vicar, oil, cross, candle, font, dove</p> <p>belonging, faith, community, belief, symbol, Godparent, promises, values, ceremony, prayer, thankful, welcome, anointed</p>	Spring 2
	A	Philosophy	<p>The nature of meaning and existence</p> <p>Year 1 - 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.</p> <p>Year 2 - 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.</p>	<p>Why do some people have different views about God?</p> <p>Other questions:</p> <p>What is puzzling about the world of religion and belief?</p> <p>How do people decide what is right</p>	<ul style="list-style-type: none"> <li>Religion is a collection of beliefs that people have that help them to answer some really big and hard questions, like who made the world, who should we look up to or worship, how should people behave.</li> <li>People have different ideas about religion and God because: - <ul style="list-style-type: none"> <li>o They live in different places.</li> </ul> </li> </ul>	<p>Christianity, Hinduism, Islam, Humanism</p> <p>Christians, Hindus, Muslims, Humanists</p> <p>curiosity, empathy, evidence, reason, puzzling, right, wrong</p>	Summer



				and wrong?	<ul style="list-style-type: none"> <li>o They live in different families</li> <li>o They think in different ways.</li> <li>o They have different friendships and communities.</li> <li>• It is OK for people to believe in different things. No one religion is right or wrong.</li> <li>• The world of religion is puzzling because: -</li> <li>o We cannot see or meet God in the same way that we can with people we know.</li> <li>o It is difficult to understand how a person or being created the world and we only have stories and sacred books to tell us – we can't see it for ourselves.</li> <li>o Different people think different things about God and religion.</li> <li>• Humanists don't believe in a god or gods, or believe we can't know if there is a god</li> <li>• Humanists believe we can be good and happy without the need for gods or religion.</li> </ul>		
	B	Philosophy	<p>The Nature of knowledge, meaning and existence</p> <p>Year 1 - 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.</p> <p>Year 2 - 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.</p>	<p>How did the universe become?</p> <p>Other questions:</p> <p>What's the big idea? (introduction to philosophy/Socratic dialogue)</p> <p>How did the universe come to be?</p> <p>What is puzzling about the world of religion and belief?</p>	<ul style="list-style-type: none"> <li>• A 'big idea' helps us to make sense of experiences or information.</li> <li>• 'The universe was created by God/Braham?' are 'big ideas'</li> <li>• The Christian and Hindu religions have a story that explains how the universe was created (made).</li> <li>o Christians believe that God created the universe and everything in it.</li> <li>o Hindus believe that Brahma created the world and everything in it and Vishnu looks</li> </ul>	<p>Christianity, Hinduism</p> <p>Christians, Hindus</p> <p>God, Brahma, Vishnu</p> <p>Bible, Vedas</p> <p>creation, creator, universe, philosophical</p>	Autumn 1

				<p>What questions do religious stories make us ask? Can we find any answers?</p>	<p>after the world and the people in it.</p> <ul style="list-style-type: none"> <li>• A puzzling question is one that is difficult to understand or solve.</li> <li>• Questions we ask about religious stories often start with how or why to help us understand some of the information like 'How did God/Brahma get his power to make the universe?</li> <li>• Christians and Hindus believe that the answer to questions about the creation stories can be found in their holy books (the Bible and Vedas)</li> </ul>		
	B	Human and Social Sciences	<p>Year1 - Recognise that beliefs can have an impact on a believer's daily life, their family and their local community</p> <p>Year 2 - Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community</p>	<p>How does celebration bring the community together?</p> <p>Other questions:</p> <p>How do festivals/celebrations bring people together?</p> <p>Why are symbols/artefacts important to some people?</p> <p>How do worship/ceremonies give Muslims and Christians a sense of identity and belonging?</p>	<ul style="list-style-type: none"> <li>• Christianity is one of the world religions. It is a religion that believes in one god.</li> <li>• People that follow the religion of Christianity are called Christians.</li> <li>• Christians are people who believe that Jesus Christ is the Son of God.</li> <li>• Christians worship in churches</li> <li>• The Christian holy book is called the Bible.</li> <li>• Baptism is a ceremony performed by most Christian churches. It is done as a cleansing symbol; showing that the person being baptised has become a follower of Jesus.</li> <li>• Families come together to celebrate a baptism. After a service at the Church, a party is usually held where families and friends get together to celebrate. • Islam is one of the world religions. It is a religion that believes in one god called Allah</li> <li>• People that follow the religion of Islam are called Muslims.</li> <li>• Muslims believe that Muhammad is a messenger of God (Allah).</li> <li>• Muslims worship in mosques. Muslims often call the mosque by its Arabic name – Masjid.</li> <li>• The Muslim holy book is called the Qur'an.</li> <li>• Eid al-Fitr is a very important festival in the Islamic calendar and was started by the Prophet Muhammad. It is also known as 'The Feast of Breaking the Fast' and is celebrated by Muslims to mark the end of</li> </ul>	<p>Christianity, Islam</p> <p>Christians, Muslims</p> <p>God, Allah</p> <p>Bible, Qur'an</p> <p>Church, Mosque (Masjid)</p> <p>Baptism, Eid ul-Fitr</p> <p>font, candle, godparents, cross, cleansing, Mecca, fasting, feasting, dawn, Five Pillars of Islam (rules Muslims follow), enjoyment, forgiveness</p>	Autumn 2

					<ul style="list-style-type: none"> <li>Ramadan.</li> <li>At Eid al-Fitr Muslims wear their best clothes, decorate their homes and spend time celebrating with their friends and family. Some Muslims may give money to the poor so that they can also enjoy the day.</li> </ul>		
	B	Theology	<p>Where beliefs come from</p> <p>Year 1 - Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.</p> <p>Year 2 -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</p>	What is the good news that Jesus brings?	<ul style="list-style-type: none"> <li>Christians believe Jesus brings good news for all people</li> <li>Christians believe the good news is that they are loved by God and that they will be forgiven for bad things</li> <li>Christians believe Jesus is a friend to the poor and the friendless</li> <li>Christians believe Jesus' teachings make people think hard about how to live and show them the right way</li> </ul>	<p>Gospel - good news</p> <p>Friendship, forgiveness, peace</p>	Spring 1
	B	Human and Social Sciences	<p>Where beliefs come from</p> <p>Year 1 - Give a clear, simple account of at least one narrative, story or important text used by at least one religion or world view</p> <p>Year 2 - Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief</p> <p>Recognise different types of writing from within one text</p>	Why does Easter matter to Christians?	<ul style="list-style-type: none"> <li>Easter is a very important story in the bible</li> <li>Christian believe Jesus rose again, giving people hope of a new life</li> </ul>	<p>Springtime, Easter, new life</p> <p>Incarnation, Gospel, Salvation</p> <p>Jerusalem, Mount of Olives</p> <p>Crucifixion, resurrection</p> <p>Tomb, palm leaves, hot cross buns, eggs</p> <p>Holy Week, Palm Sunday, Good Friday, Easter Sunday</p> <p>Mary Magdalene, disciples</p>	Spring 2

	B	Human and Social Sciences	<p>Diverse ways in which people practice and express beliefs</p> <p>Year1 - Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.</p> <p>Year 2 - Identify evidence of religion and belief especially in the local area.</p>	<p>How do Jewish people celebrate Passover?</p> <p>Other questions:</p> <ul style="list-style-type: none"> <li>How do festivals/celebrations bring people together?</li> <li>Why are symbols and artefacts important to some people?</li> <li>How do worship ceremonies give Jews a sense of identity and belonging?</li> </ul>	<ul style="list-style-type: none"> <li>Thousands of years ago the early Jews, called Israelites, moved to Egypt, where they became slaves of the Egyptians.</li> <li>Passover is a Jewish celebration that remembers the freedom of the Jews from slavery in ancient Egypt.</li> <li>The word Passover comes from the 10th plague, in which the firstborn sons of the Egyptians were killed.</li> <li>Passover is celebrated with a family meal called Seder.</li> <li>The food that is served on the Seder plate has a symbolic meaning about the Passover story.</li> <li>The story of Passover is told in a guidebook for the Seder meal called the Haggadah.</li> <li>Matzah, which is bread without yeast in, is eaten throughout the festival. This is a reminder that the Jews had to leave Egypt in a hurry and didn't have time to wait for the bread to rise.</li> <li>Celebrations and festivals bring family and friends together to remember something that is important to them</li> <li>Symbols in religion help people to think about the meaning of stories and special times.</li> <li>Celebrations help Jews remember important events in Jewish history. This helps Jews to feel a sense of identity and belonging to their faith.</li> </ul>	<p>Judaism, Jew, Jewish</p> <p>God, Israelites, , Aaron, , Moses: One of "founders" of Judaism who lived over 3,000 years ago and led the Jewish people out of slavery in Egypt to live in the "Promised Land". He brought the Jews their laws for living as God's people, as written down in the Torah, also known to Christians as the first five books of the Bible.</p> <p>Torah,, Old Testament, Exodus,</p> <p>Haggadah: Literally means "telling". The Haggadah is a guidebook Jewish people use for the Seder at Passover to remember the story of how the Jews escaped from slavery in Egypt thousands of years ago.</p> <p>Synagogue, Passover/Pesach Seder Egypt Plague, Matzos, Disease, Celebration, Remembrance, Symbol</p>	Summer
L	A	Theology	<p>Where beliefs come from</p> <p>Year 3 - 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> <p>Year 4 -Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in believers interpret sources of authority</p>	<p>What do Christians learn from the creation story?</p>	<ul style="list-style-type: none"> <li>Christians believe that God the creator cares for the creation, including human beings</li> <li>Christians believe human beings are part of God's creation</li> <li>Christians believe they do best when they listen to God</li> <li>Christians believe that the bible shows God wants to help people to be close to him</li> <li>Christians believe that through the bible God keeps his relationship with people and that the bible gives people guidelines to live by e.g. the ten commandments</li> <li>Christians believe that God made our</li> </ul>	<p>Creation, creator</p> <p>Caretaker/stewards. responsibility</p> <p>Human, animals, nature</p> <p>Adam, Eve</p>	Autumn 1

					world and that we should look after it		
	A	Human and Social Sciences	<p>Diverse ways in which people practice and express beliefs</p> <p>Year 3 - Identify some similarities and differences in how people practice and express beliefs both within and between at least two different religions/ worldviews.</p> <p>Year 4 - 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.</p>	<p>What difference does being a Muslim make to daily life?</p> <p>Other questions:</p> <p>What does it mean to be a Muslim?</p>	<ul style="list-style-type: none"> <li>Muslims have rules for their daily lives - these are called the five pillars of Islam.</li> <li>The five pillars of Islam help Muslims to keep their faith strong.</li> </ul> <p>The five pillars of Islam are: -</p> <ul style="list-style-type: none"> <li>Shahadah – this is a declaration Muslims make to join the faith. The Shahada shows that Muslims believe in one God and that Muhammad is the prophet of Allah. Anyone who cannot recite this wholeheartedly is not a Muslim.</li> <li>Salah – Muslims are required to pray five times every day at set times. The Muslim prayer ritual is performed always facing in the direction of Mecca. Praying gives Muslims a feeling of connection to Allah, and to all the other Muslims around the world.</li> <li>Zakah - Muslims give 2.5% of their money to charity, after they have paid for what is necessary to support themselves and their families. Muslims believe that it is their duty to ensure Allah's wealth has been shared equally so that everyone is the same as Allah created everyone equally.</li> <li>Sawm - fasting happens in the month of Ramadan. During this month, Muslims won't eat or drink between dawn and sunset. Fasting is important to Muslims during Ramadan as it allows Muslims to devote themselves to their faith and come closer to Allah.</li> </ul> <p>Hajj – is a pilgrimage to Mecca that Muslims take once in a lifetime if they are physically able and can afford to do so. It is important to Muslims as Mecca is the place where the Islamic religion started. All Muslims pray in the direction of a sacred building called the Ka'bah, which is found within the Great Mosque of Mecca. The Ka'bah is the</p>	<p>Islam, Muslim</p> <p>Allah, Muhammad</p> <p>Qur'an</p> <p>Mecca (Makkah)</p> <p>prayer mat</p> <p>Five pillars if Islam - shahadah, Salah, rak'ah, zakat, sawm, hajj</p> <p>Ramadan, Eid ul-fitr</p> <p>Tawhid, pilgrimage, alms, suhoor, iftar, fatiha, Adhan, muadham, qibla</p>	Summer

					holiest site in Islam and symbolises the oneness of God.		
	A	Theology	<p>Where beliefs come from</p> <p>Year 3 - Show awareness of different sources of authority and how they link with beliefs.</p> <p>Identify different types of writing and give an example of how a believer might interpret a source of authority.</p> <p>Year 4 - Identify different sources of authority and how they link with beliefs.</p> <p>Give examples of different writings and different ways in which believers interpret sources of authority.</p>	<p>What is the trinity?</p> <p>Other questions:</p> <p>What do Christians believe about God?</p> <p>How do Christians talk about God?</p>	<p>Christians believe that Jesus Christ was the Son of God and that:</p> <ul style="list-style-type: none"> <li>• God sent Jesus to live as a human being in order to save humanity from the consequences of its sins - the bad things humanity had chosen to do which had separated them from God.</li> <li>• Christians model themselves on the life and teachings of Jesus Christ. Jesus taught people to love God and love their neighbour.</li> <li>• Jesus died on the Cross (At the Crucifixion)</li> <li>• Jesus rose from the dead on the third day after his Crucifixion (the Resurrection)</li> <li>• Through the death and resurrection of Jesus this broken relationship with God is restored</li> <li>• Christians believe that Jesus was the Messiah promised in the Old Testament</li> <li>• Christians believe that there is only one God, but that this one God consists of 3 "persons": - God the Father; God the Son; The Holy Spirit</li> <li>• In the Christian religion the Trinity is used to explain that three different people are called God in the Bible: God the Father, God the Son, and God the Holy Spirit. Trinity states that these three people all form the same God.</li> <li>• Christians believe that God created the world and that they should look after it and the people in it.</li> </ul> <p>Christians learn the following things from the creation story: -</p> <ul style="list-style-type: none"> <li>• God cares for all things.</li> <li>• Christians believe God made our wonderful world and so we should look after it.</li> <li>• As human beings are part of God's creation, they do best when they listen to God through worship, following the messages within the Bible and prayer.</li> </ul>	<p>Christianity, Christians</p> <p>God, Holy Spirit, Jesus, Messiah, Him/His/He, Trinity</p> <p>Bible, The New Testament, The Old Testament</p> <p>Church</p> <p>miracles, cross, heaven, forgiven, sin, worship, saviour, creation, Creator, prayer, humanity, sermon, faith, infinite</p>	Spring 1

					<p>Christians talk about God by:</p> <ul style="list-style-type: none"> <li>• Showing love to one another</li> <li>• Talking about their faith in God through what is said in the Bible, prayer and worship</li> <li>• Showing forgiveness towards others</li> <li>• Being happy</li> <li>• Supporting others</li> </ul>		
	A	Theology	<p>How beliefs shape the way believers see the world and each other</p> <p>Year 3 - 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> <p>Year 4 -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>	<p>When Jesus left what was the impact of Pentecost?</p> <p>How can someone become part of God's Holy Kingdom?</p>	<ul style="list-style-type: none"> <li>• Christians believe that Jesus inaugurated the 'Kingdom of God' - Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now (<i>Your kingdom come, Your will be done on earth as it is in heaven.</i>)</li> <li>• Christians believe Jesus is still alive, rules in their hearts and lives by the holy spirit, if they let him in.'</li> <li>• Christians believe that after Jesus returned ton be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</li> <li>• Christian celebrate Pentecost as the beginning of the Church</li> </ul>	<p>Jesus, God, Holy Spirit</p> <p>King, Kingdom, Rule, leader</p> <p>Salvation</p> <p>Raised to life, resurrection, Heaven</p> <p>Day of the Pentecost</p> <p>symbolism</p>	Spring 2

	A	Philosophy	<p>Year 3 - Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'</p> <p>Recognise some of the similarities and differences between these ideas.</p> <p>Year 4 - Describe a range of answers to ethical and moral questions showing awareness of diversity of opinion and why there are differences.</p>	<p>What is Philosophy? How do people make moral decisions?</p> <p>Other questions:</p> <p>How do people respond to issues of poverty and justice?</p>	<p>Philosophy is learning about:</p> <ul style="list-style-type: none"> <li>The ideas that make up the knowledge that we have.</li> <li>What is right and wrong and why</li> <li>The value of things</li> </ul> <p>A moral decision is when someone has to make a choice based on what they believe is proper behaviour and the right thing to do.</p> <p>Humanists believe that:</p> <ul style="list-style-type: none"> <li>We should treat others the way we would like to be treated</li> <li>If everyone tries to do the right thing, we can make the world a better place; if everyone does the wrong thing, then everyone will be worse off</li> <li>Making others happy can make us happy</li> <li>This world is the only one we have and that human problems can only be solved by humans</li> <li>Poverty means not having enough money for basic needs such as food, water, shelter, or toilets. Many people in different countries live in poverty, especially in developing areas of Africa, Latin America and some parts of Asia.</li> </ul> <p>Justice has two meanings:-</p> <ul style="list-style-type: none"> <li>Sticking to what is fair and right</li> <li>The giving out of something that is deserved; reward or punishment.</li> </ul> <p>Humanists take an active role in supporting poverty and justice issues and many give money and time to support action on world poverty.</p>	<p>Humanism, Humanists</p> <p>good, moral dilemma, reward, punishment, rules, empathy, motivation, virtuous, reason, right, wrong</p>	Autumn 2
	B	Theology	<p>Year 3 - Show awareness of different sources of authority and how they link with beliefs.</p> <p>Identify different types of writing and give an example of how a believer might interpret a source of authority.</p> <p>Year 4 - Identify different sources of authority and how</p>	<p>What kind of world did Jesus want?</p>	<ul style="list-style-type: none"> <li>Christians believe that Jesus challenges everyone about how to live - he sets an example for loving God and your neighbour, putting others first</li> <li>Jesus shows love and forgiveness to unlikely people</li> <li>Christians try to be like Jesus - they want</li> </ul>	<p>Gospel good news</p> <p>Disciples - fishers of people, Leper</p>	Autumn 1



			<p>they link with beliefs.</p> <p>Give examples of different writings and different ways in which believers interpret sources of authority.</p>		<p>to know him better and better</p> <ul style="list-style-type: none"> <li>Christians try to put his teaching and example into practice in lots of different ways, from church worship to social justice</li> </ul>		
	B	Human and Social sciences	<p>Year 3 - Identify a range of different ways in which beliefs can have an impact on a believers daily life, family, community and society</p> <p>Year4 - 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>	<p>How do people express commitment to a religion/worldview in different ways?</p> <p>Other questions:</p> <ul style="list-style-type: none"> <li>What can we learn from different members/ex pressions of the Jewish tradition?</li> <li>How do Jews express their religious beliefs in modern Britain and in the Jewish homeland of Jerusalem?</li> <li>What difference does being a Jew make to daily life?</li> <li>What does it mean to be a Jew?</li> </ul>	<ul style="list-style-type: none"> <li>In the Jewish faith there are 613 mitzvoth which are rules for Jews to follow.</li> <li>There are rules for many things including instructions about food, punishments and how God should be worshipped.</li> <li>Jews believe that Mitzvoth are the things that God wants them to do – they are a guide for how Jews live their lives.</li> <li>The mitzvoth are written down in the Torah.</li> <li>As part of the mitzvoth, Jews believe that God gave Moses a set of ten laws that they should follow in order to please him - these laws are known as the Ten Commandments.</li> <li>Following the Ten Commandments is part of the covenant (agreement) made at Mount Sinai, which applies to all Jews.</li> <li>Jews believe that God will judge them on how well they have observed the commandments.</li> <li>Jews believe that following the commandments helps Jews to become better people.</li> <li>The commandments help Jews to treat other people with respect.</li> <li>The commandments guide Jews to love and worship God effectively.</li> <li>Kashrut are mitzvoth about the types of food that Jews can eat.</li> <li>Food that may be eaten is called kosher which means 'fit' (for consumption).</li> <li>There are mitzvoth about doing acts of kindness and helping those who are in need called Gimlet Hasidim and Tzedakah.</li> <li>Yom Kippur is a Jewish festival; it is the holiest day on the Jewish year.</li> <li>Yom Kippur means 'Day of Atonement' and it's when Jewish people seek forgiveness from God for their sins.</li> <li>The first Yom Kippur was when the Israelites left Egypt.</li> <li>The Shema is a prayer – it is important to Jews.</li> </ul>	<p>Judaism</p> <p>God, Moses</p> <p>Jerusalem, Western Wall (Wailing Wall)</p> <p>Torah, Synagogue, Cheder</p> <p>Yom Kippur, Shabbat</p> <p>mitzvoth, kashrut, kosher, Gimlet Hasidim, Tzedakah Ten Commandments, criteria, principles, atonement, Shema</p>	

					<ul style="list-style-type: none"> <li>When Jews say the Shema, they are affirming (declaring) that they believe that Judaism is true and they have faith in one God.</li> <li>The Western Wall is in Jerusalem – it is a holy place for Jews. It is close to the Temple Mount, the holiest site in Jerusalem.</li> <li>Jews have been praying at the Western Wall for many generations.</li> <li>The Western Wall was originally built as part of the second Jewish Temple</li> </ul>		
	B	Theology	<p>Year 3 - Show awareness of different sources of authority and how they link with beliefs.</p> <p>Identify different types of writing and give an example of how a believer might interpret a source of authority.</p> <p>Year 4 - Identify different sources of authority and how they link with beliefs.</p> <p>Give examples of different writings and different ways in which believers interpret sources of authority.</p>	What is it like to follow God?	<ul style="list-style-type: none"> <li>The Old Testament tells of what happened many years before Jesus was born. It often focuses on the friendship between the main characters and God</li> <li>The new testament introduce Jesus and his followers</li> <li>The old testament tells the story of the 'children of Israel'/'People of God' and their relationship with God</li> <li>The 'People of God' try to live in the way he wants, following his commands and worshipping him</li> <li>Christians believe God promises to stay with them and that bible stories show how God keeps his promises</li> </ul>	<p>Old testament, books of the bible, chapter, verse</p> <p>Children of Israel, People of God, Noah</p> <p>Obedience, commands, trust, rules, covenant, pact, rainbow, promise, symbol, believing, forgiveness</p> <p>Christian, Jewish</p>	Spring 1
	B	Theology	<p>Year 3 - Recognise that beliefs are influenced by events in the past and present</p> <p>Year 4 - Identify events in history and society which have influenced some religious and non-religious worldviews.</p>	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Why do Christians remember the events of Holy Week every year?</p>	<ul style="list-style-type: none"> <li>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection</li> <li>The various events of Holy Week, such as the last supper, were important in showing what Jesus came to earth to do</li> <li>Christians today trust that Jesus really did rise from the dead and so is still alive today</li> <li>Christians remember and celebrate Jesus' last week, death and resurrection</li> </ul>	<p>Creation and Fall, Incarnation, Gospel and Salvation , Resurrection</p> <p>Holy Week, Palm Sunday, Good Friday, Easter Sunday</p> <p>Palm Cross, crucifix</p> <p>Gospels - Matthew, Luke, Disciples</p> <p>Jerusalem</p> <p>Digging Deeper</p>	Spring 2

						<p>Last Supper, betrayal, denial</p> <p>Maundy Thursday</p> <p>Holy communion</p>	
	B	Philosophy	<p>Year 3 - Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Use more than one reason to support their view.</p> <p>Year 4 - Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views.</p>	<p>What does sacrifice mean?</p> <p>Other questions:</p> <ul style="list-style-type: none"> <li>What kind of world should we live in?</li> <li>Can kindness/love change the world</li> </ul>	<ul style="list-style-type: none"> <li>Sacrifice means being prepared to give up something that is of value, for the sake of the greater good.</li> <li>Christians believe that, at the Last Supper Jesus taught his disciples about sacrifice and rights, even of life itself.</li> <li>The greatest sacrifices are costly and unconditional. Christians see Jesus' death as a perfect example of this.</li> </ul> <p>key Humanist values: -</p> <ul style="list-style-type: none"> <li>Compassion</li> <li>Kindness</li> <li>Tolerance</li> <li>free speech</li> <li>rational thought</li> <li>Kindness is about empathy, being aware of others and finding ways to help others.</li> <li>Kindness and giving to others, improves the life of the person who gives the kindness and the person on the receiving end of the kindness.</li> </ul>	<p>Buddhism, Sikhism, Christianity, Humanism</p> <p>Philosophy</p> <p>Sacrifice, unconditional</p> <p>values: Compassion, Kindness, Tolerance, free speech, rational thought</p>	Summer
U	A	Theology	<p>Year 5 - Describe different sources of authority and how they link with beliefs.</p> <p>Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</p> <p>Year 6 - Explain different sources of authority and the</p>	<p>What does it mean if God is holy and loving?</p>	<ul style="list-style-type: none"> <li>Christians believe God is omnipotent, omniscient and eternal, and this means God is worth worshipping</li> <li>Christians believe God is both holy and loving and Christians have to balance ideas of God being angered by sin and injustice but also loving, forgiving and full of grace</li> <li>Christians do not all agree about what God</li> </ul>	<p>Omnipotent, omniscient, eternal</p> <p>Worship, sin, injustice, loving, forgiving, grace, holy, pure, mercy</p>	Autumn 1

		<p>connections with beliefs.</p> <p>Begin to discuss reliability and authenticity of texts that are authoritative for a group of believers.</p>		<p>is like, but try to following his path, as they see it in the Bible or through Church teaching</p> <ul style="list-style-type: none"><li>Christians believe getting to know God is like getting to know a person rather than learning information</li></ul>	<p>Biblical texts - David, Isaiah, Psalms, John</p>	
A	Human and Social Sciences	<p>Year 5 - Explain some of the varying ways in which religions and beliefs are practiced locally and nationally with reference to at least two different religions/worldviews.</p> <p>Year 6 - Begin to analyse and evaluate the varying ways in which religions and beliefs are practiced locally, nationally and globally with reference to at least two religions/worldviews.</p>	<p>How has belief in Christianity/Islam impacted on art and music through history?</p> <p>Other questions:</p> <ul style="list-style-type: none"><li>What do we mean by religion?</li><li>What does it mean to be part of a global religious community?</li><li>How has belief in Islam impacted on music and art through history?</li><li>How have expressions of belief changed over time?</li></ul>	<ul style="list-style-type: none"><li>A religion is a set of beliefs that is held by a group of people.</li><li>The beliefs are about the world and the people in it, about how they came into being, and what their purpose is.</li><li>These beliefs are often linked to supernatural beings such as God, a number of gods or spirits.</li></ul> <p>A global religious community has: -</p> <ul style="list-style-type: none"><li>A shared set of religious beliefs across more than one country.</li><li>A close connection through faith across the world</li><li>Followers are part of a world-wide family.</li><li>Some Muslims believe that only vocal music is permissible (halal) and that instruments are forbidden (haram).</li><li>Some Muslims believe that any instrument is lawful as long as it is used for the permissible kinds of music.</li><li>The Call to Prayer is an important feature in Islamic worship. It is a type of music that uses the voice alone.</li><li>Nasheeds are moral, religious songs sung in various melodies by some Muslims of today with and without instruments.</li><li>Arabic music is the music of the Arab world with all its diverse music styles and genres.</li><li>There are no pictures of people or animals in a mosque. The Qur'an forbids the worship of images, and Muslim people also believe that art could never reflect the magnificence of Allah's creation well enough.</li><li>Islamic art is dedicated to the design of repeating, intricate, colourful patterns and to calligraphy (beautiful writing).</li><li>Singing is an important part of worship for Christians.</li></ul>	<p>Christianity, Islam</p> <p>God, Allah, muezzin/muadhan, choir, congregation, aesthetic pleasure, ceremonial, incarnation</p> <p>halal, haram, devotional, vocal, permissible, arabesque, Capella, Nasheed</p> <p>evolved, prevalent, interpretation, paradox, belonging</p>	Autumn 2

					<p>Christians believe that: -</p> <ul style="list-style-type: none"> <li>• Singing helps them communicate with God.</li> <li>• It enables them to express many emotions including thanks, joy and sorrow.</li> <li>• Many Churches have choirs who lead the congregation in song.</li> <li>• Christians enjoy singing and dancing to the music.</li> <li>• Christian art is figural and expresses the ideas of Christianity and God.</li> <li>• Images of <a href="#">Jesus</a> and events from the Life of Christ are the most common subjects, and scenes from the Old Testament play a part in the art of most Christian groups.</li> <li>• Expressions of belief change over time. The change is influenced by travel and changes in society and the expectations of the people living within.</li> <li>• Islamic and Christian music has evolved over time with new music adding on to (but not replacing) traditional music.</li> <li>• The Muslim call to prayer has remained consistent over centuries.</li> </ul>		
	A	Theology	<p>Year 5 - Describe different sources of authority and how they link with beliefs.</p> <p>Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</p> <p>Year 6 - Explain different sources of authority and the connections with beliefs.</p> <p>Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p>	Was Jesus the Messiah?	<ul style="list-style-type: none"> <li>• Jesus was Jewish</li> <li>• Christian believe that Jesus is God in the flesh</li> <li>• They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God</li> <li>• Texts talk about what a messiah might be like, a 'rescuer' or anointed one'</li> <li>• Christian believe that Jesus fulfilled the expectations of a Messiah and therefore believe that he is the Messiah</li> <li>• Jews do not believe that Jesus is the Messiah</li> <li>• Christians see Jesus as their saviour (Salvation)</li> </ul>	<p>Incarnation, Salvation</p> <p>New testament, Old testament</p> <p>Prophecies</p> <p>Messiah, rescuer, anointed one, saviour, prophet, messenger</p>	Spring 1
	A	Theology	<p>Year 5 - Describe the ways in which beliefs shape the way Christians view the world in which they live and how they view others</p> <p>Year 6 - Explain and discuss how beliefs shape the way</p>	How can following God bring freedom and justice?	<ul style="list-style-type: none"> <li>• The old testament pieces together the story of the People of God</li> <li>• The story of Moses and the Exodus shows how God rescued his people from slavery In Egypt; Christians see the story as</li> </ul>	<p>Freedom, salvation, slavery to sin, service, justice/injustice, tyranny, covenant, commandment</p>	Spring 2

			Christians view the world in which they live and how they view others		<p>looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</p> <ul style="list-style-type: none"> <li>Christians apply this idea to living today by trying to serve God and bring freedom to others; for example, loving others, caring for them, bringing health, food and justice, and telling the story of Jesus.</li> </ul>		
	A	Philosophy	<p>Year 5 - Explain different philosophical answers to questions about the world around them, including questions relating to the meaning of life and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts.</p> <p>Year 6 - 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 different ways in which philosophers understand abstract concepts.</p>	<p>What can we learn about the world/knowledge/meaning of life from the great philosophers?</p> <p>What can we learn about the world/knowledge/meaning of life from the great philosophers?</p> <p>Other questions:</p> <ul style="list-style-type: none"> <li>What can we learn about the world/knowledge of life from the great philosophers?</li> <li>Is it possible for something to always be right (or wrong)?</li> </ul>	<p>The great philosophers help us to understand the meaning of life through their teachings and quotes that remain relevant to today, for example:</p> <ul style="list-style-type: none"> <li>Be content and make the most of what we have in life.</li> <li>We are happier if we focus on the good things in our life.</li> <li>We are in charge of whether our lives will be happy or sad.</li> <li>Embrace everything that happens to us as experiences to work through.</li> <li>See obstacles and problems as an experience that we will learn from.</li> </ul> <p>What is right and what is wrong: -</p> <ul style="list-style-type: none"> <li>When we use the word 'right' we talk about principles and ideals. These are the rules and conventions we develop to help us run our lives.</li> <li>When we think about rules and conventions being broken, we say this is 'wrong'.</li> <li>Sometimes it is difficult to say whether something is absolutely right or wrong.</li> <li>Fairness is very important in determining the principles we live by.</li> <li>Our ideas about right and wrong are learned through a mix of social interactions and what we see, hear and read.</li> </ul> <p>Buddhism</p> <ul style="list-style-type: none"> <li>Buddhism is a religion to about 300 million people around the world.</li> </ul>	<p>Buddhism</p> <p>Buddha, Prince Siddhartha</p> <p>Philosophers - Marcus Aurelius, Jeremy Bentham</p> <p>enlightenment, dhamma, 'the middle path', principles, ideals, obstacles, impede, dispositions</p>	Summer

					<ul style="list-style-type: none"><li>• The word comes from 'budhi', 'to awaken'.</li><li>• Buddhists see Buddhism as a philosophy or 'way of life'.</li><li>• Buddhists strive to:<ul style="list-style-type: none"><li>o lead a moral life,</li><li>o be mindful and aware of thoughts and actions</li><li>o to develop wisdom and understanding.</li></ul></li><li>• Buddhism teaches that the solutions to our problems are within ourselves not outside.</li><li>• The Buddha asked all his followers not to take his word as true, but rather to test the teachings for themselves.</li><li>• Buddhists believe that each person decides for themselves and takes responsibility for their own actions and understanding. Buddhism: -</li></ul>		
B	Theology	<p>Year 5 - Describe the connections between different beliefs being studied and link them to sources of authority.</p> <p>Describe some of the key theological similarities and differences between and within religions and world views</p> <p>Year 6 - Explain the connections between different beliefs being studied and link them to sources of authority using theological terms</p> <p>Explain the key theological similarities and differences between and within religions and world views.</p>	<p>Creation and science: conflicting or complementary?</p> <p>Other questions:</p> <p>One narrative, many beliefs: Why do people interpret things differently?</p> <p>How reliable are sources of authority for believers?</p>	<p>1. One narrative, many beliefs. Why do people interpret things differently - the answer to this is very much dependent on one's own beliefs.</p> <ul style="list-style-type: none"><li>• There are different ways of interpreting Genesis - the Christian creation story.</li><li>• Some Christians believe the Bible is the actual word of God, they believe that Genesis 1 and 2 are true and accurate descriptions of how the world was created.</li><li>• Some Christians do not think the Bible was actually written by God – instead, they believe that the writers of the Bible were inspired by God's actions. They interpret Genesis 1 as fact but believe each day was actually an era that lasted millions or billions of years.</li><li>• Some Christians accept that the Bible was written by humans and has contradictions within it. They accept scientific theories about the origins of the universe, such as the Big Bang theory.</li><li>• Humanists look to science for the answers to how the universe started. They believe</li></ul>	<p>Humanism, Christianity</p> <p>Key figures – Charles Darwin</p> <p>Genesis</p> <p>conflict, complimentary, atheist agnostic, continuum, evolution, cosmology, theories, origin, assumption,</p>	<p>Autumn 1</p>	

					<p>that human beings were not created, but evolved naturally.</p> <p>2. How reliable are sources of information for believers - the answer to this question, depends on one's belief.</p> <ul style="list-style-type: none"> <li>Christians believe that there are pieces of information in the bible to show that it is true.</li> <li>Christians believe that the Bible is not simply a storybook but is also an account of events that have taken place in history.</li> <li>Cosmology is the <a href="#">scientific study</a> of the <a href="#">origin and evolution</a>, of the <a href="#">universe</a>. The study is based on theories which are both scientific and non-scientific ideas, some of which cannot be tested and are assumptions.</li> <li>Scientists believe that fossil evidence confirms the basic theory of evolution. New discoveries are being made which add additional information to Darwin's theory of evolution.</li> </ul> <p>3. Creation and science: Conflicting or complementary - the answer to this question depends on one's beliefs!</p> <ul style="list-style-type: none"> <li>Humanists are clear that they look to Science to explain the creation of the universe and what is true.</li> <li>Some Christians do not recognise science within creation. They believe God created the universe.</li> <li>Some Christians believe each day of Genesis was actually an era that lasted millions or billions of years.</li> <li>Some Christians accept scientific theories about the origins of the universe, such as the Big Bang theory.</li> </ul>		
	B	Theology	<p>Year 5 - Describe ways in which beliefs shape the way Christians view the world in which they live and how they view others.</p> <p>Year 6- Explain and discuss how beliefs shape the way that Christians view the world in which they live and</p>	What kind of king is Jesus?	<ul style="list-style-type: none"> <li>Jesus told many parables about the Kingdom of God. These suggest God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience of God.</li> <li>The Kingdom of God is compared to a feast where we are all invited to join in. Not</li> </ul>	<p>Kingdom of God</p> <p>Parables, Lord's Prayer</p> <p>Israel</p>	Autumn 2



			how they view other		<p>everyone chooses to do so.</p> <ul style="list-style-type: none"> <li>Many Christians try to extend the Kingdom of God by challenging social injustice in their locality and in the world.</li> </ul>	<p>Prophets</p> <p>Connection, interpretation, belief, practice, worship, service, obedience</p>	
	B	Theology	<p>Year 5 - Describe different sources of authority and how they link with beliefs.</p> <p>Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</p> <p>Year 6 - Explain different sources of authority and the connections with beliefs.</p> <p>Begin to discuss reliability and authenticity of texts that are authoritative for a group of believers.</p>	<p>What difference does the resurrection make to Christians?</p> <p>Other key questions:</p> <p>What did Jesus do to save human beings?</p> <p>Was Jesus the Messiah?</p>	<ul style="list-style-type: none"> <li>The festival of Easter is central to Christian belief because it is the Resurrection day, when Jesus was raised from the grave, alive again.</li> <li>Christians believe that Jesus died on the cross and was resurrected – came back to life after he died.</li> <li>The resurrection is the foundation of the Christian belief.</li> <li>Christians believe that Jesus was a saviour or messiah because he died on the cross to save mankind from its sins - this is called atonement.</li> <li>Christians believe that when humans die, if they have lived good lives, they will be resurrected and given eternal life with God in heaven.</li> <li>After death, Christians believe that they will wake up and their new life will be good.</li> <li>Christians believe that heaven is a beautiful place of eternal happiness.</li> <li>The resurrection teaches Christians that all things are possible, nothing is too difficult for God</li> <li>The resurrection gives Christians hope that there is life after this one.</li> </ul>	<p>God</p> <p>Church, Via Dolorosa, Jerusalem, heaven</p> <p>Denominations – Anglican, Catholic</p> <p>disciples</p> <p>Good Friday, Easter Sunday</p> <p>resurrection, crucified, pilgrimage, symbols, eternal life, divine, atonement, repent, grace, incarnation, fall, sacrifice,, messiah</p>	Spring 2
	B	Human and social sciences	<p>Year 5 - Explain how beliefs impact on and influence individual lives, communities and society and how individuals, communities and society can shape beliefs.</p> <p>Year 6 - Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>How do beliefs shape identity for Muslims?</p> <p>Other questions:</p> <p>How do/have religious groups contribute to society and culture across the world?</p>	<ul style="list-style-type: none"> <li>Muslims believe that Islam was revealed over 1,400 years ago in Mekkah, Arabia through a man called Muhammad.</li> <li>The majority of Muslims are Sunnis – they believe that there was no successor to the Prophet Muhammed.</li> <li>Shiites Muslims believe that Mohammed's cousin Ali was his successor.</li> </ul> <p>Both Sunni and Shiite Muslims share many beliefs: -</p>	<p>Islam</p> <p>God, Allah, Iman, Angel Jibril, Prophet Muhammad</p> <p>Suni, Shia, Sufi</p> <p>masjid (mosque)</p> <p>Mecca (Mekkah)</p> <p>Five Pillars of Islam (Shahadah, Salat, Zakat, Sawm, Hajj)</p>	Spring 1

					<ul style="list-style-type: none"> <li>o the oneness of Allah,</li> <li>o the importance of the Prophet Muhammad</li> <li>o the Five Pillars of Islam</li> <li>o the Qur'an.</li> </ul> <p>Sunni Muslims belief in the 'Six Articles of Faith', these are:</p> <ol style="list-style-type: none"> <li>1. One God</li> <li>2. The angels of God</li> <li>3. The book of God – the Qur'an</li> <li>4. The prophet Muhammad</li> <li>5. The Day of Judgement (the afterlife or akhirah)</li> <li>6. The supremacy of God's will.</li> </ol> <p>Sufi Muslims are a spiritual group of Muslims. Both Sunni and Shiite Muslims can be Sufi.</p> <p>All Muslims show a commitment to God by following the five pillars of Islam</p> <p>The Five Pillars of Islam form a life plan for Muslims:</p> <ul style="list-style-type: none"> <li>o <a href="#">Shahadah</a>: sincerely reciting the Muslim profession of faith</li> <li>o <a href="#">Salat</a>: performing ritual prayers in the proper way five times each day</li> <li>o <a href="#">Zakat</a>: giving money to charity</li> <li>o <a href="#">Sawm</a>: fasting during the month of Ramadan</li> </ul>	<p>Jumah prayer, Ramadan</p> <p>Eid ul-Fitr</p> <p>Qur'an, Hadith</p> <p>social welfare, dispute, revelations, commitment, intention, khalifah (successor), akhirah (afterlife), madrassa (type of religious school)</p>	
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					<ul style="list-style-type: none"> <li>o <a href="#">Haji</a>: pilgrimage to Mecca</li> </ul> <ul style="list-style-type: none"> <li>● Intention' is an important concept in the Islamic faith – it is about the way things are done.</li> <li>● Ramadan is the month where Muslims believe that the Prophet Muhammed first received revelations of the Qur'an.</li> <li>● Ramadan is a time of spiritual reflection, self-improvement, and heightened devotion and worship.</li> <li>● Muslims believe that Ramadan teaches them to practice self-discipline, self-control, sacrifice, and empathy for those who are less fortunate.</li> <li>● The end of Ramadan is marked by a big celebration called 'Eid ul-Fitr' (the Festival of the Breaking of the Fast).</li> </ul> <p>Mosques are the heart of the Islamic life. They serve for:</p> <ul style="list-style-type: none"> <li>o prayers,</li> <li>o for events during Islam's holiest month Ramadan,</li> <li>o as centres for education and information,</li> <li>o places for social welfare,</li> <li>o for dispute settlement.</li> </ul> <ul style="list-style-type: none"> <li>● The Iman is the religious leader of the mosque and the person who leads the prayers.</li> <li>● Prayer is important to Muslims, they pray 5 times a day, facing the Ka'bah at Makkah.</li> <li>● Prayer gives Muslims a feeling of connection to Allah</li> <li>● The Quran, is the central religious text of Islam, believed by Muslims to be a revelation from God. It is organized in 114 chapters</li> <li>● The Hadith is a record of the traditions or sayings of the Prophet Muhammad, it is a major source of religious law and moral</li> </ul>	
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					<p>guidance.</p> <ul style="list-style-type: none"> <li>• The teachings of the Qur'an make a difference to life because they show Muslims how to follow Allah (e.g. don't lie, respect your parents, and thank God for all the good things in life.</li> <li>• Muslims believe Islam is a way of life. - the most important thing is to follow the teaching of the scripture</li> <li>• Muslims believe that God rewards those who do good deeds</li> </ul>		
	B	Philosophy	<p>Year 5 - Explain different philosophical answers to questions about the world around them, including questions relating to the meaning of life and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts.</p> <p>Year 6 - Begin to analyse and evaluate a range of philosophical answers to questions about the world around then, including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p>	What does it mean to be human? Is being happy the greatest purpose in life?	<p>Being human</p> <ul style="list-style-type: none"> <li>• What does it mean to be human is a difficult question to answer.</li> <li>• Scientists believe that humans are one species of primate that emerged from the dry savannahs of East Africa just over 100,000 years ago. Humanity has been evolving and developing since this time.</li> <li>• Humans and the way they live have evolved over time.</li> <li>• Humans have characteristics that set them apart from other animals – creativity, curiosity, emotional intelligence, intellectual capacity, compassion, empathy, logic, consciousness</li> </ul> <p>Humanism and happiness</p> <ul style="list-style-type: none"> <li>• Humanism is a worldview where the followers do not believe in god – they look to science as a way to explain the world.</li> <li>• Humanists believe in a set of ethics about the way people should live.</li> <li>• Humanists believe human beings are special and human life is valuable</li> <li>• Humanists don't believe in a god, or believe we can never know if there is a god</li> <li>• Humanists don't believe there is any evidence for an afterlife: we should therefore make the most of this life</li> <li>• Humanists believe human beings should try to live full and happy lives and help others to do the same</li> </ul>	<p>Humanism</p> <p>Charles Darwin, Robert Ingersoll (1833 – 1899), Bertrand Russell (1872 – 1970)</p> <p>Philosophy, perspective, emotional intelligence, have intellectual capacity, compassion, empathy, logic, consciousness.</p>	Summer

					<ul style="list-style-type: none"> <li>Explain that humanists place great importance on making themselves and others happy.</li> </ul>		
Yr6 +	<p>What is a religion? A useful category or outdated concept?</p> <p>Why does God have so many names?</p> <p>What does it mean to have 'a good life'?</p> <p>Does the existence of evil prove that God doesn't exist?</p> <p>What does it mean to say that God became human?</p> <p>How do Sikhs interact with culture and society?</p>						