



# CHJS Curriculum Map for Religion and World Views



*Let your light shine (Matthew 5:16)*

In Religion and World Views, children are encouraged to let their light shine by taking delight in learning about God within various religions and none. They learn to appreciate the relevance of different people's faith, express their wonder of God, creation and the world within which we live as well as how people's thoughts and way of life can be very diverse within this. They are also encouraged to let their personal faith perspectives shine, express ideas and thoughts within the classroom openly and work co-operatively with talk partners, groups and classes to support each other with their learning. Through all this, God's light shines through discussions, comments, work and ideas that are generated.

| Substantive Knowledge | Year 3/4 Cycle B   | Year 3/4 Cycle A  | Year 5  | Year 6  |
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|                       | <p>To know God the Creator cares for the creation, including human beings.</p> <p>To know human beings are part of God's good creation, they do best when they listen to God.</p> <p>To know the Bible shows that God wants to help people to be close to him — he</p> | <p>To know Aum is a sacred symbol that describes Brahman - the ultimate reality.</p> <p>To know about the story of Svetaketu and the idea of Atman being in everything hence showing respect with 'Namaste' and 'Ahimsa'.</p> | <p>To know words Christians connect to their belief in God and that God is worth worshipping.</p> <p>To know Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving,</p> | <p>To know at least three examples of how religions use symbolism to show that life has ups and downs.</p> <p>To know at least three examples of how religious believers find comfort and support from believing in God or being part of a believing community.</p> |

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|  | <p>keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</p> | <p>To know about the Hindu deities Brahma, Lakshmi, Saraswati and Shiva.</p> <p>To know how many Hindus understand deities e.g. a bunch of flowers or a bowl of fruit.</p> <p>To know about the importance of the Trimurti (Brahma, Shiva and Vishnu) and understand Ganesh from the story of Ganesh and Kartekeya.</p> <p>To know how many Hindus describe the divine.</p> | <p>forgiving, and full of grace.</p> <p>To know how ideas of God can be expressed in art.</p> <p>To know how Christians express God is holy and loving in worship through song.</p> <p>To know how church and cathedral buildings express the idea of God being holy and loving.</p> <p>To know Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</p> | <p>To know why Jews and Christians show gratitude to God.</p> <p>To know how gratitude is good for people, giving some evidence to back up this view.</p> <p>To know about the value of gratitude in the lives of people, whether believers and non-religious, including my own views</p> <p>To know at least three examples of what religious believers and atheists believe about life and death.</p> <p>To know that life raises some difficult questions for people, whether religious or not.</p> <p>To raise questions and suggest answers about life and life after death.</p> |
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|  |  |  |  | <p>To know what Christians believe about how people can gain eternal life and what happens during a funeral service.</p> <p>To make a link between the idea of Jesus, salvation and Christian beliefs about life after death.</p> <p>To know about how believing in life after death may make a difference to how someone lives, whether believers or non-religious, including my own views.</p> <p>To know what the terms samsara, karma, moksha, dharma and reincarnation mean.</p> <p>To know how believing in karma and reincarnation can have an impact in the lives of Hindus.</p> |
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|  |  |   |   | <p>To know how belief in karma and reincarnation might help Hindus in good and times, expressing my own views.</p> <p>To know some ideas that non-religious people have about death and an afterlife.</p> <p>To know how non-religious people might handle the ups and downs of life.</p>                                       |
|  | <p>To know the Old Testament tells the story of a particular group of people, the children of Israel, known as the People of God — and their relationship with God.</p> <p>To know the People of God try to live in the way God wants, following his</p> | <p>To know where India is in the world, its flag and observe different styles of Mandir in India.</p> <p>To link the image of a Banyan tree to Sanatana Dharma.</p> <p>To observe different Mandirs in the U.K; to know about the Diwali celebration in</p> | <p>To know key stories in the Old Testament that indicated the people of Israel needed a Saviour.</p> <p>To know Jesus was Jewish.</p> <p>To know what kind of rescuer the people were expecting from the biblical texts of Micah and Isaiah.</p> | <p>To know there is much debate and some controversy around the relationship between the accounts of creation in <i>Genesis 1</i> and contemporary scientific accounts.</p> <p>To know these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading <i>Genesis</i> as a</p> |

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|  | <p>commands and worshipping him.</p> <p>To know they believe he promises to stay with them and Bible stories show how God keeps his promises.</p> <p>To know the Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.</p> <p>To know Christians believe that, through Jesus, all people can become the People of God.</p> | <p>Leicester and Rishi Sunak (previous Hindu Prime Minister).</p> <p>To know how fire and sugar affect things to know how Dharma affects many Hindus.</p> <p>To know about the story of King Yudhishtira and the dog.</p> <p>To know about the story of the Ramayana understanding the metaphor of light and dark or good and evil.</p> <p>To know how Diwali is celebrated by many Hindus in the U.K. today from film and discussion.</p> | <p>To know most Christians believe Jesus is God in the flesh and that he fulfilled the Old testament prophecies as indicated in the gospel of Matthew.</p> <p>To know Christians believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <p>To know the Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</p> <p>To know most Christians believe that</p> | <p>poetic account conflict with scientific accounts?</p> <p>To know there are many scientists throughout history and now who are Christians.</p> <p>To know the discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p> |
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|  |  |   | <p>Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p>To know Christians see Jesus as their Saviour (See Salvation).</p>  |   |
|  | <p>To know Islam is a religion of peace, trust and submission and this is shown through worship.</p> <p>To know what the opening chapter of the Qu'ran teaches Muslims about Allah.</p> <p>To know why prayer matters to Muslims.</p> <p>To know why the mosques is a special place for Muslims.</p> | <p>To know Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>To know the story of Jesus' baptism from the bible.</p> <p>To know about the significance of water in baptism.</p> <p>To know the Trinity is represented by different images.</p> | <p>To know how many mosques there are in Britain and our locality.</p> <p>To name two of the main branches of Islam.</p> <p>To talk about how many Muslims there are in the local region, the UK and the world.</p> <p>To recall the Five Pillars and name them, using technical vocabulary.</p> | <p>To recap key learning points from cycle A, refreshing vocabulary covered.</p> <p>To know the Hindu story of the man in the well and compare the symbol of honey with own lives/country.</p> <p>To give an accurate written definition of atman.</p> <p>To know about the Samsara cycle of life, death and re-birth and how</p> |

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|  | <p>To know why many Muslims celebrate at the end of Ramadan.</p> <p>To give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>To make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).</p> | <p>To know about infant and believer's baptism.</p> <p>To know how some different denominations use Christian believer's or infant baptism.</p> <p>To know why the Trinity is important for many Christians.</p> <p>To know many Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p>To know Christians really want to try to understand God better and so try to describe God using symbols, similes and</p> | <p>To explain how the Five Pillars express ibadah for Muslims and how this is lived out in Britain today.</p> <p>To describe some ways in which Muslims perform Shahadah and why it is important.</p> <p>To know why Muslims and other people may think that commitment, generosity etc are important today.</p> <p>To know why zakat is a good thing for Muslims.</p> <p>To say why it is good for Muslims and for me to be generous.</p> <p>To know what Muslims do on Hajj and explain why Muslims do these things on Hajj.</p> | <p>this links to karma and dharma.</p> <p>To know about the Hindu 5 daily duties.</p> <p>To explain to the man in the well how and why his actions need to change if he is to reach moksha.</p> <p>To say what actions a Hindu person might do because of their dharma.</p> <p>To use my understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is important.</p> <p>To know about how Hindus' beliefs shape the way that they live their lives by using examples of at least two Hindu people quotations.</p> <p>To know how a Hindu who believes in samsara, karma,</p> |
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|  |  | <p>metaphors, in song, story, poems and art.</p> <p>To know Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</p> <p>To know Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> | <p>To know how Hajj connects to the Prophet Muhammad's life.</p> <p>To suggest benefits Muslims gain from Hajj rituals.</p> <p>To know how Hajj practices help Muslims show unity, equality, purity, and self-control and why this is useful in the wider world or the child's own life.</p> <p>To recall key Muslim beliefs about God, tawhid, the Prophet and the Qur'an, linking them to sources of authority.</p> <p>To outline some teachings of the Qur'an about how to live, and give examples of how</p> | <p>dharma and moksha might live his/her life.</p> <p>To know about links between sewa, dharma and ahimsa and how belief in these and their importance shapes the ways in which many Hindus act.</p> |
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|  |  |   | <p>Muslims put this into practice.</p> <p>To understand challenges and opportunities Muslims might face in Britain today as they seek to follow the teachings of the Qur'an and Hadith.</p>  |   |
|  | <p>To know what many Jewish people do to mark Shabbat and why it is celebrated.</p> <p>To know how some Orthodox and Reformed Jewish people celebrate Shabbat in the U.K.</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> | <p>To know Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>To know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>To know Christians today trust that</p> | <p>To know the diversity of people who are part of the Jewish community.</p> <p>To give names of different types of Jewish community.</p> <p>To explain one difference between two different Jewish communities.</p> <p>To know about the Torah and Sefer Torah.</p> | <p>To know why Christians believe Jesus was resurrected and that the Bible (Big Bible Story / Frieze) points out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>To know the Gospels give accounts of Jesus' death and resurrection.</p> <p>To know the New Testament says that</p> |

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|  | <p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p> <p>To know what different Jewish people celebrate at Rosh Hashanah.</p> <p>To know what happens at Yom Kippur.</p> <p>To know the story of Pesach and why it is</p> | <p>Jesus really did rise from the dead, and so is still alive today.</p> <p>To know Christians remember and celebrate Jesus' last week, death and resurrection.</p> | <p>To know how the Torah influences how Jewish people act and behave.</p> <p>To know about differences between Orthodox and Progressive synagogues, naming key parts.</p> <p>To recall items in the Seder meal identifying what they symbolise to the Jewish person.</p> <p>To know examples of Jewish beliefs about how the Torah is used and treated.</p> <p>To make connections between the beliefs of Jewish people about the sacredness of the Torah and how it is scribed and looked after in the synagogue.</p> | <p>Jesus' death was somehow 'for us'.</p> <p>To know Christians interpret this in a variety of ways: for example, as a sacrifice for rescuing the lost and leading them to God; leading from darkness to light.</p> <p>To know how many churches celebrate Good Friday and Easter Sunday recognising the emotional changes with the respective days.</p> <p>To know when and why a Christian might stand up for their beliefs.</p> <p>To know Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to</p> |
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|  | celebrated every year. |  | <p>To make connections between the beliefs of Jewish people about the Torah and when it is read.</p> <p>To know how the Torah asks Jewish people to keep Kosher.</p> <p>To know ways in which Orthodox and Progressive Jews might keep Kosher food laws in different ways.</p> <p>To know ways in which Orthodox and Progressive Jews might keep Shabbat in different ways.</p> <p>To explain why following Jewish food laws and/or keeping the laws of following Shabbat might be done differently by</p> | <p>die for others and for their faith.</p> <p>To know why Christians have hope even when someone dies.</p> |
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|  |  |  | <p>different Jewish people.</p> <p>To know why following Jewish food laws and keeping Shabbat is still important to some Jewish people today.</p> <p>To consider and weigh up the value of Shabbat as a time of rest and a time for worship, community and family for Jewish people and something similar for non-Jews.</p> <p>To know what is important about worship in Judaism.</p> <p>To know how worship might differ between different Jewish communities.</p> <p>To know why worship at the synagogue might</p> |  |
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|  |   |   | still be of value to a Jewish person today.   |  |
|  | <p>To know how Jesus' first disciples were chosen and explore their possible emotions at the time.</p> <p>To know Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <p>To explore the possible skills of an evangelist and what an evangelist does.</p> <p>To know how Jesus responded to people who were unwell and compare with a Christian charity working in the world today.</p> | <p>To know Christians believe that after Jesus returned to 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.</p> <p>To know Christians believe that Jesus introduced the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> | <p>To know where Christians find out about what Jesus did.</p> <p>To know the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</p> <p>To know why Christians think it is wise to follow Jesus' teaching.</p> <p>To know Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable,</p> | <p>To recall and share ideas of what it means for Jesus to be King.</p> <p>To know the parable of the Great banquet and suggest meanings for it.</p> <p>To know the parable of the Unforgiving servant and suggest meanings for it; linking it to the importance of forgiveness being practised in a Christian's life.</p> <p>To know how Christian Aid tries to make the world more like God's Kingdom.</p> <p>To know how Christians see God's kingdom as being both now and in the future and how this affects how they might live.</p> |

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|  | <p>To know how Jesus used parables to teach and that Jesus shows love and forgiveness to unlikely people.</p> <p>To know Christians try to be like Jesus — they want to know him better and better.</p> <p>To know Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> | <p>To know Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>To know about Christian missionaries and how the Holy Spirit works through them in their calling.</p> <p>To know Christians see themselves as part of a group known as 'the body of Christ' and that working together they glorify God.</p> <p>To know Christians celebrate Pentecost as the beginning of the Church.</p> | <p>not making people comfortable.</p> <p>To know Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</p> <p>To know why some Christians follow Jesus' example in caring for those in need.</p> <p>To consider how far Jesus' teachings and actions inspire others.</p> | <p>To compare their own understanding of Jesus as King with a Christian / local vicar's point of view.</p> <p>To know Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>To know many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p> |
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|  | <p>To know and make links between religious beliefs and teachings and why people try to live and make the world a better place.</p> <p>To know and make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek).</p> <p>To know how the Golden rule helps the world become a better place.</p> <p>To know how Jewish people make the world a better place through Tikkun Olam.</p> | <p>To know about life as a journey and recognise some significant events of life's journey in different religious traditions.</p> <p>To know about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>To know some beliefs about commitment and promises shown in Christian baptism and describe what they mean.</p> <p>To know of ceremonies of commitment for Christians today.</p> <p>To know about why people choose infant</p> | <p>To know about rules, why they are needed and who breaks them.</p> <p>Talk about why some characters in movies are naughty or bad and talk about what a conscience might tell you to do.</p> <p>To suggest reasons why it might be helpful to follow a moral code that comes from your conscience, and also why it might be difficult, offering different points of view .</p> <p>To know who is a Humanist and what moral code some non-religious people use.</p> <p>To make connections between the values studied (e.g. from</p> | <p>To know about belief in God including patterns in the locality, nation and across the world and compare with historic data.</p> <p>To know what we mean by the terms agnostic, atheist and theist.</p> <p>To know how psychology can help us understand what people mean when they think about the idea of God.</p> <p>To know what we can learn from theology about God.</p> <p>To know why some people believe God doesn't exist.</p> <p>To know where I stand on whether or not I believe in God.</p> |
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|  | <p>To know who is inspired by Jesus' example of sacrifice.</p> <p>To know how Muslims try to make the world a better place through zakat.</p> <p>To know how non-religious people try to make the world a better place.</p> | <p>baptism or believers' baptism.</p> <p>To know the importance of the symbolism of being baptised.</p> <p>To know the meaning of the Bible's teaching about baptism and that it is still valued today.</p> <p>To know some beliefs about commitment and promises in Judaism and describe what the meanings of the beliefs might be.</p> <p>To know about the meaning and importance of ceremonies of commitment for Jewish people today.</p> | <p>Apostle Paul) and my own life: do I want to be the kind of person described by Paul in Galatians 5:22?</p> <p>To give good reasons for the values I think matter most.</p> <p>To identify and talk about four things Humanists say we should do to be good.</p> <p>To talk thoughtfully about the idea of being 'good without God': are the Humanists right that we all have to try and be good for ourselves?</p> <p>To suggest reasons why fairness, justice, forgiveness and freedom matter in our world today.</p> |  |
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|  |  | <p>To know what happens at a Bar Mitzvah or Bat Mitzvah</p> <p>To know what commitments are shown in a Bar or Bat Mitzvah and describe what the ritual means.</p> <p>To know why these ceremonies have lasted for thousands of years and matter a lot in Jewish communities today.</p> <p>To know some beliefs about love, commitment and promises in some Hindu communities and describe what they mean.</p> | <p>To think and talk about consequences: 'what will happen if...?'</p> <p>To make a link between Humanist values and how people choose to behave.</p> <p>To infer from some Bible texts some values that mattered to Jesus.</p> <p>To connect sayings of Jesus with values which people might choose to hold today.</p> <p>To make a clear connection between Jesus' teaching and some ways Christians try to be good.</p> <p>To explore and explain similarities and differences between</p> |  |
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|  |  |  | <p>how Humanists and Christians live.</p> <p>To define which values are most important and why.</p> <p>To connect the beliefs about the world which Humanists and Christians hold to the values I think matter most.</p> <p>To give my own view clearly about ideas that Humanists and Christians values.</p> <p>To select and explain the values I think matter most for a peaceful society.</p> <p>To compare what Humanists and Christians say is good - or bad.</p> |  |
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|  |  |  | <p>To make a link between what Humanists and Christians agree upon.</p> <p>Identify two rules about which Humanists and Christians do not agree.</p> <p>To identify the difference between getting my rules from a sacred text and thinking for myself about the rules I believe in.</p> <p>To suggest what might help people to follow a moral code, and why it is useful.</p> <p>To discuss why it is difficult to 'keep the rules'.</p> <p>To consider different ideas about what helps</p> |  |
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|                               |  |  | <p>people to keep the rules of life.</p> <p>To ask some good questions about whether and when rules should be left behind, or even broken.</p> <p>To respond with reasons to questions such as, What matters most? Rules, values, love or kindness?</p>          |  |
| <b>Disciplinary Knowledge</b> | <b>Year 3/4 Cycle A</b>  | <b>Year 3/4 Cycle B</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
|                               | <p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation being good.</p> <p>Ask questions and suggest answers about what might be</p> | <p>To identify the Aum symbol and sound and know what it represents to many Hindus.</p> <p>To look at the character of a teacher and see you need more than one picture to find out about them hence different deities</p> | <p>To explore Christian vocabulary and match definitions.</p> <p>Read some different types of biblical texts (Isaiah 6, 1 John 4 and Psalm 103), showing God to be holy and loving.</p> <p>Explain connections between biblical texts and Christian ideas of</p> | <p>To read and discuss the book Heaven to ask questions about life and death and suggest my opinions on the subject.</p> <p>To know what our soul is and consider what happens to this part on death.</p> <p>To know examples of ways in which religions</p> |

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|  | <p>important in the creation story for Christians living today, and for people who are not Christians.<br/>Make links between Genesis 1 and the fall being how nothing is perfect in God's relationship with humans and the world he created.</p> | <p>show a different aspect of Brahman.</p> <p>To see the spark of Brahman (Atman) is in everything through studying the story of Svetaketu, looking at how Hindus greet people and how they treat cows on the Ahimsa Dairy Foundation.</p> <p>To write a poem showing understanding of the idea of Atman being in everything.</p> <p>To observe differences in the appearance of four different Hindu deities and identify some facts about each deity.</p> | <p>God, using theological terms.</p> <p>To create an artwork expressing the idea of the Christian God being Holy and Loving.</p> <p>To use personal knowledge of Christian worship songs from Get Togethers to understand Christians belief of a holy and loving God.</p> <p>To name parts of a church building and identify what they represent to some Christians.</p> <p>Weigh up how biblical ideas about love and holiness relate to the issues, problems and opportunities of their own lives and the world</p> | <p>guide people in how to respond to good and hard times in life.</p> <p>To identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.</p> <p>To make clear connections between what people believe about God and how they respond to challenges in life (e.g. bereavement)</p> <p>To use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.</p> |
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|  |  | <p>To read about different metaphors describing Brahman and create another idea to describe Brahman.</p> <p>To compare how the Trimurti relates to cycles in life.</p> <p>To match descriptions of parts of Ganesh to his picture and read the story of Ganesh and Kartikeya to understand why he is important to many Hindus.</p> <p>To be able to link all the ideas together to describe Brahman as the ultimate reality.</p> | <p>today, developing insights of their own.</p> | <p>To reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these.</p> <p>To offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p> |
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|  | <p>To read the story of Noah from Genesis 6v5 to 9v17 identifying key parts of the story.</p> <p>To explore emotional responses of Noah at various points in the story.</p> <p>Make clear links between the story of Noah and the idea of covenant.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and the wider world, wanting to care for creation.</p> | <p>To read British Hindu timeline facts and order them in sequence from the earliest to the latest.</p> <p>To draw a team picture of a Hindu home shrine from memory adding details by each group member from observation.</p> <p>To understand what each part of the shrine is for by matching labels to the original picture.</p> <p>To highlight important words from quotes from the Mahabharata explaining why they are important for Hindu dharma.</p> | <p>To explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>To identify qualities that a saviour would need.</p> <p>To compare Gospel and prophecy texts understanding why Christians believe Jesus to be the Messiah.</p> <p>To create a wanted poster for a Messiah including biblical ideas of what they should be like.</p> <p>To use evidence from the gospel story of Jesus' birth to write a newspaper report recounting the arrival of the Saviour.</p> <p>To explain connections between biblical texts, Incarnation and</p> | <p>To outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>To identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>To make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>To create an artwork of the creation story using quotes(s) from Genesis,</p> |
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|  | <p>To read the story of Abram Genesis 12v1-9 and link to promises God made and simple links to faith / trust.</p> | <p>To create a story cube of the Ravayana choosing 6 main scenes and identifying a key meaning in the story for the inside of the box.</p> <p>To plan a Diwali celebration for the local community explaining how it will be inclusive and cover the traditions and the story.</p> <p>To summarise different aspects of being a Hindu in Britain today.</p> | <p>Messiah, using theological terms sorting these concepts into a bible story grid. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>To create a poster expressing a Christian's point of view of the Christmas celebration.</p> <p>To comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>To weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that</p> | <p>To show understanding of why many Christians find science and faith go together.</p> <p>To study the life and faith for George Lemaitre, a Christian and scientist.</p> <p>To compare and contrast quotes from different viewpoints on science and faith or both combined.</p> <p>To identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>To weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> |
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|  |   |   | might make in people's lives.   | To debate whether science and <i>Genesis</i> are NOT opposites.   |
|  | <p>To understand the s,l,m and greeting of salaam alaikum indicates peace and Muslims seek this and submission and trust through living out lives using the 5 pillars.</p> <p>To read an English version of the first chapter of the Qu'ran and through discussion make suggestions as to what Allah does, is like and how a Muslim should act.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims</p> | <p>To identify the story of Jesus' baptism from the 'Gospel' of Matthew in the bible noting the use of water which cleanses.</p> <p>Offer suggestions about what the texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Identify the use of 3 in symbols for the Trinity.</p> <p>To see how artists show the Trinity and create an artwork of</p> | <p>To predict percentages of different religious groups in the world.</p> <p>To compare and contrast photos of mosques in our locality and nation noting similarities and differences.</p> <p>To describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet).</p> <p>To make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> | <p>To identify and explain Hindu beliefs, e.g. <i>dharma, karma, samsara, moksha</i>, using technical terms accurately.</p> <p>To give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara, moksha</i>, etc.</p> <p>To make clear connections between Hindu beliefs about <i>dharma, karma, samsara</i> and <i>moksha</i> and ways in which Hindus live.</p> <p>To connect the five Hindu duties with beliefs about <i>dharma, karma, moksha</i>, etc.</p> |

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|  | <p>worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p>To identify how Muslims pray at home and in the mosque using wudu before.</p> <p>To identify similarities between pictures of mosques from around the world. Identify features that all mosques have and design their own mosque building.</p> <p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for</p> | <p>their own version of the Trinity.</p> <p>To compare similarities and differences between believer's and infant baptism.</p> <p>To compare how believer's and infant baptism can be used in different denominations.</p> | <p>To give evidence and examples to show how Muslims put their beliefs into practice in different ways having studied Surah 2 and Hadith.</p> <p>To create a Zakat poster after seeing how Islamic relief charity works in the world.</p> <p>To make connections between Muslim beliefs studied and Muslim ways of living in Britain/this region today.</p> <p>To consider emotions of a Muslim during stages of the Hajj pilgrimage commenting on thoughts when drinking Zam Zam water.</p> <p>To create a travel leaflet about Hajj</p> | <p>To show how Hindus put their beliefs into practice in different ways from looking a different viewpoints of Hindus including the ahimsa - non-harming way.</p> <p>To make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus.</p> <p>To reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.</p> |
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|  | <p>people who are not Muslims.</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p> <p>To identify Muslims fast during Ramadan, supporting charity with zakat. It ends with a feast at Eid al Fitr. Children design an invitation to this celebration.</p> |  | <p>including the key points in the pilgrimage.</p> <p>To consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.</p> <p>To reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p> |   |
|  | <p>To discover what happens during a Shabbat service at a particular synagogue.</p> <p>To compare and contrast Shabbat in</p>   | <p>To name the order Creation and Fall, Incarnation, Gospel Salvation and Kingdom of God within a timeline of the Bible's 'big story'.</p> | <p>To know how many Jews are in the UK community and the world.</p> <p>To label parts of a Torah picture</p>  | <p>To read Luke 24 and create a drama based on the story followed by hot seating characters within the story.</p> |

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|  | <p>progressive and orthodox U.K. families.</p> <p>To compare and contrast how different Jewish families celebrate Rosh Hashanah with the food they eat.</p> <p>To know the story of Jonah and how it shows forgiveness. Create a paper boat to sail sins away like at Yom Kippur.</p> <p>To watch a visual story of Passover and recreate a conscience alley for Moses and explore the emotions that the children of Israel might have been feeling.</p> <p>Offer informed suggestions about the</p> | <p>To retell orally key events of the Holy week and Easter story.</p> <p>To explore the emotions of Mary (mother of Jesus) at key events of Jesus' ministry and then through his death and resurrection.</p> <p>To explore the emotions of a Christian today through Holy week and Easter. Identify what is similar or different to Mary the mother of Jesus.</p> <p>To investigate some responses to the Easter story by Christians today and make suggestions as to why Christians</p> | <p>explaining the symbolism of how Jews use and treat it as directed by God's word.</p> <p>To offer suggestions as to the most important use of how the Torah is treated.</p> <p>To compare and contrast films of progressive and orthodox synagogues, labelling key parts of a synagogue.</p> <p>To make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).</p> <p>To identify what each part of the Seder meal represents in the Passover story which is celebrated each year.</p> | <p>To compare and contrast what happens in church on Good Friday and Easter Sunday explaining why each day is important to a Christian.</p> <p>To compare and contrast the emotional changes between Good Friday and Easter Sunday by listening and analysing worship songs for those days.</p> <p>Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Show how Christians put their beliefs into practice standing up and stating their beliefs when others have varying different viewpoints.</p> |
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|  | <p>meaning of the Exodus story for Jews today.</p> <p>To know about the seder meal and what the various parts represent in the Pesach story.</p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p> | <p>believe the story is important.</p> <p>To explore Holy Week and Easter through various artistic images linking to Christian emotions at each point in the story.</p> <p>Make links between the Holy week and Easter story with Easter in school and at church today.</p> | <p>To give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p> <p>To make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.</p> <p>To consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</p> | <p>Weigh up the value and impact of ideas of Jesus' sacrifice and how a Christian's emotions hold hope at a funeral studying various different bible passages.</p> <p>To understand that Christians believe they live a forgiven life through the death and resurrection of Jesus.</p> |
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|  | <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p>   |   |  |   |
|  | <p>Make clear links between the calling of the first disciples (Matthew 4) and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Make simple links between Bible texts</p> | <p>To read the Pentecost story from Acts 2 and suggest emotions of the disciples through the Easter story and on into Pentecost.</p> <p>To explore the Pentecost story comparing artwork and film created from the story. Link this back to emotions of the disciples.</p> <p>Discuss which artworks help understand the Pentecost story. To create their own artwork of the Pentecost story.</p> | <p>To know the Gospel texts tell the story of Jesus' life and identify the greatest command Jesus gave in Matthew 22. Consider how Christians today action this instruction.</p> <p>Taking account of the context, suggest meanings of Gospel texts studied of the prodigal son, wise and foolish builders and Good Samaritan, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> | <p>To recall the Big bible story and any key stories.</p> <p>To read Luke 14 the Parable of the Great Banquet recognising that there are always lots of things to do but following Jesus is the most important.</p> <p>To create a comic strip of the parable of the Unforgiving servant and discuss why forgiveness is important.</p> <p>To consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> |

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|  | <p>and the concept of 'Gospel' (good news).</p> <p>To look at a modern evangelist and compare how they are a 'fisher of men'.</p> <p>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Make links between the Bible stories studied (Mark 1 the healing of the leper and Luke 10 the good Samaritan) and the importance of love, and life in the world today through the service of the Leprosy Mission and how Christians behave to others. Express</p> | <p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and</p> | <p>To read part of the Sermon on the Mount and discuss what it meant and which parts were difficult, easy or impossible to follow. Identify which parts they feel were most important and how Christians might use the directions today.</p> <p>To know clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives putting into action looking after the poor and needy.</p> <p>To see how Christian Aid works to end poverty and injustice worldwide. To look at how the Leprosy Mission works to</p> | <p>To consider how the parables teach what kind of world Jesus wanted and how this is lived out through the Christian Aid charity in the world today making a leaflet to explain this.</p> <p>To research the Prison Fellowship and consider how the organisation lives out the teachings of Jesus as studied in the two parables.</p> <p>To consider God's Kingdom from the parable of treasure hidden in the field and yeast in dough to understand how important it is for a Christian to demonstrate the kingdom.</p> <p>To understand why Jesus told parables from examples of everyday life.</p> |
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|  | <p>some ideas of their own clearly.</p> | <p>in their church communities.</p> <p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p> | <p>defeat leprosy a disease Jesus healed people of in the bible.</p> <p>To know biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own</p> | <p>To talk and question a local Christian / vicar about how they live out God's Kingdom in the world today.</p> <p>To make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and /or in service to the community.</p> <p>To relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p> |
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|  | <p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</p> <p>To identify similarities in how different religions express the Golden Rule in their teachings and beliefs.</p> <p>To investigate how World Jewish Relief works to make the world a better place.</p> <p>To consider how Stormzy might see the world being changed by grace.</p> <p>To research and present information on how Islamic relief works to make the world a better place.</p> | <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.</p> <p>Make simple links between beliefs</p> | <p>Identify and explain beliefs about why film characters and people (e.g. Christian and Humanist) are good and bad.</p> <p>To identify rules that would make a school better and create a code of conduct for living.</p> <p>To create an artwork showing the Golden Rule in Action today.</p> <p>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</p> <p>Make clear connections between Christian and</p> | <p>To define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.</p> <p>To identify and explain what religious and non-religious people believe about God, saying where they get their ideas from.</p> <p>To give examples of reasons why people do or do not believe in God.</p> <p>To make clear connections between what people believe about God and the impact of this belief on how they live.</p> <p>To reflect on and articulate some ways in which believing in God is valuable in the lives of</p> |
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|  | <p>To know the story of the humming bird and how non-religious people might try to make the world a better place.</p> <p>Describe some examples of how people try to live (e.g. individuals and organisations)</p> <p>Identify some differences in how people put their beliefs into action.</p> <p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better.</p> <p>Make links between some commands for living from religious</p> | <p>about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals).</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p> <p>Make connections:</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones.</p> <p>Make links between ideas of love,</p> | <p>Humanist ideas about being good and how people live.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>To suggest answers to own questions and those others have raised about how and why people should be good; discussing opinions presented.</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p> | <p>believers, and ways it can be challenging.</p> <p>To consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.</p> <p>To make connections between belief and behaviour in their own lives, in the light of their learning.</p> |
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|                   | <p>traditions, nonreligious worldviews and pupils' own ideas.</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p> | <p>commitment and promises in religious and non-religious ceremonies.</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p> | <p>To read the story of the two wolves explaining how a Humanist understands good and bad.</p> <p>From recapping the Good Samaritan and the Fruits of the Spirit suggest values which would make life better whether religious or non-religious.</p> <p>Consider how Christians and Humanists respond to the imperfect world we live in.</p> |  |
| <b>Vocabulary</b> | <p>Bible, Old Testament, Christian, Creation, natural, Jews, monk, nun, caretakers, hymn, reflection, Fall</p> <p>Bible, Old Testament, Genesis, Torah, Big Frieze, Creator, relationship, Creation,</p>                               | <p>Hindu, Brahman, Brahma, Aum (Om), Atman, namaste, deity, Krishna, Ganesh, Lakshmi, Shiva, Vishnu, Saraswati, murtis, Trimurti,</p>                                     | <p>Characteristic, Omnipotent, Omniscient, Holy, Loving, Eternal, Spirit, Psalm, verse, Isaiah John, Worthy, Worship, the fall, Crucifix, Altar, Font, Lectern, Pulpit, Nave,</p>  | <p>Faith, heaven, soul, spirit, reincarnation, Hindu, Karma, Moksha, liberation, salvation, Samsara, Muslim, judgement, paradise, funeral, service, humanist, repent</p> <p>Creator, Creation, science, big bang theory, theory,</p> |

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|  | <p>Fall, People of God, promise, interpret, Christians, Interpretation, Responsibility, temptation, catholic, Stewards, Sin, fall.</p> <p>Noah, Promise, Righteous, Prophets, Abram, Abraham, Covenant, Wedding, Abram.</p> <p>Allah, Five pillars, Ibadadh, Sawm, Salat, Zakat, Fasting, Hajj, Surah, Mosque/Masjid, Muhammed, Tawhid, Iman, Prophet, Qu'ran, Ramadan, Ramadan, Eid-al-Fitr, Tahwid.</p> <p>Jewish, Shabbat, Synagogue, Kosher, Exodus, freedom, forgiveness, Rosh</p> | <p>Ramayana, Ravana, Rama, Sita, Dharma, mandir, Diwali, shrine, puja, diva lamp,</p> <p>Incarnation, Gospel, Trinity, Father, Son, , Jesus, Holy Spirit, Messiah, John the Baptist, Believer's baptism, infant baptism, denomination</p> <p>Christian, Good Friday, Easter, Creation, Fall, Incarnation, Gospel, Salvation, Holy Week, Palm Sunday, Easter crucifixion, Calvary, resurrection, sin salvation, Jerusalem, forgiveness</p> <p>Pentecost, Kingdom of God, Holy Spirit,</p> | <p>stained glass windows, cathedral.</p> <p>Messiah, Incarnation, Immanuel, Counsellor, Prophets, Christmas, Bible Frieze, Creation, The Fall, People of God, Gospel, Historical, Incarnation, Incarnate, Poprhecies, Rescuer, Saviour Salvation, Theological, Kingdom of God, Micah, Isaiah, secular, religious.</p> <p>Islam, Muslim, Prophet, Allah, pbuh, Mosque, Minaret, communities, Sunni, Shi'a, Sufi, Qu'ran, Mecca, Ka'bah, 5 Pillars, Ibadah, Ramadan, Submission, Shahada, Salah, Zakat, Sawm, Hajj, Pilgrimage, Ihram, Halq, Hadith tradition, Arafat, Eid-</p> | <p>conflicting, literal, complementary, Christian, Genesis, interpretation, opinion</p> <p>Hindu, Karma, dharma, Moksha, Samsara, atman, ahimsa, Aum, Brahman, Namaste, Trimurti, Brahma, Vishnu, Shiva, deities, Gandhi, Sewa, deity, reincarnation, duty.</p> <p>Salvation, resurrection, Good Friday, crucifixion, Easter Sunday, eternal life, Biblical, funeral, interpret, theological, Incarnation, Sacrifice, Gospel.</p> <p>Kingdom of God, parables, Kingdom, Biblical, Banquet, Inheritance, Forgiving, Salvation, Social, Unjust, Unforgiving.</p> <p>Christian, Muslim, Non-religious, Hindu, Buddhist,</p> |
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|  | <p>Hashanah, Yom Kippur, Orthodox, Pesach, Passover, Progressive, Shabbat, Shema, Commandment, Torah, Yom Kippur.</p> <p>Clergy, Galilee, Jesus, Samaritan, Leprosy, Leper, Follower, vicar, disciples, Bible, Gospel, Good News, New Testament, Parable, Evangelist.</p> <p>Christian, Jewish, Muslim, Non-religious, Humanist, Steward, Stewardship, Golden Rule, Sacrifice, Tikkun Olam, Zakat.</p> | <p>Lord's Prayer, Acts, Apostles, Disciples, Baptised, Tongues</p> <p>Journey, milestone, ceremony, baptism, christening, commitment, symbol, Jewish, Bar (Bat) Mitzvah, Torah, Sabbath, Orthodox, Reformed, Hindu, dharma, Moksha, Samskaras, sacred thread, marriage, love, significant.</p> | <p>al-Adha, Hajji, Safa, Marwa.</p> <p>Jew, Jewish, synagogue, orthodox, progressive, rabbi, torah, tenakh, nevi'im, Ketuvim, Sefer torah, kosher, treif, Shabbat, Ark, Ner Tamid, Bimah. Pesach, Passover, Synagogue, Torah, Judaism, Shema, Shepherd of Israel, Eternal, Kashrut, Leviticus, divided hoof, Rabbi, Bar Mitzvah, Seder plate, Miriam's well.</p> <p>Christian, Commandment, Gospel, Spirit, Proclaim, Mission, Vision, parable, Wise, foolish, Sermon, Mount, Incarnation, Fall, Saviour, Sin, Creation.</p> | <p>Sikh, Jew, Folk religion, theist, atheist, agnostic, bible, psychologist, theologian, psychology, philosophy, reason and evidence.</p> |
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|                                 |  |   | Authority, belief, Worldview, Values, virtues, theist, atheist, humanism, humanist, golden rule, moral, Christian, values, Golden rule, Non-religious.  |  |
| <b>Cross-curricular reading</b> | <p>The Bible</p> <p>Deborah and the Very Big Battle</p> <p>Esther and the very Brave Plan</p> <p>Noah and the Animals</p> <p>Animal Tales</p> <p>The Garden, the Curtain and the Cross</p> <p>The Story of Christmas</p> <p>The Unofficial Bible for Minecrafters</p> <p>David and the Very Big Giant</p> <p>Jonah and the Very Big Fish</p> <p>Moses and the Very Big Rescue</p> <p>Stories Jesus Told</p> <p>The Hanukkah Mice</p> | <p>The Bible</p> <p>The Link-It-Up Bible - 80 Fantastic Stories</p> <p>Diary of a Disciple - Luke's Story</p> <p>The Garden, the Curtain and the Cross</p> <p>The Unofficial Bible for Minecrafters</p> <p>Stories Jesus Told</p> <p>The Puffin Book of Hindu Gods and Goddesses</p> <p>365 Tales of Indian Mythology</p> <p>Classic Tales from India: How Ganesh Got His Elephant Head and Other Stories</p> | <p>The Bible</p> <p>David and the very Big Giant</p> <p>Jonah and the very Big Fish</p> <p>The Link-It-Up Bible - 80 Fantastic Stories</p> <p>Diary of a Disciple - Luke's Story</p> <p>The Story of Christmas</p> <p>The Unofficial Bible for Minecrafters</p> <p>Soul Fuel for Young Explorers</p> <p>Mud, Sweat and Tear</p> <p>Bibleforce - The First Heroes Bible</p> <p>Judaism (Info Buzz: Religion)</p> | <p>The Bible</p> <p>Soul Fuel - Young Explorers</p> <p>Bible Force - The First Heroes Bible</p> <p>The Unofficial Bible for Minecrafters</p> <p>Diary of a Disciple</p> <p>The Puffin Book of Hindu Gods and Goddesses</p> <p>365 Tales of Indian Mythology</p> <p>Atheism For Kids</p> <p>Humanism for Kids</p> <p>What is Humanism? How do you live without a god? And Other Big Questions for Kids</p> <p>Answers Books for Kids Box Set (Vol 1-8):</p> |

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|                                      | <p>Judaism (Info Buzz: Religion)</p> <p>Answers Books for Kids Box Set (Vol 1-8):</p> <p>Stories of 20 Mighty Muslim Heroes</p> <p>1001 Inventions and Awesome Facts From Muslim Civilization:</p>                         |   | <p>Classic Tales from India: How Ganesh Got His Elephant Head and Other Stories</p> <p>Atheism For Kids</p> <p>Humanism for Kids</p> <p>What is Humanism?</p> <p>How do you live without a god? And Other Big Questions for Kids</p> <p>Answers Books for Kids Box Set (Vol 1-8):</p> <p>Stories of 20 Mighty Muslim Heroes</p> <p>1001 Inventions and Awesome Facts From Muslim Civilization:</p> |   |
| <p><b>Cross-curricular links</b></p> | <p>What do Christians learn from the Creation Story links with valuing our world and wonder at its beauty whilst leaving us with the responsibility of caring for it.</p> <p>What is it like for someone to follow God</p> | <p>'What is the trinity?' follows systematically from the last year 3 Christian unit of 'What kind of a world did Jesus want?' by looking at the Holy Spirit's influence within the life of Christians today.</p> | <p>'What does it mean if Christians believe God is Holy and loving?' follows logically from the last two Christian units on Easter and Pentecost in year 4 as well as linking to the start of year 4 Incarnation unit.</p>   | <p>In year 6, children start with a thematic unit of 'How does faith help people when life gets hard?' which essentially deals with death and links with the topic of World War II where many people died.</p> <p>Then, to go with the topic of Darwin, children can link cross curricular ideas with</p> |

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|  | <p>links to the promises and commitments we make in life and how we live as well as year 3 weather topic.</p> <p>How do festivals and worship show what matters to a Muslim and How do festivals and family life show what matters to Jewish people both link with our multicultural school and understanding our diverse community within which we live.</p> <p>What kind of World did Jesus want and How and why do people try to make the world a better place link with summer term courageous advocacy sponsor challenge and selecting what to</p> | <p>Following this, year 4 will start with the Hindu unit 'What do Hindus believe god is like?' which will coincide with the school's bi-annual Indian culture day focus near to the Diwali celebration. It also will enable children from each class to express their own personal faith as the school has a many Hindu children.</p> <p>In spring, children continue with the Hindu faith, 'What does it mean to be a Hindu in Britain today?' and the children link with a faith school in the city, Krishna Avanti, to see how children celebrate their</p> | <p>Following this, leading upto Christmas, children will look at 'Why do Christians believe Jesus was the Messiah?' which links with Jesus' birth at Christmas as well as back with the incarnation unit at the start of year 4 about Jesus being one part of the Trinity.</p> <p>In Spring, the children study 'What does it mean to be a Muslim in Britain today?' which will build on prior learning from year 3 and will also involve a visit from a Muslim Iman specialist or a visit to the mosque. Again, within school we have some children of the Muslim faith, who also share their expert</p> | <p>their R.E. of 'Creation and science: conflicting or complementary?' seeing the scientific and faith links from different perspectives. This will also build on the creation / fall topic in year 3 of 'What is it like to follow God?' where children learn of the trust of the relationship with God despite not knowing everything!</p> <p>In spring, children study 'Why do Hindus want to be good?' which links to the Hindu faith units studied in year 4 but again, with a large proportion of children in the school being Hindu, enables personal faith peer teaching opportunities.</p> <p>During Lent, leading up to Easter, the year 6's study 'What do Christians believe</p> |
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|  | <p>spend the raised money on. The first unit also links to the church calendar celebration of Pentecost.</p> | <p>festivals within the U.K. (Holi).</p> <p>Leading up to Easter, during Lent, the year 4's will look at 'Why do Christians call the Jesus died Good Friday?' This will help the children as year 4 lead our Easter 'Get Together' at church annually and so fits with the church calendar as well as reinforcing collective worship themes at this time of year.</p> <p>In the same way, the next unit 'For Christians, when Jesus left what was the impact of Pentecost?' will also fit with the church calendar celebration of Pentecost towards</p> | <p>knowledge with their class mates.</p> <p>Following this, the children return to Judaism to build again on knowledge from the year 3 unit looking at 'Why is the Torah important to Jewish people?' These faith units mirror the same sequence of learning in year 3 at the same time.</p> <p>For summer term, year 5 return to Christianity and a Gospel unit of 'What would Jesus do?' again building on the year 3 gospel unit of 'What kind of world did Jesus want?' These again are studied in the same term exactly mirroring learning of living out the Christian faith and linking with</p> | <p>Jesus did to 'save' people?' again mirroring year 4 unit about Good Friday and fitting in with the church calendar and collective worship themes at this time of year.</p> <p>To start the summer term, 'For Christians, what kind of king is Jesus?', a kingdom of God unit which build on the year 4 kingdom of God topic from Pentecost is taught leading up to the celebration of Pentecost and again and collective worship themes at this time of year would match the themes studied.</p> <p>Finally, 'Why do some people believe in God and some people not?' finishes the year with opportunities for good debating and discussions in a more secondary style. During this unit, the children</p> |
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|                                |  | <p>the end of May and collective worship themes which the minister will lead.</p> <p>Again, year 4 finish the year with a thematic unit of 'How and why do people mark significant events of life?' when they can use knowledge learnt from the Christian and Hindu units of year 4 plus Islam and Judaism of year 3 and apply to different events of a person's life.</p> | <p>the courageous advocacy summer term fund raising.</p> <p>To finish, children look at a thematic unit of 'what matters most to Christians and Humanists?' enabling children to draw on knowledge gained throughout their 3 years within school and understand a different world view perspective.</p> | <p>would have opportunity to reflect on their own faith / non-faith journey through school and onward to their new setting with a pilgrimage walk.</p> |
| <p><b>Christian Values</b></p> | <p><b>Courage</b> - Children develop courage by expressing their beliefs and ideas and being willing to share their thoughts within the class environment. They show the courage to take risks, express ideas and learn from mistakes and they are inspired by the diverse multi-culture of mankind.</p> <p><b>Fairness</b> - Through Religion and World Views, children learn to behave without favouritism or discrimination within God's diverse cultural world thereby shining a beacon within society and standing solidly for the love of mankind. Frequent opportunities for discussion and healthy debate, challenge thinking to instigate change.</p> |  |   |  |

**Kindness** - Children are able to compare their own lives with others and show compassion for those in need.

**Koinonia** - Children work co-operatively with talk partners, groups and as a class to share thoughts, ideas and viewpoints which develops a strong understanding of the community within which we live and work therefore demonstrating respect of other cultures and religions. Realisation that this is just a small representation of the diverse community in God's world is generated.

**Responsibility** - Children develop the discipline for seeking wisdom by questioning their thoughts and actions. They know that they are caretakers of God's Earth, members of a diverse world community and need to live in harmony, yet hold strongly to their personal beliefs, in order to glorify God and partake in his plan for the world to make changes that will make a difference.

**Thankfulness** - Children show thankfulness for God's beautiful world and the wonder of creation, they reflect on their gratefulness for God's provision in their lives and the lives of others as well as having their eyes opened to being indebted to charities and organisation who work with those less fortunate.

**Truthfulness** - Children continually explore this value through discovery, exploration, discussion and debate and learn to investigate aspects of Religion and World views hypothesizing on the difference a viewpoint makes in a person's life. They develop a growing appreciation for the benefits holding to faith or a scheme for living can have when living within a world of complex inter-connected global issues.

**Spiritual Development**

**RE Curriculum**

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| <p>be guided by their beliefs and values and be willing to take a stand to defend them</p> <p>be intrigued by mystery and be open to an awareness of the transcendent in the whole of life</p> <p>be comfortable with stillness and silence and open to engage in reflection/meditation/prayer.</p> <p>be ready to say sorry when mistakes are made, to forgive themselves and to forgive others</p> <p>appreciate and be thankful for what is good in life like friends and family, and show generosity towards others</p> | <p><b>Daily Collective Worship</b><br/> <b>Opportunities for courageous advocacy</b></p> <p>What is mysterious about God - Trinity unit<br/> Pentecost<br/> Daily act of collective worship</p> <p>Use of the reflection area</p> <p>Class prayers</p> <p><b>Collective Worship - prayer</b></p> <p>School's behaviour policy</p> <p><b>Collective Worship - prayer, song</b></p> <p>Harvest<br/> Charity fundraising</p> |   |   |   |
| <p>demonstrate curiosity and open mindedness when exploring life's big questions</p>  | <p><b>RE</b><br/> What do Christians learn from the Creation Story?</p>   | <p><b>RE</b><br/> What is the Trinity and why is it</p> | <p><b>RE</b><br/> What does it mean if Christians believe God is holy and loving?</p> | <p><b>RE</b><br/> How does faith help people when life gets hard?</p> |

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|  | <p>What is it like for someone to follow God?</p> <p>How do festivals and worship show what matters to a Muslim?</p> <p>How do festivals and family life show what matters to Jewish people?</p> <p>What kind of world did Jesus Want?</p> <p>How and why do people try to make the world a better place?</p> | <p>important for Christians?</p> <p>What do Hindus believe God is like?</p> <p>Diwali Focus- Indian Culture day</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>How and why do people mark the significant events of life?</p> | <p>Why do Christians believe Jesus was the Messiah?</p> <p>What does it mean to be a Muslim in Britain today?</p> <p>Why is the Torah so important to Jewish People?</p> <p>Christians and how to live; 'What would Jesus do?'</p> <p>What matters most to Humanists and Christians?</p> | <p>Creation and science: conflicting or complementary?</p> <p>Why do Hindus want to be good?</p> <p>What do Christians believe Jesus did to 'save' people?</p> <p>For Christians, what kind of king is Jesus?</p> <p>Why do some people believe in God and some people not?</p> |
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