Progressed religions and worldviews *Substantive knowledge is progressively sequenced*				Encountered religions	
Christianity	**Islam**	**Hindu Dharma**	**Non- religious worldviews**	**Sikhi**	**Judaism**

Y6 Is Life like a Journey?

AUTUMN: How do people mark the turning points in life?

 Authority and Influence	 Commitment	 Symbolism, Ritual and Metaphor			
•Explain the difference between **infant baptism and believer's baptism.** •Know that baptism is an important Christian **sacrament** •Explain the symbolic actions that take place during baptism. •Know that Christians believe that Jesus asked his disciples to baptise others. Know that Christians today (as Jesus' disciples) continuing to baptise others following Jesus' request. •Explain what happens in a Christian marriage ceremony giving examples of actions and symbolism. •Understand that when Christians marry, they make **solemn vows** in the presence of God. They believe that God will help them to keep their vows. •Identify Christian values that strengthen a couple and help them to keep their wedding vows.	•Name some Muslim traditions that take place within a family when a baby is born. •Explain the meaning of the word **Ummah.** Understand that baby naming traditions introduce a child to the values, support and dedication found within the Muslim community.	•Name some Hindu traditions that take place when a baby is born. •Know that Hindu weddings celebrate the coming together of two communities and are very well attended. •Know that a Hindu wedding is one of the 16 Hindu **Samskaras.** •Provide examples of symbolic actions that take place before and during a Hindu wedding. •Know that Hindu wedding ceremonies are not recognised by law in the United Kingdom and that couples need to marry in a civil ceremony first.	•Know that child naming ceremonies are increasingly popular amongst Humanists. •Provide suggestions for the symbolic actions that could be part of a Humanist naming ceremony. •Know that many people choose to have a civil ceremony and not a religious ceremony. •Understand that some couples have a committed, loving relationship but choose not to get married. •Understand what some people choose to have a Humanist wedding ceremony, identifying how that is different from a religious ceremony.		

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
•Know that there are traditional customs and practices in organised/ institutional religions that mark key events in peoples' lives. •Know that individual worldviews (religious and non-religious) are complex and sometimes expressed differently to traditional, organised worldviews.	•Know that sacred texts have authority and inform religious traditions, symbols, rituals, beliefs and practices. •Understand that religious rites of passage are key turning points in some peoples' journey through life.	•Know that traditional practices within religious and non-religious worldviews can develop feelings of community, belonging and identity amongst believers. •Know that surveys can reveal information about the complexities of individual worldviews. •Know there are key turning points, highs and lows in the journey of life. No one person has the same journey through life.		Explain key turning points in the journey of life- identifying those in their own lives.

SPRING: If life is like a journey- what is the destination?



The Ultimate Truth



The Sacred



Symbolism, Ritual and Metaphor

•Know that the four gospels give an account of the Christian belief in the **resurrection** of Jesus. •Explain who some Christians believe Jesus was using terms like **incarnate, divine, the Messiah.** • Explain some of the reasons why Christians believe that the resurrection was true (this builds on learning from Y3). • Know that a belief in the resurrection is key to Christianity and shapes Christian's beliefs, practices and views of the world. • Explain **how salvation, sacrifice, forgiveness and atonement** are key concepts linked to the resurrection. • Know that Christians have different ideas about what heaven is like. •Understand that Christians believe that if they confess and atone for their sins (asking for forgiveness and forgiving others) they will enter the kingdom of heaven.	•Explain Muslim traditions for when someone dies.	•Know that Hindus believe in **reincarnation** and the cycle of **samsara.** •Explain that **Moksha** is the ultimate life goal; when the **atman** is released from samsara and becomes at one with the divine. •Understand how the law of **karma** and the cycle of samsara affect a Hindu's purpose in life. •Explain how the **ashramas** and 16 **samskaras** help a Hindu to fulfil their **Dharma.**	•Understand that Humanists believe that people are mortal and that there is no life after death. •Explain how Humanists might choose to mark the death of a loved one. •Outline some of the reasons Humanists provide for their beliefs about death. •Understand that Humanists believe that people should live a fulfilled, good life.	•Explain Sikh traditions for when someone dies.	Explain some Jewish rituals for commemorating the death of a loved one

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
•People have different views about what happens when someone dies. •People with different worldviews remember their loved ones in different ways using a variety of practices and rituals.	•Sacred texts and sources of authority impact on peoples' beliefs, practices and moral decisions. • Beliefs within a belief system connect together e.g. karma and dharma. • Beliefs shape the way believers see the world and each other.		•People have different influences that impact on how they choose to live a good life. •Examples, evidence and reasons are needed to support an argument. • Through asking and answering questions they can evaluate whether an argument makes sense and is valid. •People have different ideas and beliefs about the self, death, life after death and the spiritual/ supernatural.	•Can outline the different ways that people remember a loved one.

SUMMER: Why do some people go on a pilgrimage?

Service and Sacrifice	The Sacred	Symbolism, Ritual and Metaphor
•Know that pilgrimage is not compulsory in Christianity. •Identify some places of Christian pilgrimage. •Explain why some pilgrimage sites are holy (referring **to miracles, visions, healing, saints, special communities).** • Know that pilgrimage can make a difference to the lives of some Christians, explaining how. •Understand that some Christians do not feel that pilgrimage is justified, giving reasons why. Explain why **Jerusalem is a holy place for Christians**	•Know that the **Hajj** is one of the 5 pillars of Islam and that Muslims are expected to undertake the Hajj in their lifetime. •Explain the rituals involved in the Hajj using key vocabulary (significance of **Makkah, Tawaf, Mina, Safa and Marwa, Eid Ul- Adha, Arafat, Jamarat**) •Understand the link between the walk between Safa and Marwa and the story of Haga and Ishmael (this build on learning from Y5). •Understand the link between the festival of Eid Ul- Adha and the Prophet Abraham's obedience to Allah. •Identity the sacrifices and hardships involved in undertaking the Hajj. Explain the meaning of **Ihram.** •Following interviews with Muslims, identify how they felt the Hajj had made a difference to their lives. •Know that the Hajj has changed over the past 100 years. Explain how and give reasons why. •Explain why Jerusalem is a sacred place for Muslims.	•Explain why **Jerusalem** is a sacred place for Jews. •Understand the historical and religious significance of the **Western Wall.** •Know what is significant about the **Ark of the Covenant and the Holy of Holies.** •Explain the rituals and practices of Jews when they visit the Western Wall. •Explain the symbolism of the **tefillin** for **Orthodox J**ews. •Understand the link between the **Amidah** and Jewish beliefs about G-d.

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
•Know that people take part in pilgrimages for different reasons and this can have a significant impact on their lives. •Understand that pilgrimages sometimes involve sacrifice,	•Know that sacred texts and sources of authority impact on the lives of believers. • Know that ancient stories and history continue to shape the lives of believers today.	•Know that rituals and practices can change over time for a number of reasons such as the development of technology. • Understand that interviews and ethnographic studies can reveal		•Know that there are choices people can make to help them along their journey of life. •Write a guidebook to accompany them through their life journey.

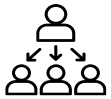
dedication and hardship from different believers. •Know that the same pilgrimage site can have special meaning to different religious worldviews.		information about individual worldviews and lived religion. • Know that qualitive and quantitative data can reveal information about worldviews.		

Y5: How do we find guidance about how to live our lives?

AUTUMN : What values do people share?



Ultimate Truth



Authority and Influence



Ethical ways of Living

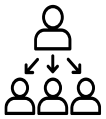
•Know that the Christian Bible verses which show the **Golden Rule** are: 'Love your neighbour as you love yourself'- Luke 10:28 and' Do unto others as you would have them do unto you'-Luke 6:31 (this was introduced in Y2). •Know that the Gospels tell us that Jesus told **Parables.** These were stories with a moral or spiritual message. •Retell the parable of the Good Samaritan. Know that the **Good Samaritan** helps some Christians to live out the Golden Rule. Know that Christians in the local community try to live out the golden rule indifferent ways. Provide some examples.	•Know that the word Islam means Peace. •Know that Muslims **greet each other with words of peace.** •Explain that many Muslims find **that prayer and submission to Allah fills them with peace.** •Recall that prayer is the **second of the 5 pillars of Islam.** Explain the **rituals** involved in Muslim prayer including new vocabulary.	•Know that many Hindus live out the ancient concept of **Ahimsa**. This means -do no harm to any living thing. •Explain that **Ahimsa** is lived out in some Hindus' thoughts, words and actions. Selfless service to others is called **Sewa.** •Know that **Mahatma Gandhi** brought about national and worldwide change through living out **Ahimsa** and taking part in non- violent, **peaceful** protest.			

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
•Know that although religions and worldviews have different belief systems, their meaning can be the same; the same thing can be expressed in different ways.	• Know that there are different ways to interpret sacred texts to find meaning (hermeneutics). For example, looking behind, within and in front of a text. •Know that sources of authority provide guidance about what it means to be human.	•Know that sacred texts have an influence on lived expressions and practices within the community.	•Understand that taking part in a debate helps you to explain your own point of view and understand the views of others. •Know there are ways to argue well.	•Know that through being reflective and reflexive they can consider their own position, view and belief. •Explain their views about whether it is important to seek peace.

SPRING: Where can people find words of wisdom?



Ethical ways of Living



Authority and Influence

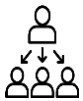


The Ultimate Truth

•Know that some Christians still rely on wisdom from the **Book of Proverbs** and other Biblical passages. The Book of Proverbs is an ancient text found in the Old Testament within the Bible. •Explain how some of the proverbs are still relevant to life today. •Understand that there are ongoing debates between theologians and historians about whether some of the characters in the Old Testament were real. • Know that some Christians believe that King Solomon's wisdom was a gift from God.		•Know that the ancient sacred text **Bhagavad Gita** remains a source of wisdom for some Hindus. •Provide examples of some of the words of wisdom contained in the Gita, explaining how they are still relevant in the modern world.	•Know that people who are non- religious find wisdom in stories, sayings, quotes and from the life experiences of inspirational people.		

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
•Know that Humans (religious and non-religious) seek for wisdom and guidance in their lives. There are many different sources of wisdom.	•Know that guidance and advice found in ancient sacred texts is still applied to situations by those with religious and non- religious worldviews.		•Understand that ideas from past philosophers may provide a basis for how people live their lives today. •Know there are different ideas and advice about how to live a good life and meaningful life. •Understand that statements need to be tested to check if they are reliable and reasonable.	•Reflect on and explain which words of wisdom resonate with them the most.

SUMMER: What can people learn from ancient stories?



Authority and Influence



The Sacred



Symbolism, Ritual and Metaphor

• Know that **Abraham i**s a central figure in Christianity and known by many as **the father of the faith.** For this reason, Christianity is known as one of the **Abrahamic religions** • Know that Christianity is a **monotheistic** religion and explain what that means. • Explain that some Christians believe that God used **covenants** to make special agreements with humans. • Give examples of God's covenants in the story of Abraham and Noah.	•Know that **Ibrahim** is a central figure in Islam and known by some Muslims as the father of the Arab people. • Explain why Islam is known as a **monotheistic Abrahamic religion.** • Give reasons why the story of Ibrahim and Ishmael is still important for many Muslims today. • Explain how the story is interpreted differently from the story in the Bible and Torah.				• Know that the **Torah** (Sacred Jewish Holy Book) is the same as the first five books of the Old Testament in the Christian Bible. It is a sacred text for many Jews. •Explain that many Jews believe that because of the **covenant God made with Abraham** they, as his descendants, are God's chosen people. •Know that many Jewish people regard Abraham to be the father of Judaism.

• Give reasons why the stories of Abraham and Noah are still meaningful to some Christians today. • Know that Christians interpret the story of Noah and the flood differently. For example, literally or symbolically.	• Recall that Muslims have **99 names for Allah** and be able to name some (this builds on learning in Y3). •Understand that Muslims treat the **Qur'an** with reverence and explain how.				•Understand that Abraham's legacy in Judaism helps us to understand why the land of Israel is so special to Jews •Understand that the Torah teaches that the land of Israel was promised to Abraham by God. •Know that Abraham's willingness to sacrifice Isaac is a demonstration of trust and obedience for Jews. • Know that the Torah is written in Hebrew and that the book of Genesis in Christianity is known as **Bresheit.** •Explain when and how the Torah is used in the Synagogue. •Understand the meanings and use of **Sofer, Yad, Bimah, Ark.**

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
•Know that religious worldviews share some of the same ancient stories. They are interpreted in similar and different ways. •Know that people with religious worldviews have different views about whether ancient stories are factual (true) or symbolic. •Know that ancient stories remain important to some people with both religious and non-religious worldviews.	•Looking behind, within and in front of a sacred text can help us interpret meaning. •Interpretations of sacred texts are often applied to situations today to justify the actions of adherents and institutions. •Religious art can be used to interpret sacred texts.	•Analysing census data(empirical research) can tell us some things but not others. •Interviews with faith representatives can unearth the complexity in individual beliefs and ideas within a single organised religion. •The pattern of religious and non-religious worldviews in a locality can change over time.		•By being reflective and reflexive pupils can explain why ancient stories are/ are not important in their lives. •They can identify an ancient story that might have a helpful messages in their current life, explaining why.

Y4: How should we live our lives?

AUTUMN: What Influences what people wear?

Commitment	Authority and Influence	Symbolism, ritual and metaphor		
	•Understand that some Muslims believe that the		•Know that non- religious people do not have to follow rules about what they wear	•Know that some Sikhs choose to wear **the 5Ks** as a sign of

	Qur'an teaches them to dress modestly. •Know **that Awah** is a word used to describe the areas of the body that must be covered by clothing for Muslim men and women, providing examples. •Identify some different types of Muslim dress: **Shalwar Kameez, Niqab, Hijab, Thobe, Serwal, Taqiyah/Kufi**.		although they may be subject to other societal factors and influences.	commitment to their religion when they join the **Khalsa.** •Explain the symbolism of each of the 5Ks. •Explain the significance of the **Amrit ceremony and describe what might happen and why.**	

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
•Know there are a number of reasons why people choose what to wear, providing some examples. •Know that sometimes people wear clothes and symbols to express their identify, their affiliation with a belief, cause or way of life – this is a personal decision. •Understand that people of the same religion may have different views about whether it is important to use clothing and symbols to show their beliefs.	•Know that sources of authority and sacred texts provide guidance to believers about what they should wear and how they should live their lives.	•Know that people interpret religious sources of authority in different ways. •Understand that not all believers respond to rules, advice and guidance in the same way. •Know that electronic surveys enable us to quickly collect the complex reasons behind peoples' different life choices**.**		•Reflect on their own values, beliefs and commitments. •Consider what influences their own choices about what to wear.

AUTUMN: Is it important to fight for justice?

 Ethical ways of living

 Authority and Influence

 Ultimate Truth

•Identify biblical passages that inspire Christians to fight for justice in the world. •Explain the different types of injustices that affect humanity and creation. •Give examples of Christian individuals, churches, charities and organisations that fight for justice e.g. Christian Aid, Cafod, A Rocha. •Provide examples of how Christians act against creation injustice citing biblical sources of authority. This will build on learning from Y2.	•Identify sources of authority that motivate Muslims to fight against injustice. • Give examples of Muslim individuals, charities and organisations that actively work to challenge injustice,		•Identify sources of authority that motivate people with non- religious worldviews to fight against injustice. •Give examples of non-religious individuals, charities and organisations that actively work to challenge injustice,		

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge

•Explain the difference between the terms fairness, justice, equality and equity. • Provide examples of where there is injustice in the world. •Know that people with both religious and non-religious worldviews share a motivation to fight for justice.	•Know that Sacred texts/sources of authority drive people's actions and behaviours.	•Know that people with different worldviews can all play their part in fighting for justice in the world. •Understand that people can act individually or as part of group or organisation.	•Know that issues of right and wrong, justice and injustice can be debated and discussed. •Know how to construct an argument/response that makes sense. •Understand that people with different worldviews often make similar ethical and moral choices about how to live a good life.	•Reflect on whether fighting injustice is worth it, providing reasons for their responses. •Consider whether to act on injustice as an active citizen either individually or as part of a class group.

SPRING : Should sacrifice be an important part of life?

 The Sacred	 Sacrifice and Service	 Authority and Influence
•Explain the different lived practices of some Christians on **Shrove Tuesday, Ash Wednesday and during Lent.** •Identify the different ways that Lent is practised by Christians globally. •Identify how Christian Lent practices are rooted in biblical teaching, interpreting key events outlined in Matthew 4:1-11 and Luke 4:1-13. •Explain the meaning of the word **temptation.** •Explain why Christians believe that Jesus gave the **ultimate sacrifice at Easter**, showing an understanding of events leading up to the resurrection. • Show knowledge of some famous people who made sacrifices to follow Jesus, explaining the impact of their sacrifices.	•Know **the 5 pillars of Islam**, briefing explaining what each one means in the life of a Muslim. • Explain how and why some Muslims fast (**Sawm) during Ramadan** and the significance of **Eid ul- Fitr**. •Understand that not all Muslims respond to Ramadan in the same way, providing examples of how. •Know that The **Prophet Muhammad (pbuh**) is an inspirational figure in Islam who is greatly respected. •Explain how **The Night of Power** is one of the most significant events in the Islamic calendar.	

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
•Define **sacrifice** and give examples of different types of sacrifice in everyday life. •Know that **where** someone lives influences how they express their beliefs. •Know that following a religious worldview is not always an easy thing to do. •Understand that people who follow an organised religion do not always	•Know that sources of authority and sacred texts have hidden meanings that inspire believers to make personal sacrifices in order to serve God and humanity.	•Understand that for some people sacrifice is an important part of what it means to be human for others, less so. •Know that **where** someone lives influences how they express their beliefs. •Know that not all believers are motivated to respond to traditions and rituals in the same way. •Know that conducting surveys and interviews enable us to quickly gather	•Know how to construct a sensible argument in response to a 'big' question to explain their reasoning based on critical thinking. •Know that people might respond to questions in different ways and might have different views from themselves. •Understand that asking people questions enables us to understand their point of view.	Explain their own views about when they would be willing to make a sacrifice.

respond to their beliefs in the same way. •Understand that Christianity and Islam are diverse, living global religions.		the complex reasons behind how and why people make sacrifices.		

SUMMER: What does it mean to live a good and happy life?

Authority and Influence		Ethical Ways of Living		Ultimate Truth	
•This unit builds on learning in Y3. •Name the Christian **Fruits of the Spirit.** •Give examples of the **Fruits of the spirit in action.** •Explain how Christians believe that the Fruits of the spirit are character virtues that can grow in a person through the power of the **Holy Spirit.** •Identify why **St Paul** remains a person of inspiration- explaining key events in his life.		• Know the meaning of the word **duty.** • Explain in their own words the terms **Hindu Dharma and Ashrama Dharma.** • Understand the difference between a wise course of action and an action that gives immediate short-term pleasure. •Know that Hindus respond to their Dharma in diverse ways, providing some examples. •Know that **The Vedas** are a collection of ancients texts that form the foundation of Hinduism. Know that the **Upanishads a**re a section within the Vedas that consider philosophical questions.	•Identify the Happy Human symbol for Humanism. •Define the concept of freedom and why it is an important concept for Humanists. •Explain what Humanists agree are the ingredients for a happy life.		

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
•Know that religious and non- religious worldviews have similar and different ideas about how and why to live a good and happy life.	•Know that sacred texts have hidden meaning and provide guidance to religious believers on how they should live their lives. •Understand that sacred texts and stories are shaped by the context they were written in.		•Know that philosophy means the love of wisdom. •Understand that questions do not have a simple right or wrong answer. •Understand that famous philosophers often give different answers to the same question. •Know that responding to ' big questions' enables people to critically analyse, evaluate, reason and explain. •Know that well organised debates enable people to argue well and consider others' ideas.	•Reflect on their learning and consider their own views about what it means to live a good and happy life.

			•Know that philosophers make judgements and decide whether reasoning is strong or weak.	

Y3: Who should we follow?

AUTUMN : How do people know what is true?

Authority and Influence		The Sacred		The Ultimate Truth	
•Know that **The Bible** is a **sacred text** and **source of authority** for Christians. • Explain how the Christian Bible is organised, naming **the Old and New Testament, The Gospels** and some other types of Biblical books. This will build on learning from Y1 and Y2. • Provide some features/ statements to describe the Christian understanding of God explaining their meaning e.g. merciful. •Provide a range of reasons as to why Christians believe that God is true and real.	•Recall that the **Qur'an is a sacred text** and source of authority for Muslims. •Explain that most Muslims believe that The **Qur'an is the final and perfect message from Allah and is the direct truth.** •Know that the Qur'an is treated with the utmost respect, explaining how. • Know that there are **99 names** to describe Allah, naming some. • Explain that many Muslims share the Prophet **Ibrahim's** belief in God – *that there is one God, who cannot be seen but is the creator of the world.*	•Understand that Hindus believe that **Brahman** is a **supreme being** who is everlasting and the reason for everything that exists. •Explain that Hindus believe that every living thing contains a spark of Brahman called **Atman**. •Explain that **Deities** show us one dimension of Brahman. They are worshipped separately through the use of **murtis.** •Name some deities and explain their attributes.	•Explain the difference between an **atheist and agnostic.** •Explain briefly what a Humanist believes about God.		

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal knowledge
Know that people with religious and non-religious beliefs have different ideas about whether God is true. Provide some reasons why people believe things and think they are true. For example, logic, experience, sources of authority, tradition and reason to justify their beliefs. Explain the meaning of the terms 'truth' and 'faith'.	Know that sacred texts are sources of authority about the truth. They underpin some peoples' religious beliefs about God.	Know that the local census tells us how many people in the county have religious worldviews. Know that interviewing people with different worldviews provides rich evidence about what people believe is true and why.	Know that people with both religious and non-religious worldviews can argue powerfully about their understanding of the truth; giving reasons and evidence. Know that sometimes a strong faith is a good enough reason for people to believe that something is true. Know that there are different views about whether evidence is reliable and valid.	Evaluate different peoples' arguments about the truth about God. Respond to each viewpoint, expressing their own ideas about what is true. Understand what can influence a personal worldview. Understanding that their own views might change as they grow older. (reflexivity)

SPRING: Who Inspires Us?

The Sacred		Ethical ways of living		Authority and Influence	
•Give some reasons why Jesus is an **inspirational figure.** This will build on knowledge from Y1 and Y2. •Explain the meaning of the **term' fishers of men'.** •Know that Jesus inspired his **disciples** and invited them to become ' fishers of men'. (The term disciple was introduced in Y2). •Know that accounts of the disciples are found in the **Gospels** within the New Testament in the first part of the Bible. •Recount the story of Jesus calling His first disciples (**Matthew 4:18-22)** •Provide examples of how some Christians work today as 'fishers of men'.		•Sequence events in the story of **Rama and Sita** from the **Ramayana.** •Give reasons why this ancient poem still inspires Hindus today. Know that **Diwali is a Hindu festival** of lights which celebrates light over darkness and good over evil.		•Know that **Guru Nanak** was the founder of Sikhism and **the first of the ten Gurus.** •Explain key events in Guru Nanak's life. •Outline that the three key teachings of Guru Nanak were **equality, honest living and service to others.** •**Explain the meaning of each teaching.** •Identify ways in which Sikhs live out those values today	

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
Know that people with religious worldviews draw inspiration from sacred texts in different ways. Understand that inspirational religious role models can have a positive impact on peoples' lives. Know that a cycle of religious observance is important to people with different worldviews.	Know that people draw inspiration from sacred texts in different ways. Explain how religious art work can communicate a range of spiritual and theological ideas.	Understand that inspirational religious role models can shape peoples' lives. Understand that asking questions and conducting interviews can provide rich evidence about how religious figures inspire people today. Understand that the ways people interpret sacred texts is often unique and personal. Know that routine and repetition are important to worldviews and can be observed e.g. the cycle of festivals		Reflect on which qualities in a person they find inspirational. Consider who they would follow and why. Explain how they can be a role model for others.

SUMMER: Is it important to be part of a community?

Commitment		Symbolism, Ritual and Metaphor		Authority and Influence	
•Know **that Pentecost** is when Christians celebrate the **birth of the church community**.				•Know that Sikhs worship in a **Gurdwara.**	•Recall events in the story of **Moses** from God speaking through the burning bush to

•Explain it is a time in the Church calendar when most Christians remember when, 40 days after Easter, Jesus **ascended to heaven** and shared the gift of the **Holy Spirit** with his followers. •Summarise the events recalled in **Acts Chapter 2.** •Provide examples of the impact of the Holy Spirit on Christians today. •Know that in the past Christians used to organise **processions of witness** to show people how proud they were to be Christian. These took part at **Whitsuntide** and were called **Whit walks.** •Understand that Christians see God as three in one (**Father, son and Holy Spirit**). •Explain the meaning of the Christian word **Trinity.**				• Know that the **Guru Granth Sahib** is the final and eternal Guru and the sikh sacred text. •Explain that the Gurdwara is a place for charity where Sikhs prepare and share **Langar. This is a free vegetarian meal for the community.** •Identify what happens during a Langar meal, •Explain that **selfless service** is a core principle of Sikhism. This is done in the spirit of humility and devotion to God. •Remember that the first Guru – Guru Nanak modelled this service for future Sikhs. •Identify other ways in which the Gurdwara is involved in supporting the community. Identify how this has changed over time.	the giving of the **ten commandments** as told in the Torah. • Know that this story is also told in the Bible and Qur'an. •Understand that the Torah tells Jews that God was leading them to **the promised land**. • Know that **' Keeping the Sabbath Holy'** is one of the ten commandments. •Explain how the Sabbath is kept holy in a Jewish household. •Recall what happens during **Shabbat** identifying the significance of key artefacts such as **two candles, woven Challah bread, Kiddush.**

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal knowledge
Know that the way communities express their faith can change over time. Know that people with similar beliefs are motivated to join communities and take part in shared rituals and practices.	Know that sacred texts and sources of authority shape the rituals and shared practices of families and faith communities. Understand there are connections between different beliefs within a religion e.g. within the Christian belief in the Trinity. Know that engaged' looking at religious art can unpick its theological significance.	Know that the practices in Sikh and Christian communities have changed over time. Understand that observation provides rich evidence of how beliefs bring people together and shape community rituals and practice. Know that speaking to faith representatives provides rich evidence of what happened in the past and how communities operate.		Reflect on the key features of religious communities introduced during the unit. Identify what they feel are the key features of a good community giving reasons why.

Y2: What really matters in life?

AUTUMN: Does it matter how we treat our world?

 The Sacred	 Authority and Influence	 Ethical Life Choices

•Know that Christians (and Jews) believe **that God is the creator of the world**.	•Know that Muslims believe that **Allah is the creator** of the world.		•Know that some scientists and non- religious people believe that a massive explosion created the earth.		

•Know that **Genesis 1** provides a story of creation for some Christians (and Jews). •Know that some Christians believe the story in Genesis to be completely true whilst others believe it to be a myth. •Know that some Christians believe that God was behind a **' big bang'** when the world was created. •Know that the story in Genesis tells Christians that they are **the stewards** of the earth, explaining that that means. •Give some examples of how Christians are acting as stewards of the earth.	•Know that Muslims believe that the earth was created by **Allah** in six days. This is written in the **Qur'an, a sacred text and source of authority for Muslims.** •Know that sacred texts motivate Muslims to act and take care for the planet. •Know that Islam teaches that humans should be **guardians (Khalifahs**) of the planet.		This is known as the **Big Bang.** •Know that people with non-religious worldviews do not believe that God created the world.		

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal knowledge
•Know that people with religious and non-religious worldviews have different beliefs about how the world was created. •Understand that this applies to people with a similar religious worldview (e.g. Christianity).	•Know that stories, verses and passages from sacred texts provide an explanation for some people about how the world was made. •Know that music and art can have special meaning for people with different beliefs.	•Know that sacred texts influence peoples' treatment of the natural world. Provide examples of peoples' different actions and ethical life choices. •Know that undertaking **simple surveys c**an provide rich evidence about peoples' beliefs and life choices.		•Explain whether they think the natural world should be treated well and why. Reflect on their use of the world's resources. •Explain if they want to take action to protect creation and what they might do.

SPRING: Does it matter how we treat each other?



Service and Sacrifice



Symbolism, ritual and metaphor



Ethical ways of Living

•Know that the four **Gospels** tell the story of Jesus' life. They are the first four books in the **New Testament.** • Know that the word Gospel means **'good news'.** • Recall what Christians believe Jesus said were the **two greatest commandments.** •Retell the Gospel story of the **healing of the leper (Mark 1:40-44)** Explain how it is an example to Christians about how Jesus wants them to treat others. • Identify that a **disciple** is a person chosen by Jesus to follow him and be his special friend. •**Know that Compassion** means understanding how people are feeling and taking action to help. •Explain that Christians show love and compassion to others because they	•Know that the Qur'an instructs Muslims to help people in need. •Explain the **meaning Zakah**. •Give examples of how Muslims follow Zakah.				•Know that helping people in need is a cornerstone of Jewish life. •Explain that this help often starts close to home then works outwards. This message comes from the Torah. •Know that a special box is used to collect money and donations for charities. •Know that **Yom Kippur** is a Jewish festival where Jews seek forgiveness for the things they have done wrong. •Know that a Jewish **Shofar** makes a loud noise to remind Jews to say sorry.

believe that they are **following Jesus' teachings.** •Explain that Christians believe that Jesus wants them to **forgive others** and that Jesus will forgive them if they are truly sorry. •Know that **The Lord's prayer** is important to Christians and reminds them to ask for forgiveness and to forgive others.					
Knowledge of religions and worldviews	**Theology**	**Social sciences**	**Philosophy**	**Personal knowledge**	
Know that people with religious and non- religious worldviews can share similar ideas about what it is to be a good person and live a good life.	•Know that sacred texts can have hidden meanings. •Know that sacred texts guide people on how to be a good person and live a good life.	•Know that sacred texts inform the behaviour, morals and lived practices of people with religious worldviews. For example, telling people to show love to others, compassion, to say sorry and seek forgiveness.	•Know that probing **'big' questions** help us to think deeply about issues affecting our lives. •Know how to contribute to a simple **debate or discussion.** •Know that weighing up evidence helps when constructing a simple argument. •Know how to **justify and explain their reasoning using simple sentences e.g. because, so.**	Reflect on their learning about compassion, forgiveness and love. Explain if they think these values are worth having and why.	
SPRING : Does Easter Matter?					
 Symbolism, ritual and metaphor		 Ultimate Truth		 The Sacred	
•Place the events of Christian **Holy Week** in chronological order. • Explain how the characters in the Easter story behaved and the feelings they might have had as the story progressed. •Explain in simple terms why some Christians call **Good Friday** 'good'. •Understand, in simple terms, why Easter Sunday is a joyful day for Christians. •Understand the meaning of the word **divine.** •Identify diverse ways in which Christians around the world celebrate Easter			Know that people across a range of religious and non-religious worldviews have Easter traditions but they are not rooted in Christian belief.		
Knowledge of religions and worldviews	**Theology**	**Social sciences**	**Philosophy**	**Personal Knowledge**	

Know that Easter is an important festival for Christians. Understand that Christians across the globe celebrate Easter in diverse ways. Know that people with other religious and non- religious worldviews have family traditions over the Easter holiday e.g. eating chocolate eggs.	Know that the biblical story of Easter is significant for Christians around the world. Know that for some Christians the Easter story gives special meaning to their lives.	Understand that people celebrate Easter in many different ways. Know that this applies within Christianity and also across a range of religious and non- religious worldviews. Know that **interviewing people** with a religious worldview can inform us about the diverse ways that people express their beliefs. Know that routine and repetition are important to worldviews e.g. the cycle of festivals.		Explain what Easter means to them giving reasons for their opinions.

SUMMER: Why do some places and symbols matter?

 The sacred	Symbolism, Ritual and Metaphor 	 Commitment

•Explain the different things Christians might do when they **worship in Church** e.g. sing hymns, pray, hear from the Bible, listen to a sermon, give money, have refreshments, have holy communion.... •Identify some of the symbols and artefacts in a Church explaining their significance e.g. Cross, stained glass window, pulpit, chalice, pascal candle, alter, flame, pew, font. •Identify some other activities that might take place in Church building e.g. food bank, providing meals, social events, charity vents. •Explain the meaning of the term **sacred.** •Know that Churches don't always look the same and that Christians don't all worship in the same way (e.g. use of rosary beads, focus on the eucharist) • Identify similarities and differences between different denominations locally, nationally and globally	•Know that Muslims worship in a **Mosque.** •Explain the rituals undertaken prior and during worship and their symbolism (shoe removal, wudu, prayer beads, Mihrab, prayer mats, minbar, muezzin, minaret). •Know the **call to prayer** and explain its significance (muezzin, adhan, minaret)	•Know that Hindus worship at a **Mandir** and also in their homes. •Explain what typically happens during **Puja** (an act of worship). •Identify the artefacts/objects that would be on a **Puja tray and explain their symbolism,** •Recognise the **aum symbol** and explain its origin and significance to Hindus. •Know what happens during an **Arti ceremony** and explain its significance.			

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal knowledge

Know that worship involves showing devotion, commitment, love and respect to something that a person believes is very special and powerful to them. Know that for some people symbols and artefacts have a special meaning during worship. Know that people express their devotion and commitment in diverse ways within and between religions.	Explain what key artefacts, symbols, rituals and practices represent during Christian, Muslim and Worship practices. Know that they are identified as sacred.	Know that how people express their faith can be observed in action within their community e.g. through visiting places of worship, watching videos and interviewing different believers. Know that symbols can show a person's commitment and self-identity. Know that interviewing more than one person can provide rich evidence of diversity in lived expression.		Reflect on which places and symbols are special to them. Explain why they are so special. Begin to understand that a person might ' see' their worldview through the places they visit, the symbols they wear and the artefacts they use (reflexivity).

Y1: What do people say about God?

AUTUMN: What do Christians say God is like?

The Ultimate Truth	Symbolism, Ritual and Metaphor	The Sacred		
Recall events in the Bible stories of the Forgiving Father and Lost Sheep. Explain what their hidden messages tell Christians about God. Identify some Christian beliefs about God that are hidden in hymns and songs.				

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
Know that Christianity is a religion that believes in one God who made everything. Know that most Christians believe God loves them and is always with them.	Know that Bible stories and Christian music have hidden meanings that teach Christians about God.	Know that asking questions of religious believers reveals evidence about their beliefs.		Explain who protects them in their life.

AUTUMN: Who do Christians say Jesus is?

The Ultimate Truth	Symbolism, ritual and metaphor	The Sacred		
•Explain that although Jesus looked like a normal baby, he is very special to Christians. •Understand that Christians believe that Jesus is God born as a baby. •Know that Jesus is often said to ‘be a light in the world’.				

•Explain ways that Christians believe Jesus was like a light •Understand that Christians believe that they should be lights in the world like Jesus. •Explain the symbolism of the Christingle.					

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
•Know that Christianity is a religion that believes that God came to earth as the baby Jesus. This is a core belief for Christians.	•Know that art work, symbols and images can communicate religious beliefs and spiritual meanings. •Know that Biblical texts have hidden messages-they can describe something as something else to help us understand it (simple metaphor).		•Understand that people can have different responses to the same' big thinking' question.	Explain how they can shine like lights in the world.

SPRING: What do other people say about God?



The Ultimate Truth



Symbolism, Ritual and Metaphor



The Sacred

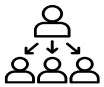
	Know that the Shahadah is a statement of faith in Allah and the Prophet Muhammad (pbuh). Identify some of the things that Muslims believe about Allah.	Explain how Hindus describe God. Identify some of the features of the Trimurti.	Know that people who are non-religious do not believe in the existence of God.		

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
Know that people can believe in something that they cannot see or touch. Know that people with religious and non-religious worldviews have both similar and different beliefs about God.	Know that interpreting stories, sacred texts and images can tell us about religious beliefs in God.	Know that interviewing faith representatives helps us to find out about their beliefs in God. Know that visiting places of worship helps us to see how people worship God using symbols and rituals. Know that people have similar and different beliefs about God.		Consider what they believe in their life.

SUMMER: Why might some people put their trust in God?



Symbolism, Ritual and Metaphor



Authority and Influence



The Sacred.

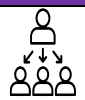
•Explain what it means to make a promise and trust someone.					•Sequence events in the story of the Exodus (Torah/ Old Testament).

•Explain the hidden meaning in the Bible story of Jesus calming the Storm and what it teaches Christians today.					•Explain how the story of the Exodus advises Jewish people to trust in God. •Recall what the Jewish festival of Sukkot remembers and what rituals take place.

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
•Know that stories provide guidance and advice to people with religious worldviews.	• Know that sacred stories have hidden meanings. • Know there are clear links between sacred stories and living religious rituals and practices.	•Know that interviewing faith representatives helps us to find out about their beliefs in God. •Know that watching videos helps us to observe religious practices in action. •Know that religious believers celebrate festivals at the same time each year.	•Understand that people can explain their ideas and reasoning in response to statements and questions. • Understand that in a discussion people might have different ideas.	•Consider who they would trust in difficult times.

Reception: What is Special?

AUTUMN: Which times are special for different people and why?

Authority and Influence	Symbolism, Ritual and Metaphor	Commitment
		

•Know that at Harvest, Christians show that they are thankful for God's creation. •Retell the Nativity story and the different characters involved. • Know that Advent is the period of time leading up to Christmas where a Christian might prepare for the festival • Recognise how a Christian might celebrate Christmas.		•Know the key events in the story of Rama and Sita • Understand that Hindus celebrate Diwali to remember how good Rama defeated the evil demon king..			

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
•Know that people with religious and non- religious worldviews have special times that are celebrated in particular ways. • Know that individuals and groups within their school communities may celebrate different things at different times.	• Know that people have different religious beliefs. • Know that stories are important to religious believers.	• Know that festivals and celebrations are linked to special stories and beliefs. • Know that people with similar worldviews enjoy connecting with each other during celebrations and festivals. •Understand that festivals take place at the same time of the year and involve similar rituals and practices. • Know that talking to people with religious beliefs helps us to understand how they celebrate and why.		•Reflect on their learning about special times. Consider what is worth celebrating and why.

SPRING: Which stories are special to different people and why?

The Sacred	Symbolism, Ritual and Metaphor	Authority and Influence			
•Know that the Bible is a sacred, holy book for Christians. •Explain the hidden message in a story from the Bible.	•Know that the Qur'an is a sacred, holy book for Muslims. •Explain Muslims believe that a prophet is someone who listens to Allah and passes on their messages to people. •Explain the hidden message in a story from the Qur'an.				

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
Know that some people with religious worldviews have books and stories which they regard as sacred.	•Stories are so important to some religious believers that they regard them as being sacred. •Some sacred stories have a hidden message/ meaning.	•Talking to people with religious beliefs helps us to understand what is sacred to them and why. •Sacred stories teach people with religious beliefs how to live their lives.		Choose a special story that has a hidden message. Explain what it means and why it is special to them.

SUMMER: Which places are special for different people and why?

The Sacred	Symbolism, Ritual and Metaphor	Commitment			
•Know that the church is a holy place for a Christian • Identify some key artefacts, rituals and practices undertaken by Christians in Church.	•Know that a mosque is a holy place for a Muslim. •Identify some key artefacts, rituals and practices undertaken by Muslims in a mosque.	•Know that a Mandir is a holy place for a Hindu. •Identify some key artefacts, rituals and practices undertaken by Hindus in a mandir.			

Knowledge of religions and worldviews	Theology	Social sciences	Philosophy	Personal Knowledge
•Know that people with religious worldviews have places they regard as holy. •Know that places of worship within one worldview are diverse.	•Places of worship help people to express their beliefs and connect to God.	•Visiting holy places helps us to discover what is special about them. • Artefacts, rituals and practices help people express their beliefs together. •Holy places have similarities and differences.	•Statements and big questions help us to reflect and explain our reasoning and ideas.	Reflect on their favourite sacred space, explaining why it is special to them

Christianity	Islam	Hindu Dharma	Non- religious worldviews	Sikhi	Judaism