

Woodham Burn Primary School



RE Curriculum



RE Curriculum Intent:

At Woodham Burn Primary School, we believe that religious education allows children to develop positive attitudes to their own and others' beliefs, values and worldviews. We embrace the freedom that our academy status provides to tailor an RE curriculum that best serves our children and community. After extensive research, we have developed our own scheme of work that reflects the diverse range of religions and worldviews within Newton Aycliffe and the Northeast, as well as non-religious perspectives. Our curriculum is designed to draw meaningful parallels between different religions while respecting and preserving their unique identities. As such, we have chosen to focus on the following religions and worldviews:

- Christianity
- Islam
- Hinduism
- Humanism

We aim to:

- ❖ Develop respect and tolerance through the teaching of Religious Education, supporting our school values and preparing children for life in modern Britain through exploring a range of religious and non-religious worldviews, engaging meaningfully with different beliefs and challenging prejudice.
- ❖ Use a philosophical and enquiry-based approach to develop children's critical thinking and empathy, encouraging children to ask big questions about life, meaning and belief; explore these through stories, artefacts, visits and discussion and evaluate different beliefs thoughtfully and respectfully.
- ❖ Nurture children's personal development, focusing on values such as kindness, fairness and respect and teach lessons that encourage self-reflection, identity building and an appreciation of difference so that children are able to flourish within the community and as citizens in a diverse society.
- ❖ Develop a sense of awe, wonder and mystery and encourage children to explore their own beliefs (religious or non-religious) in light of what they learn and to learn how to make ethical decisions linked to the responsibilities they have to each other and the wider world.
- ❖ Support children to understand the role of religion and belief in shaping communities, both locally and globally, celebrating belonging and diversity and encouraging children to show teamwork, resilience and open-mindedness as they explore faiths, visit places of worship and meet religious and non-religious visitors.
- ❖ Develop children spiritually, morally, culturally, socially and emotionally, supporting their preparation for the opportunities and responsibilities beyond Woodham Burn Primary School and helping them to navigate complex ideas, communicate ideas respectfully and contribute positively to the community.

Curriculum Knowledge and Skills

Religious Education

Substantive Knowledge Concepts

Belief and Faith

This concept examines belief systems shape identity, values and life choices. Children explore religious and non-religious perspectives, considering philosophical questions about existence, purpose and faith's role in personal and community life.

Sacred Texts and Stories

This involves understanding how sacred texts guide religious practices and beliefs. Children explore narratives from different worldviews, reflecting on their moral and spiritual lessons, as well as their role in connecting people to faith and history.

Symbols and Rituals

This encompasses investigating the significance of religious symbols and rituals in expressing belief. Children examine how traditions and ceremonies foster a sense of belonging and celebrate cultural or spiritual identity.

Community and Belonging

This concept explores how religious and non-religious communities shape identity and connection. Children reflect on shared practices, values and the importance of mutual respect in fostering unity.

Ethics and Morality

This substantive concept considers how beliefs influence moral values and ethical decision-making. Children compare religious and non-religious perspectives on justice, kindness and fairness and examine real-world ethical dilemmas.

Substantive Knowledge Concepts

Worship and Devotion

This concept focuses on learning about different ways people express devotion, from prayer and meditation to acts of service. Children explore how worship deepens spiritual connection across faiths and worldviews.

Festivals and Celebrations

This involves recognising the importance of religious and cultural festivals. Children investigate how celebrations mark key moments or have religious significance, bring communities together and reflect shared values.

Places of Worship and Pilgrimage

This focuses on examining how places of worship function as centres for spiritual and communal life. Children explore pilgrimage traditions, understanding their role in reflection, commitment and expression of faith.

Life, Death and the Afterlife

This concept reflects on beliefs about life's journey, the afterlife and ultimate purpose. Children compare perspectives across religions and philosophies, considering how these shape rituals, traditions and personal choices.

Disciplinary Knowledge and Skills: How we engage with different religious concepts

Theology

Theology explores people's beliefs, especially about God, focusing on origins, sacred texts, teachings, and interpretations. It helps pupils understand how beliefs shape worldviews and how stories and teachings may be interpreted differently over time.

Philosophy

Philosophy encourages curiosity and enquiry into 'big questions' about meaning, purpose, and morality. This lens supports pupils in asking challenging questions, reasoning, considering diverse perspectives and reflecting on their own ideas.

Human and Social Sciences

Human and Social Sciences examine how beliefs are lived out in practice within communities and individuals. This lens highlights the diversity of religious experiences and explores the social and cultural contexts in which people express their faith.

Long-Term Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Year 1	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Who is God to Hindus?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Who is God to Muslims?	How important is the Prophet Muhammad to Muslims?
Year 2	What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali?	Why do Christians believe God gave Jesus to the world?	Is it possible to be kind to everyone all of the time?	How important is it to Christians that Jesus came back to life after his crucifixion?	Why do Hindus use symbols?	How important is the Qur'an to Muslims?
Year 3	Does visiting the Ganges make a person a better Hindu?	Has Christmas lost its true meaning?	Could Jesus heal people? Did He perform miracles or was there some other explanation?	What is 'good' about Good Friday?	Does praying at regular intervals help Muslims in their everyday lives?	Does completing a pilgrimage make a person a better Muslim?
Year 4	What do some deities tell Hindus about God?	What is the most significant part of the nativity story for Christians today?	What is the best way for a Hindu to lead a good life?	What do Humanists believe?	Do people need to go to church to show they are Christians?	What is the best way for a Muslim to lead a good life?
Year 5	What is the best way for a Muslim to show commitment to God?	Is the Christmas story true?	How is the Qur'an vital to Muslims today?	How significant is it for Christians to believe that God intended Jesus to die?	What is the best way for a Hindu to show commitment to God?	What is the best way for a Christian to show commitment to God?
Year 6	Does belief in Akhirah (life after death) help Muslims lead a good life?	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	What motivates Humanists to lead good lives?	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?		How can Brahman be everywhere and in everything?



Reception

RE Sequences of Learning

Key Disciplinary Knowledge and Skills		
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Theology	Philosophy	Human/Social Sciences
<ul style="list-style-type: none"> Recognise people or characters that are special in different stories. Talk about why certain stories or events are remembered. Share simple ideas about how stories or beliefs help people understand their world. Identify symbols in stories and celebrations and talk about their basic meaning. Reflect on what makes someone or something special. Talk about what makes people important or meaningful to others. Recognise actions that show belonging, like celebrating. 	<ul style="list-style-type: none"> Talk about what makes people important or meaningful to others. Ask questions about the world around them. Share own ideas or beliefs. 	<ul style="list-style-type: none"> Say how something makes them feel. Recognise actions that show belonging, like celebrating or sharing with others. Reflect on what makes someone or something special. Listen to others' ideas or beliefs. Describe how people celebrate events. Know that different places or objects might be special to different groups. Recognise that people believe different things.

Key Substantive Concepts									
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	Belief and Faith	Sacred Texts and Stories	Symbols and Rituals	Community and Belonging	Ethics and Morality	Worship and Devotion	Festivals and Celebrations	Places of worship and pilgrimage	Life, Death and the Afterlife
<i>What makes people special?</i>	✓	✓		✓	✓	✓			
<i>What is Christmas?</i>	✓	✓	✓		✓		✓		✓
<i>How do people celebrate?</i>		✓	✓	✓			✓		
<i>What is Easter?</i>	✓	✓	✓	✓			✓		✓
<i>What can we learn from stories?</i>	✓	✓			✓				
<i>What makes places special?</i>				✓				✓	

Reception: Autumn 1

What makes people special?

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>Who is special to me at home?</i>	<i>Why are our friends special?</i>	<i>Who are our role models?</i>	<i>Why is Jesus special to Christians?</i>	<i>Why is Jesus special to Christians?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Something that is special is important to us. • All families look different. • We all have special people who we care for. We can call these people our family. • Family members usually love and care for each other very much. 	<ul style="list-style-type: none"> • A friend is someone who you know well and like. • We can all have a special friend. • Each special friend is different to others' special friends, and this is okay. • There can be reasons why our friends are special. 	<ul style="list-style-type: none"> • A role model: <ul style="list-style-type: none"> ○ Teaches others how to do things ○ Shows us how we should behave and treat others ○ Keeps on trying when things are tricky. • When someone keeps on trying when things are tricky, they are resilient. • A role model can be kind, helpful and respectful. 	<ul style="list-style-type: none"> • People who follow Jesus' teachings are called Christians. • Christians believe in God and that Jesus is God's son. • Jesus wanted to show the people at the time that being kind and loving each other is the most important thing to do. • Jesus is seen as the role model for Christians. 	<ul style="list-style-type: none"> • Christians believe that Jesus is special because he is God's son and he was able to help everybody. • Christians believe that Jesus performed miracles. • Christians believe God wants people to help everybody, not just their friends and family.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Share own ideas or beliefs • Say how something makes them feel • Recognise actions that show belonging, like celebrating or sharing with others 	<ul style="list-style-type: none"> • Reflect on what makes someone or something special • Listen to others' ideas or beliefs <p>Recognise actions that show belonging, like celebrating or sharing with others</p>	<ul style="list-style-type: none"> • Talk about what makes people important or meaningful to others <p>Ask questions about the world around them</p>	<ul style="list-style-type: none"> • Recognise people or characters that are special in different stories • Talk about why certain stories or events are remembered 	<ul style="list-style-type: none"> ✓ Share simple ideas about how stories or beliefs help people understand their world
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Family, special.	Friend, special, reason	role model, resilient, kind, helpful, respectful, behave, teach	Jesus, Christians, God, son, teachings, kind, loving	Jesus, Christians, God, son, help, miracle

Reception: Autumn 2

What is Christmas?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>Why do we give presents?</i>	<i>Why should we say thank you?</i>	<i>What is the Christmas story?</i>	<i>Why do Christians believe the Christmas story was good news?</i>	<i>Why did the wise men bring Jesus gifts?</i>	<i>What part did the people in the Christmas story play?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> We can exchange presents with people who are special to us or to show our love for someone or to show we have thought about someone. A present is something you give someone without wanting anything in return. When we give a present, it is important to think about what that person might like or need. 	<ul style="list-style-type: none"> Saying thank you is part of how we show people that we are happy when they have done something for us. It is important to show people that we are happy when they help us because then they will do it more and more. When we thank someone for helping us or doing something for us, it makes them feel happy and it makes us feel happy too. 	<ul style="list-style-type: none"> The Christmas story is about the birth of Jesus. Christians believe he was a special gift from God. Christians celebrate Christmas on Christmas Day because it is the day Jesus was born and they believe he is the Son of God. 	<ul style="list-style-type: none"> Christians believe God gave his son, Jesus, to the world so he could help people and be an amazing role model to show people how to live good lives. Christians believe that Jesus is their 'Saviour' and was born to help people on Earth. Christians believe Jesus was God in a human body (the incarnation of God). 	<ul style="list-style-type: none"> The wise men brought Jesus gifts to celebrate his birth. They thought he was a king so brought special gifts. The wise men brought gold, frankincense and myrrh to baby Jesus because they thought he was a king. 	<ul style="list-style-type: none"> The important people in the Christmas story were Mary, Joseph, Jesus, the angel, shepherds and wise men. Jesus is the most important person in the story because Christians believe he is the Son of God and came to bring peace and love to the world.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Say how something makes them feel Reflect on what makes someone or something special. 	<ul style="list-style-type: none"> Share own ideas or beliefs Ask questions about the world around them. 	<ul style="list-style-type: none"> Recognise people or characters that are special in different stories Talk about why certain stories or events are remembered. 	<ul style="list-style-type: none"> Share simple ideas about how stories or beliefs help people understand their world 	<ul style="list-style-type: none"> Identify symbols in stories and celebrations and talk about their basic meaning ✓ Reflect on what makes someone or something special. 	<ul style="list-style-type: none"> Talk about what makes people important or meaningful to others ✓ Recognise actions that show belonging, like celebrating.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Exchange, present, love, think, care, like, need	thank you, present, happy, important, helping	Christians, Christmas, Mary, Joseph, Jesus, angel, stable, inn, shepherd, wise man, presents, celebrate	Jesus, Christians, saviour, birth, God, role model, shepherd, help, joy	Jesus, Christians, wise men, star, special, follow, gold, frankincense, myrrh, king, special, celebrate	Jesus, Christians, God, son, important, Mary, Joseph, wise men, shepherd, angel, peace, special

Reception: Spring 1

How do people celebrate?

Session 1	Session 2	Session 3	Session 4
Key Question	Key Question	Key Question	Key Question
<i>How can we celebrate New Year?</i>	<i>How is New Year celebrated in China? (1)</i>	<i>How is New Year celebrated in China? (2)</i>	<i>How do Hindus celebrate the start of Spring?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • People celebrate New Year to mark the beginning of a new year. • People often make resolutions. These are promises to try and do something better in the year ahead. • In our country, many people celebrate New Year's Eve on December 31st by counting down to midnight then celebrating. • There are often fireworks to mark the start of a new year. • People may have parties or special food. 	<ul style="list-style-type: none"> • In China, people celebrate the Lunar New Year. • The Chinese zodiac has 12 animals and each year is named after one of these animals. • There is a special story linked to the Chinese zodiac that shows why they have a different animal. 	<ul style="list-style-type: none"> • The Lunar New Year is celebrated on a different date in January or February each year. • People celebrate with red decorations, fireworks and family gatherings. • Houses are cleaned to sweep out any bad luck from the old year and clear the way for good luck. It is bad luck to clean on New Year's Day itself. • Fireworks are used in the celebrations to scare away evil spirits and ensure good luck for the new year. • The celebration of Chinese New Year lasts for 15 days. 	<ul style="list-style-type: none"> • Hindus celebrate the start of spring with a festival called Holi. It is a festival of colours. • People celebrate by throwing colourful powders, dancing and having fun with family and friends. • Holi usually takes place in March. • The festival celebrates good over evil and the arrival of a new season.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Describe how people celebrate events • Recognise actions that show belonging, like celebrating • Recognise actions that show belonging, like celebrating or sharing with others 	<ul style="list-style-type: none"> • Know that different places or objects might be special to different groups • Recognise that people believe different things • Recognise actions that show belonging, like celebrating or sharing with others 	<ul style="list-style-type: none"> • Describe how people celebrate events • Know that different places or objects might be special to different groups • Identify symbols in stories and celebrations and talk about their basic meanings 	<ul style="list-style-type: none"> • Recognise that people believe different things ✓ Describe how people celebrate events
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Family, special, celebrate, new year, mark.	Celebrate, new year, lunar, moon, special.	Celebrate, celebration, decoration, gathering.	Celebrate, festival, arrival.

Reception: Spring 2

What is Easter?

Session 1	Session 2	Session 3	Session 4
Key Question	Key Question	Key Question	Key Question
<i>How can we celebrate Easter?</i>	<i>What happened in the Easter story? (1)</i>	<i>What happened in the Easter story? (2)</i>	<i>What happened in the Easter story? (3)</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Easter is a special time for Christians. • People celebrate Easter in different ways, such as eating chocolate eggs, decorating eggs and spending time with family. 	<ul style="list-style-type: none"> • Jesus rode into a town called Jerusalem on a donkey. • People were happy to see Jesus and waved palm leaves to welcome him. • This day is remembered as Palm Sunday. 	<ul style="list-style-type: none"> • Jesus went to a garden to pray. • He was feeling very sad but asked God for strength. • Soldiers came to the garden and arrested Jesus. • Jesus died on a cross on Good Friday. • It is called Good Friday because it leads to Easter. 	<ul style="list-style-type: none"> • Christians believe that Jesus came back to life on Easter Sunday. • Easter might be a happy time for Christians because it reminds people of Jesus's new life.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Describe how people celebrate events • Recognise actions that show belonging, like celebrating 	<ul style="list-style-type: none"> • Recognise people or characters that are special in different stories • Talk about why certain stories or events are remembered • Talk about what makes people special or meaningful to others. Identify symbols in stories and celebrations and talk about their basic meanings 	<ul style="list-style-type: none"> • Recognise people or characters that are special in different stories. • Share simple ideas about how stories or beliefs help people understand their world • Talk about what makes people special or meaningful to others. Identify symbols in stories and celebrations and talk about their basic meanings 	<ul style="list-style-type: none"> • Recognise people or characters that are special in different stories. • Talk about why certain stories or events are remembered. • Talk about what makes people special or meaningful to others. ✓ Identify symbols in stories and celebrations and talk about their basic meanings
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Easter, celebrate, egg, church, new life	Jesus, Jerusalem, donkey, Palm Sunday	Garden, pray, arrested, soldiers, cross, Good Friday.	Easter Sunday, risen, hope

Reception: Summer 1

What can we learn from stories?

Session 1	Session 2	Session 3	Session 4
Key Question	Key Question	Key Question	Key Question
<i>What can we learn from 'The Boy Who Cried Wolf'?</i>	<i>What can we learn from 'Bilal and the Beautiful Butterfly'?</i>	<i>What can we learn from 'The Gold-Giving Serpent'?</i>	<i>What can we learn from 'The Lost Coin'?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • It is important to be honest. This means we tell the truth and do not lie. • If you lie, it can cause problems because people may not trust you. • The wolf in the story represents danger or trouble that can happen when someone doesn't tell the truth. 	<ul style="list-style-type: none"> • It is important to be kind to others, even if they are different to us. • We should respect and care for the world around us. • Muslims believe Allah created beautiful butterflies and lots of other beautiful animals and places. • Muslims believe they should praise Allah for the beautiful world he has created. 	<ul style="list-style-type: none"> • We should help others without expecting anything in return. • It is good to be kind and generous. • Being generous is a better way to live than being greedy. • If we are selfish and greedy, we may not get the rewards or happiness we expect. 	<ul style="list-style-type: none"> • We should care for what we have. • We might have things that are special or valuable to us. • Each person is valuable and important, just like the lost coin. • Christians believe that God cares for each person and everyone has great value in his eyes.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Share own ideas or beliefs. • Listen to others' ideas or beliefs. • Say how something makes them feel. 	<ul style="list-style-type: none"> • Share own ideas or beliefs. • Listen to others' ideas or beliefs. • Say how something makes them feel. 	<ul style="list-style-type: none"> • Share own ideas or beliefs. • Listen to others' ideas or beliefs. • Say how something makes them feel. 	<ul style="list-style-type: none"> • Talk about why certain stories or events are remembered • Recognise people or characters that are special in stories • Identify symbols in stories and celebrations and talk about their basic meanings
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Moral, trust, honest, truth, story, message.	Kind, different, respect, care, praise, Muslims.	Expecting, return, selfish, greedy, generous, reward.	Valuable, important, value, Christians.

Reception: Summer 2

What makes places special?

Session 1	Session 2	Session 3	Session 4
Key Question	Key Question	Key Question	Key Question
<i>What are homes like around the world?</i>	<i>What are some special places around the world?</i>	<i>Why is a church special?</i>	<i>Why is a mosque special?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Homes can look different in different countries. People build homes in different ways depending on where they live. Homes are places where people live with their families. All homes are special because they keep people safe and warm. 	<ul style="list-style-type: none"> Some places are special because of their beauty, history or meaning to people. Special places can be found in nature or made by people. People might travel a long way to visit a special place. Special places might help people feel calm, happy or close to something important. People visit special places to remember, celebrate or feel peaceful. 	<ul style="list-style-type: none"> A church is a special place for Christians. People go to church to pray, sing and feel close to God. Christians believe church is God's house. Inside a church, people might see a cross, candles and stained-glass windows. People sit quietly, sing songs (hymns), or listen to stories from the Bible. Churches are used for weddings, Christenings and celebrations like Christmas. 	<ul style="list-style-type: none"> A mosque is a special place for Muslims. Muslims go to the mosque to pray and learn. Muslims believe they can feel close to Allah (God) in a mosque. People take off their shoes and wash before they pray. Prayers are done in a special way, often kneeling or bowing. Mosques may have a minaret (a tall tower) and a prayer hall. A mosque often has a prayer mat, domes and patterns instead of pictures.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Know that different places or objects might be special to different groups Recognise that people believe different things Recognise actions that show belonging, like celebrating or sharing with others. 	<ul style="list-style-type: none"> Know that different places or objects might be special to different groups Recognise that people believe different things Recognise actions that show belonging, like celebrating or sharing with others 	<ul style="list-style-type: none"> Talk about what makes people or places special or meaningful to others. 	<ul style="list-style-type: none"> Talk about what makes people or places special or meaningful to others.
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Places, special, safe, different.	Special, beauty, feelings, nature, manmade, travel.	Special, church, hymns, bible, pray, celebration.	Special, place, mosque, pray, Muslim.



Year 1

RE Sequences of Learning

Key Disciplinary Knowledge and Skills

Theology	Philosophy	Human/Social Sciences
<ul style="list-style-type: none"> • Retell simple stories that explain beliefs and begin to explore their meanings. • Recognise that stories and texts can explain beliefs. • Give an example of how stories and beliefs help people make choices in their daily lives. • Explain how beliefs influence who or what people think is important. • Identify symbols or actions that help people express their beliefs. 	<ul style="list-style-type: none"> • Ask questions about the world around them and people’s actions. • Say how they feel about different beliefs or values. • Listen to and discuss different viewpoints • Recognise that stories and texts can explain beliefs. • Explain how beliefs influence who or what people think is important. • Give a simple reason using the word because. • Reflect on what makes someone or something special. • Talk about how beliefs impact how people behave. 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and that some of these beliefs link to a religion. • Recognise that beliefs can have an impact on a believer’s daily life. • Recognise that beliefs can have an impact on a believer’s family or local community. • Explain why different places, objects or symbols might be special to different groups.

Key Substantive Concepts

	Belief and Faith	Sacred Texts and Stories	Symbols and Rituals	Community and belonging	Ethics and Morality	Worship and Devotion	Festivals and Celebrations	Places of worship and pilgrimage	Life, Death and the Afterlife
<i>What do Christians believe about God?</i>	✓	✓			✓				✓
<i>What might Christians in my town have given to Jesus as a gift?</i>	✓	✓	✓	✓	✓	✓	✓		✓
<i>Who is God to Hindus?</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>How is God to Muslims?</i>	✓	✓		✓	✓	✓			
<i>How important is the Prophet Muhammad to Muslims?</i>	✓	✓		✓	✓				

Year 1: Autumn 1

What do Christians believe about God?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How can we respect the work of a creator?</i>	<i>What is the Christian creation story?</i>	<i>How do Christians think God wants them to behave towards the world?</i>	<i>How do Christians think God wants them to behave towards others?</i>	<i>What are some Christian beliefs about God?</i>	<i>How can we take care of the world or somebody?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> ✓ Creators make something. ✓ What they make is called a creation. ✓ We should treat others' creations with respect by being kind, looking and listening about them. 	<ul style="list-style-type: none"> ✓ Christians belong to the religion of Christianity. ✓ They believe that God made the whole Earth and everything in it. ✓ Christians have a sacred book called the Bible. They believe it tells them about God. ✓ The Christian creation story comes from the Old Testament of the Bible. 	<ul style="list-style-type: none"> ✓ Christians believe that God created human beings and made them caretakers of the world and all its plants and animals. 	<p>Most Christians believe that being caretakers of the world includes taking care of the humans. They should try to be kind to people.</p> <ul style="list-style-type: none"> ✓ The New Testament of the Bible tells Christians to 'love their neighbour as themselves' so they should try to be kind to people. 	<ul style="list-style-type: none"> ✓ A Christian's beliefs about God might lead them to be patient or loving to other people. They might care about the environment. ✓ This is because they believe that God wants them to look after everything in the world. 	<ul style="list-style-type: none"> ✓ We can take care of the world by recycling waste, litter picking, saving electricity, saving water, walking or cycling more or by looking after animals. We can take care of somebody by looking after them if they are sad, being a good friend, listening or helping them.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Ask questions about the world around them and people's actions. • Say how they feel about different beliefs or values. • Listen to and discuss different viewpoints 	<ul style="list-style-type: none"> • Retell simple stories that explain beliefs and begin to explore their meanings. Recognise that stories and texts can explain beliefs 	<ul style="list-style-type: none"> • Give an example of how stories and beliefs help people make choices in their daily lives. Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> • Give an example of how stories and beliefs help people make choices in their daily lives. • Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> • Recognise that stories and texts can explain beliefs. • Explain how beliefs influence who or what people think is important. ✓ Listen to and discuss different viewpoints 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and that some of these beliefs link to a religion. • Recognise that beliefs can have an impact on a believer's daily life. • Recognise that beliefs can have an impact on a believer's family or local community.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Create, creator, creation, treat, respect, work.	Creation, Christian, belief, sacred, religion.	Christians, created, caretaker, belief.	Christians, caretakers, bible, neighbour, belief.	Belief, patient, environment, Christian.	Recycling, saving, environment, care.

Year 1: Autumn 2

What might Christians in my town have given to Jesus as a gift if he had been born in Newton Aycliffe?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How can we choose meaningful presents?</i>	<i>Why might the Christmas story be special to Christians?</i>	<i>Why might the gifts Jesus received have been meaningful in Bethlehem?</i>	<i>How might gifts given today be different to those from the Christmas story?</i>	<i>What gifts might Christians give to Jesus?</i>	<i>How might it feel to give and receive meaningful gifts?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> ✓ A meaningful present shows thought and care for the person receiving it. ✓ A meaningful gift can be something the person needs or something that shows appreciation and love. ✓ Choosing a gift often involves thinking about what the other person likes, needs or what would make them happy. 	<ul style="list-style-type: none"> ✓ The story, or account, of Christmas is written in the new part of the Bible. ✓ The Bible says that Jesus is the Son of God, the same God that Christians might believe made the world. ✓ Christians celebrate Christmas because it reminds them of God's love for the world. 	<ul style="list-style-type: none"> • The gifts given by the wise men (gold, frankincense and myrrh) each had a special meaning. ✓ Gold symbolised being royal, frankincense symbolised being holy and myrrh was a spice used to show someone is special. 	<ul style="list-style-type: none"> • Gifts for a baby today might include things like clothes, toys, blankets or things that help take care of the baby. • While the gifts in the Christmas story were symbolic, gifts today for a baby focus more on practicality, but both types of gifts show care and thoughtfulness. 	<ul style="list-style-type: none"> ✓ A Christian might choose a precious gift for Jesus because he is special to them. ✓ They might believe that he is a gift from God. ✓ Some gifts that Christians might give Jesus could reflect the Wise Men's gift. ✓ Other gifts could be chosen to show other things, such as care, protection, love etc. 	<ul style="list-style-type: none"> • Giving a meaningful gift can make the giver feel happy and proud. • Receiving a meaningful gift can make someone feel special, loved and appreciated.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Say how they feel about different beliefs or values. • Give a simple reason using the word because. • Reflect on what makes someone or something special. 	<ul style="list-style-type: none"> • Recognise that stories and texts can explain beliefs. • Explain how beliefs influence who or what people think is important.. 	<ul style="list-style-type: none"> • Retell simple stories that explain beliefs and begin to explore their meanings. • Identify symbols or actions that help people express their beliefs. 	<ul style="list-style-type: none"> • Recognise that stories and texts can explain beliefs. • Give an example of how stories and beliefs help people make choices in their daily lives. 	<ul style="list-style-type: none"> • Identify symbols or actions that help people express their beliefs. ✓ Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> • Say how they feel about different beliefs or values. • Reflect on what makes someone or something special.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Meaningful, receive, appreciation.	Bible, new testament, believe, celebrate, reminds.	Meaningful, symbol, receive, special.	Symbolic, thoughtfulness, practical.	Precious, believe, protection, special.	Giver, receiver, meaningful, appreciated.

Year 1: Spring 1

Who is God to Hindus?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How might we show different parts of our personality to different people?</i>	<i>Who is the supreme deity in Hinduism?</i>	<i>What is the Trimurti and what does each deity represent?</i>	<i>What do Hindus believe about God?</i>	<i>How might Hindu beliefs about God impact how they treat living things?</i>	<i>How can we show respect to living things?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> ✓ People have different parts of their personality that they show in different situations. We call these aspects. ✓ Our personality is the way we act and think. ✓ Different people might see different parts of our personalities, even though we are only one person. ✓ We might show different parts of our personality depending on who we are with or where we are. 	<ul style="list-style-type: none"> ✓ Hindus believe in one supreme deity called Brahman. ✓ Brahman is in everything and everyone. Hindus believe that Brahman is the spark of life. ✓ There is a spark of Brahman in every person. This is called their Atman. ✓ Many Hindus believe that Brahman is in everything, even though they can't see this. ✓ Hindus say Brahman is like a force that's all around us. 	<ul style="list-style-type: none"> • The Trimurti are three deities which show three aspects of Brahman's personality. • The three deities are Brahma, Vishnu and Shiva. • Brahma is the creator god. He is the one who made everything in the world. • Vishnu is the protector god. He looks after the world and helps to keep it safe. He preserves life. • Shiva is the destroyer god. He is the god of change and destruction. 	<ul style="list-style-type: none"> • Hindus believe there are many ways to think about God. Many believe God is everywhere and in everything but God can also appear in different forms. • Hindus will often use images of deities when they pray, either at home or in their temple. • They might have their own statues or pictures in their house and make a space for prayer (a shrine) on a table. 	<ul style="list-style-type: none"> ✓ Hindus believe in being kind, respectful and caring to nature because God is everywhere and everything is special. ✓ Hindus might show respect to animals, plants and people because they believe that God is in all of them (the 'Atman' or spark of life). ✓ They believe in being good to others, helping people and looking after nature because it is all part of God's creation. 	<ul style="list-style-type: none"> • We can show respect to living things by being kind to animals, plants and people. • The world is a special place and we need to look after the environment, plants and animals that share it with us.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Ask questions about the world around them and people's actions. • Say how they feel about different beliefs or values. • Reflect on what makes someone or something special. • Listen to and discuss different viewpoints. 	<p>Recognise that stories and texts can explain beliefs.</p>	<ul style="list-style-type: none"> • Identify symbols or actions that help people express their beliefs. 	<ul style="list-style-type: none"> • Explain how beliefs influence who or what people think is important. • Recognise that stories and texts can explain beliefs. 	<ul style="list-style-type: none"> • Give an example of how stories and beliefs help people make choices in their daily lives. ✓ Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> • Talk about how beliefs impact how people behave. • Give a simple reason using the word because
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Personality, situation, aspect.	Supreme, deity, spark, force, believe, Hindu.	Personality, aspect, deities, create, protect, destroy.	Forms, images, deities, statue, temple, pray.	Respect, treat, creation, believe.	Respect, care, environment, living things.

Year 1: Spring 2

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>Which qualities do I admire in people?</i>	<i>Why might Jesus have been special or important to the people around him?</i>	<i>What happened in the Easter story? (Before and during Palm Sunday)</i>	<i>What happened in the Easter story? (Palm Sunday to Easter Sunday)</i>	<i>Which symbols are in the Easter story?</i>	<i>Who do I admire and why?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> ✓ A quality is something about a person that makes them who they are. ✓ People have different qualities that make them special. ✓ We can admire others for their qualities. ✓ Some positive qualities include being kind, caring, helpful and brave. 	<ul style="list-style-type: none"> ✓ Jesus might have been special or important to the people around him because: <ul style="list-style-type: none"> ○ He helped and taught people ○ He performed miracles ○ He told amazing stories ○ He showed love and kindness to everyone ○ He was seen as the 'saviour' ✓ Many Christians believe that Jesus was a teacher who shared messages about love, forgiveness and helping others. ✓ Many Christians believe Jesus performed miracles, such as healing the sick. 	<ul style="list-style-type: none"> • Many people believed Jesus was their saviour (Messiah). • When Jesus went to Jerusalem for a celebration with his disciples (his special friends), people welcomed him as a King by waving palm leaves, laying these and their cloaks down for him and cheering for him. • Jesus had many friends who loved him, but some people were jealous of him. 	<ul style="list-style-type: none"> • The Bible tells Christians that Jesus was arrested in the Garden of Gethsemane and was put to death on a cross on Good Friday. • After he died, Jesus was put in a stone tomb. The Bible says that Jesus came back to life on Easter Sunday. This is seen as a miracle. 	<ul style="list-style-type: none"> ✓ Symbols help people remember important parts of a story or event. ✓ Some symbols in the Easter story include a donkey, palm leaves, the cross and a palm cross. ✓ Each symbol helps Christians reflect on Jesus's life and teachings. 	<ul style="list-style-type: none"> ✓ We can admire people in our lives, like family, friends or famous people. ✓ Admiring someone means we look up to them and want to learn from their example. ✓ People admire others for their positive qualities, like bravery, honesty or kindness. ✓ Christians admire Jesus because of his teachings and how he helped others. They admire his kindness, courage, and love for others. ✓ Admiring others can help us think about how we want to act.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Say how they feel about different beliefs or values. • Reflect on what makes someone or something special. 	<ul style="list-style-type: none"> • Explain how beliefs influence who or what people think is important. • Retell simple stories that explain beliefs and begin to explore their meanings. 	<ul style="list-style-type: none"> • Retell simple stories that explain beliefs and begin to explore their meanings. • Recognise that stories and texts can explain beliefs. 	<ul style="list-style-type: none"> • Recognise that stories and texts can explain beliefs. • Give an example of how stories and beliefs help people make choices in their daily lives. 	<ul style="list-style-type: none"> • Identify symbols or actions that help people express their beliefs. ✓ Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> • Give a simple reason using the word because. • Reflect on what makes someone or something special. • Listen to and discuss different viewpoints
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Special, admire, qualities, positive.	Jesus, important, saviour, miracle, heal.	Jesus, saviour, disciples, celebration, jealous.	Jesus, cross, tomb, arrested, miracle.	Symbols, remind, reflect, important.	Admire, positive, qualities, courage, honesty.

Year 1: Summer 1

Who is God to Muslims?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How can we show respect?</i>	<i>Who is Allah to Muslims?</i>	<i>What do the 99 names of Allah mean?</i>	<i>How might a Muslim show respect to Allah in their lives?</i>	<i>What do the attributes of Allah mean?</i>	<i>How can I show people who are special to me that I care?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> ✓ We can show respect by being kind, listening and treating things well. ✓ Respect means treating others kindly, listening and caring. ✓ Attributes are words that describe someone. We can show respect by sharing people's positive attributes 	<ul style="list-style-type: none"> ✓ Islam is the religion of Muslims. ✓ Muslims believe in one God, Allah. They believe he is kind, powerful and loving. ✓ Muslims recognise Allah is the most important thing in their lives. ✓ The Muslim holy book is called the Qur'an. 	<ul style="list-style-type: none"> • Muslims believe that Allah has 99 names, each showing something special about him. • The 99 names are mentioned throughout the Qur'an (the Muslim Holy Book). • Each name tells something special about Allah – they are his attributes. • Muslims do not try to picture Allah but learn about him through his names. 	<ul style="list-style-type: none"> • Muslims show respect to Allah by praying, being kind to each other, putting Allah first and following his teachings. • Muslims pray to Allah five times a day to respect him. • They say special words of praise for Allah. • Muslims put Allah first in their lives. • They visit special places (pilgrimage) to show effort. 	<ul style="list-style-type: none"> ✓ The attributes of Allah help Muslims feel close to him and understand what he is like. ✓ Muslims think about these attributes when they pray and try to be kind like Allah. ✓ Muslims do not try to picture Allah but learn about him through his names. 	<ul style="list-style-type: none"> ✓ We can show people who are special to us that we care by being kind, helping them and saying kind words. ✓ Just like Muslims show love and respect to Allah, we can show love and respect to others.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Talk about how beliefs impact how people behave. • Reflect on what makes someone or something special. 	<ul style="list-style-type: none"> • Recognise that stories and texts can explain beliefs. • Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> • Identify symbols or actions that help people express their beliefs. • Retell simple stories that explain beliefs and begin to explore their meanings. 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and that some of these beliefs link to a religion • Recognise that beliefs can have an impact on a believer's daily life. • Recognise that beliefs can have an impact on a believer's family or local community. 	<ul style="list-style-type: none"> • Recognise that stories and texts can explain beliefs. • Explain how beliefs influence who or what people think is important 	<ul style="list-style-type: none"> • Recognise that beliefs can have an impact on a believer's family or local community. • Explain why different places, objects or symbols might be special to different groups.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Respect, treat, attribute, positive.	Holy, important, powerful, Allah, Islam, Muslim.	Holy, attributes, special, Allah, Muslim.	Respect, Allah, Muslim, pray, respect, special.	Attributes, pray, Allah, Muslim.	Special, care, respect, Allah, Muslim.

Year 1: Summer 2

How important is the Prophet Muhammad to Muslims?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>What might make somebody important?</i>	<i>Why was Muhammad chosen to be a prophet?</i>	<i>How were events in the life of Muhammad important to Islam?</i>	<i>Which of Muhammad's sayings might help Muslims today?</i>	<i>Which events in Muhammad's life are most important to Muslims today?</i>	<i>How can a special person be a good role model?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Some people are important to us because of how they act, what they say or how they help others. Important people might be kind, brave, wise or helpful. People can be important in families, communities or religions. It is not just the job someone does that makes them important. It is also about their personality or character. 	<ul style="list-style-type: none"> Muslims believe in one God called Allah. Muslims believe Muhammad was chosen by Allah to be a prophet because he was kind, honest and trusted. A prophet is someone who receives a message from God to share with others. Before Muhammad became a prophet, people called him the trustworthy. Muhammad used to go into a cave to think and pray. 	<ul style="list-style-type: none"> Muslims believe that the events in Muhammad's life, especially receiving messages from Allah and the Hijrah journey, helped to begin Islam and shape the Muslim faith. 	<ul style="list-style-type: none"> Muslims remember the words Muhammad said to help them live good lives today. These are important to Muslims but not as important as the words of the Qur'an. Some of his words include "Kindness is a mark of faith." Muslims try to be kind, fair and helpful because of his sayings. 	<ul style="list-style-type: none"> Some events in Muhammad's life are remembered by Muslims because they show how to love Allah and others. Muslims believe Muhammad's whole life was guided by Allah. The moment when he received the message from Allah is especially important. 	<ul style="list-style-type: none"> A role model is someone we look up to because of how they act. Special people can show us how to be kind, fair and honest. Muslims believe Muhammad is a role model (a good example to Muslims) because he was honest, kind, patient and followed what Allah wanted.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Ask questions about the world around them and people's actions. Reflect on what makes someone or something special. Listen to and discuss different viewpoints 	<ul style="list-style-type: none"> Recognise that stories and texts can explain beliefs. Retell simple stories that explain beliefs and begin to explore their meanings. 	<ul style="list-style-type: none"> Give an example of how stories and beliefs help people make choices in their daily lives. Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> Recognise that people have different beliefs and that some of these beliefs link to a religion Recognise that beliefs can have an impact on a believer's daily life. Recognise that beliefs can have an impact on a believer's family or local community. 	<ul style="list-style-type: none"> Retell simple stories that explain beliefs and begin to explore their meanings. Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> Talk about how beliefs impact how people behave. Reflect on what makes someone or something special. Listen to and discuss different viewpoints
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Personality, character, important, community.	Honest, trusted, prophet, Allah, Muslim, Muhammad.	Muslims, believe, events, Muhammad, faith.	Important, sayings, kindness, faith, helpful.	Muhammad, Allah, Muslims, guided, message.	Role model, patient, honest, special, act, example.



Year 2

RE Sequences of Learning

Key Disciplinary Knowledge and Skills

Theology	Philosophy	Human/Social Sciences
<ul style="list-style-type: none"> Retell simple stories that explain beliefs and explore their meanings. Recognise that beliefs can be expressed through stories, symbols and actions. Investigate how stories can teach people about right and wrong. Reflect on how values and beliefs impact actions. 	<ul style="list-style-type: none"> Talk respectfully about different views and ideas. Make connections between people’s beliefs about right and wrong and their actions. Discuss why people might interpret the same situation in different ways. Give a reason why someone might hold a belief using the word because. Talk about questions that a story or ritual might make them ask about the world around them. Reflect on what matters most to ourselves and others. 	<ul style="list-style-type: none"> Identify how people celebrate or remember religious events or festivals. Recognise the names of some different religions. Identify ways in which beliefs can have an impact on a believer’s daily life. Identify ways in which beliefs can have an impact on a believer’s family or local community.

Key Substantive Concepts

	Belief and Faith	Sacred Texts and Stories	Symbols and Rituals	Community and Belonging	Ethics and Morality	Worship and Devotion	Festivals and Celebrations	Places of worship and pilgrimage	Life, Death and the Afterlife
<i>What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali?</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>		<i>X</i>		
<i>Why do Christians believe God gave Jesus to the world?</i>	<i>X</i>	<i>X</i>		<i>X</i>	<i>X</i>		<i>X</i>		<i>X</i>
<i>Is it possible to be kind to everyone all of the time?</i>	<i>X</i>	<i>X</i>		<i>X</i>	<i>X</i>				
<i>How important is it to Christians that Jesus came back to life after his crucifixion?</i>	<i>X</i>	<i>X</i>	<i>X</i>				<i>X</i>		<i>X</i>
<i>Why do Hindus use symbols?</i>	<i>X</i>	<i>X</i>	<i>X</i>			<i>X</i>			<i>X</i>
<i>How important is the Qur’an to Muslims?</i>	<i>X</i>	<i>X</i>			<i>X</i>	<i>X</i>			

Year 2: Autumn 1

What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>What does it mean to belong?</i>	<i>What happens in the story of Rama and Sita?</i>	<i>How does the story of Rama and Sita help Hindus understand right and wrong?</i>	<i>How might Hindus celebrate Diwali?</i>	<i>How does the story of Rama and Sita inform some elements of Hindu practice?</i>	<i>What feelings can a sense of belonging bring?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Belonging means feeling like we fit in. It can help us to feel safe, secure and positive and develop respect for others. • Belonging to a group, club or organisation sometimes requires commitment and sometimes people need to make a promise or speak some special words or take some actions to join. • When we belong, we can feel safe, secure and positive. It can help us to relate to others. 	<ul style="list-style-type: none"> • Sita was kidnapped by a demon king. • Rama, Lakshmana (Sita's brother) and Hanuman (the monkey king) worked together to find and save Sita. • The world celebrated when Rama defeated the demon king. • On their journey home, people lit lamps to guide them. 	<ul style="list-style-type: none"> • Rama was a good person (light) but Ravana was a character who tried to hide what he was doing (dark). Rama overcame the darkness in the story. • Hindus might believe that we can change our behaviour and lead this to the light instead of the dark. • To many people, light symbolises doing the right thing or goodness. • The dark might make them think of things that are not so good or kept hidden. 	<ul style="list-style-type: none"> • Diwali is a Hindu festival which celebrates the story of the Ramayana. • It represents moving from darkness to light. • Hindus might light small diwa lamps, have a feast, give money to charity and exchange gifts. • Colourful rangoli patterns are created during festival times. • The purpose of rangoli is mainly to be decorative but is also thought to bring good luck 	<ul style="list-style-type: none"> • Diwali is seen as a chance for Hindus to reflect upon their lives. They are encouraged to get rid of harmful (dark) behaviours, such as laziness and jealousy, and to try to see the good (light) in people. • When celebrating Diwali, Hindus use lamps to remember Rama and Sita getting home and to ask Lakshmi to come to their houses. 	<ul style="list-style-type: none"> • A sense of belonging can bring many positive feelings e.g safe, loved, happy, relaxed. • Hindus may feel a sense of belonging when celebrating Diwali because lots of people come together to share the celebrations.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Talk respectfully about different views and ideas. • Make connections between people's beliefs about right and wrong and their actions. • Discuss why people might interpret the same situation in different ways. • Give a reason why someone might hold a belief using the word because. 	<ul style="list-style-type: none"> • Retell simple stories that explain beliefs and explore their meanings. • Recognise that beliefs can be expressed through stories, symbols and actions. • Investigate how stories can teach people about right and wrong. 	<ul style="list-style-type: none"> • Investigate how stories can teach people about right and wrong. • Reflect on how values and beliefs impact actions. Recognise that beliefs can be expressed through stories, symbols and actions. 	<ul style="list-style-type: none"> • Identify how people celebrate or remember religious events or festivals. • Recognise the names of some different religions. • Identify ways in which beliefs can have an impact on a believer's daily life. 	<ul style="list-style-type: none"> • Identify ways in which beliefs can have an impact on a believer's daily life. • Identify ways in which beliefs can have an impact on a believer's family or local community. • Recognise the names of some different religions. 	<ul style="list-style-type: none"> • Talk about questions that a story or ritual might make them ask about the world around them. • Talk respectfully about different views and ideas. • Reflect on what matters most to ourselves and others.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Belong, include, secure, respect, positive.	Demon, defeated, celebrated, guide.	Overcame, darkness, lightness, symbolises.	Hindu, festival, represents, feast, exchange.	Hindus, reflect, harmful, laziness, jealousy.	Belonging, sense, positive, celebration.

Year 2: Autumn 2

Why do Christians believe God gave Jesus to the world?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>Why might the world need special care?</i>	<i>Why might Christians believe that Jesus is their saviour?</i>	<i>What might a Christian use to prepare for Christmas?</i>	<i>What gifts might Christians think Jesus brought into the world?</i>	<i>Why might Christians believe that Jesus was a gift from God?</i>	<i>How can I help people in the world by showing love?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> We should all care for the world by being respectful and responsible. The world is a place we all share and it's important to care for it by treating the Earth and its resources with respect. Reducing, reusing, recycling and repairing help us take care of our environment. 	<ul style="list-style-type: none"> The story of Jesus' birth is important because Christians believe it marks the arrival of their saviour. Christians believe that Jesus is their saviour because they think he was sent by God to help people and bring peace. They might believe that Jesus was there to teach people to not be selfish or greedy, which is why they call him their saviour. 	<ul style="list-style-type: none"> Advent is the time of preparation leading up to Christmas, where Christians reflect on Jesus' birth. An Advent calendar counts down to the birth of Jesus. Christians might prepare for Christmas in different ways depending on where they live, their culture and their race. 	<ul style="list-style-type: none"> Christians believe Jesus brought gifts like love, peace and forgiveness to the world. These are supposed to make the world a better place. Christians might try to follow Jesus' example by helping others and sharing these gifts with the world. 	<ul style="list-style-type: none"> Christians might believe Jesus was a special gift from God because he saved the world and made it a better place. He taught people how to show love to each other in different ways. Jesus' birth is celebrated because it is seen as God sending help and hope to everyone. 	<ul style="list-style-type: none"> Showing love means helping others, being kind and caring for people in need. Small acts of kindness, like helping a friend, can make a big difference. Christians believe that by showing love, they are following Jesus' example. Acts of kindness and charity are seen as ways to make the world a better place and reflect Jesus' message.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Talk about questions that a story or ritual from a religion might make them ask about the world around them. Make connections between people's beliefs about right and wrong and their actions. Reflect on what matters most to ourselves and others. 	<ul style="list-style-type: none"> Reflect on how values and beliefs impact actions. Give more than one example of how stories and beliefs help people make choices in their daily lives. Recognise that beliefs can be expressed through stories, symbols and actions. 	<ul style="list-style-type: none"> Identify how people celebrate or remember religious events or festivals. Identify ways in which beliefs can have an impact on a believer's daily life Recognise the names of some different religions.. 	<ul style="list-style-type: none"> Recognise that beliefs can be expressed through stories, symbols and actions. Reflect on how values and beliefs impact actions. Retell simple stories that explain beliefs and explore their meanings. 	<ul style="list-style-type: none"> Retell simple stories that explain beliefs and explore their meanings. Reflect on how values and beliefs impact actions. Give more than one example of how stories and beliefs help people make choices in their daily lives. 	<ul style="list-style-type: none"> Make connections between people's beliefs about right and wrong and their actions. Give a reason why someone might hold a belief using the word because. Discuss why people might interpret the same situation in different ways. Reflect on what matters most to ourselves/others.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Respectful, responsible, resources, recycle.	Saviour, arrival, selfish, greedy.	Prepare, Christian, advent, reflect, culture, race.	Peace, forgiveness, example, gifts, sharing.	Special, celebrated, Christians, gift.	Kind, caring, acts, example, charity, reflect.

Year 2: Spring 1

Is it possible to be kind to everyone all of the time?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How can we be kind to someone, even if it is difficult?</i>	<i>What do Christians believe Jesus said about kindness?</i>	<i>Why do Christians believe Jesus treated someone unpopular with kindness?</i>	<i>Why do Christians believe Jesus treated someone who had let him down with kindness?</i>	<i>Why do Christians believe they should be kind?</i>	<i>Why is it important to be kind?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • It is important to be kind to people even if we don't share their feelings or beliefs. • People can be different to us. • Within and across religions, people may show their beliefs in different ways. It is important to be kind no matter what people believe. • We can show kindness by being respectful, caring about other people's feelings and being understanding. 	<ul style="list-style-type: none"> • From the story of the Good Samaritan, Christians might believe everyone is their neighbour so they should care about people whom they may not like, know or who may be outcast from society. • The story of the Good Samaritan shows that even though the Samaritan had no obligation to help the hurt Jew, he did. • Some Christians believe that they should behave like this, as Jesus did. 	<ul style="list-style-type: none"> • From the story of Zacchaeus, Christians might believe that showing kindness or giving unpopular people a second chance might show them that they can also be good and kind. • Parables are stories that Jesus told to illustrate points he was trying to make in a way (or setting) that his listeners would understand. • Forgiving Zacchaeus might encourage a Christian to give people second chances even when they have hurt society. 	<ul style="list-style-type: none"> • From the story with Peter, Jesus gave Christians the example of forgiving our friends. Christians might believe it is important to be kind to friends and forgive them when they make mistakes. • Forgiving someone means not holding their actions against them and instead making a fresh start. • Forgiving Peter might encourage a Christian to give people second chances even when they have hurt themselves personally. 	<ul style="list-style-type: none"> • Most Christians believe they should be kind because of the stories Jesus told and because of his actions towards others. • Jesus showed Christians that they should care for people that other people may not like through the stories of the Good Samaritan and Zacchaeus. • He also showed that they should forgive and give a second chance to people, even when they have hurt society or hurt themselves personally. 	<ul style="list-style-type: none"> • Being kind is when you make an effort to make someone smile or improve their day somehow. • Kindness can help everyone: <ul style="list-style-type: none"> ○ it can change how the people around us feel ○ it can change the way we feel • Kind thoughts lead to kind feelings which lead to kind actions and kind actions can make everyone a bit happier.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Identify ways in which beliefs can have an impact on a believer's daily life, family or local community. • Recognise the names of some different religions. 	<ul style="list-style-type: none"> • Retell simple stories that explain beliefs and explore their meanings. • Reflect on how values and beliefs impact actions. • Investigate how stories can teach people about right and wrong. 	<ul style="list-style-type: none"> • Investigate how stories can teach people about right and wrong. • Reflect on how values and beliefs impact actions. Give more than one example of how stories and beliefs help people make choices. 	<ul style="list-style-type: none"> • Give more than one example of how stories and beliefs help people make choices in their daily lives. • Recognise that beliefs can be expressed through stories, symbols and actions. 	<ul style="list-style-type: none"> • Reflect on how values and beliefs impact actions. • Give more than one example of how stories and beliefs help people make choices. 	<ul style="list-style-type: none"> • Talk respectfully about different views and ideas. • Make connections between people's beliefs about right and wrong and their actions. • Reflect on what matters most to ourselves and others.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Beliefs, important, religion, kindness, respect.	Neighbour, outcast, society, obligation.	Unpopular, parables, society, second chance.	Forgiving, treated, mistake, actions, fresh start.	Actions, forgive, society, personally.	Effort, improve, actions, lead.

Year 2: Spring 2

How important is it to Christians that Jesus came back to life after his crucifixion?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How can memories help us to remember someone special?</i>	<i>What happened in the Easter story? (Up to the crucifixion)</i>	<i>What happened in the Easter story? (After the crucifixion)</i>	<i>What happened in the Easter story? (After the resurrection)</i>	<i>What might Christians believe happened on and after Easter Sunday?</i>	<i>Which symbols might help us to celebrate Easter?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Memories can remind us of special people and moments in our lives. We might use symbols to help us remember someone or something important. 	<ul style="list-style-type: none"> Jesus shared a special meal with his disciples, called the Last Supper. Jesus was arrested in the Garden of Gethsemane after praying there. The Roman authorities sentenced Jesus to die on a cross. This is called the crucifixion. 	<ul style="list-style-type: none"> Jesus died on the cross and was buried in a tomb. When Mary Magdalene (a friend of the disciples) visited Jesus, his body was gone. Mary saw Jesus and he was not dead. This is called the resurrection. 	<ul style="list-style-type: none"> After Jesus's resurrection, two of his followers met a stranger while walking to a village called Emmaus. The stranger explained the scriptures about Jesus but they didn't realise it was him at first. When they shared a meal, the followers recognised the stranger as Jesus. 	<ul style="list-style-type: none"> Many Christians believe Jesus rose from the dead on Easter Sunday. They believe he visited some of his disciples. The resurrection shows Christians that death is not the end and they can have eternal life with God in heaven. 	<ul style="list-style-type: none"> Many Christians use symbols during Easter to celebrate and remember the story of Jesus' resurrection.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Talk about questions that a story or ritual from a religion might make them ask about the world. Discuss why people might interpret the same situation in different ways. Reflect on what matters most to ourselves and others. 	<ul style="list-style-type: none"> Retell simple stories that explain beliefs and explore their meanings. Recognise that beliefs can be expressed through stories, symbols and actions. 	<ul style="list-style-type: none"> Reflect on how values and beliefs impact actions. Recognise that beliefs can be expressed through stories, symbols and actions. 	<ul style="list-style-type: none"> Give more than one example of how stories and beliefs help people make choices in their daily lives. Reflect on how values and beliefs impact actions. 	<ul style="list-style-type: none"> Reflect on how values and beliefs impact actions. Recognise that beliefs can be expressed through stories, symbols and actions. 	<ul style="list-style-type: none"> Identify how people celebrate or remember religious events or festivals. Identify ways in which beliefs can have an impact on a believer's daily life. Recognise the names of some different religions.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Memory, symbol, remember, special, moment.	Disciples, arrested, authorities, crucifixion, cross.	Tomb, cross, crucifixion, disciples, resurrection.	Resurrection, followers, scriptures, stranger.	Rose, resurrection, eternal, heaven.	Celebrate, symbol, remember, resurrection.

Year 2: Summer 1

Why do Hindus use symbols?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>What might different symbols mean to me?</i>	<i>What is the Aum symbol and how is it used?</i>	<i>What is the Hindu story of creation and how does the Aum feature?</i>	<i>Why might a lotus flower be an important symbol for Hindus?</i>	<i>What are some Hindu symbols and how might they impact Hindus?</i>	<i>Why might a symbol be meaningful to me?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Symbols are pictures that can have special meanings and remind us of things that are important to us. • We see symbols in everyday life (e.g. hearts for love, a red cross for a hospital). • Emojis are a form of symbol. Often, emojis can show our emotions. • Some can be personal to us and others can be shared by many. 	<ul style="list-style-type: none"> • The Aum symbol is special to Hindus. It represents a sound. • Different Hindus understand the Aum symbol in different ways. • Many Hindus use the Aum symbol when they pray at home or in temples. • The Aum symbol is also seen outside of worship—in temples, in homes, on jewellery, in books and even as art—because it helps Hindus remember what is important and feel connected to their faith. 	<ul style="list-style-type: none"> • Many Hindus believe the sound ‘Aum’ was the cause of the creation of the universe. • Hindus believe that before the world began, there was nothing—just silence and darkness. • Then, the sound Aum (Om) was the first sound in the universe. • This sound caused the universe to begin and everything grew from it. 	<ul style="list-style-type: none"> • The lotus flower is a Hindu symbol of beauty, strength and new beginnings. • The lotus flower is special in Hinduism because it grows from muddy water but stays beautiful. • A lotus flower’s petals never touch the surface. • Brahma, who created everything, appeared from the middle of the lotus flower. As Brahma is one of the Trimurti, this makes the flower important to Hindus. 	<p>Hindus use different symbols, like the Aum and lotus flower, to help them feel close to Brahman and remember important beliefs.</p> <ul style="list-style-type: none"> • Some important Hindu symbols include: <ul style="list-style-type: none"> • Aum (ॐ) – the sacred sound of creation • The lotus flower – beauty and strength. • The symbols can remind them how to live their lives and do their duty. 	<ul style="list-style-type: none"> • Symbols can be special to because they remind us of things we love or believe in. • Symbols can remind us of people, places or beliefs that are special to us. • Thinking about symbols can help us understand what is important in our own lives. • Seeing a symbol can be a reminder to focus on the important things in life and rise above things that could distract us.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Identify how people celebrate or remember religious events or festivals. • Identify ways in which beliefs can have an impact on a believer’s family or local community. 	<ul style="list-style-type: none"> • Identify how people celebrate or remember religious events or festivals. • Identify ways in which beliefs can have an impact on a believer’s daily life. • Recognise the names of some different religions. 	<ul style="list-style-type: none"> • Retell simple stories that explain beliefs and explore their meanings. • Recognise that beliefs can be expressed through stories, symbols and actions. Investigate how stories can teach people about right and wrong. 	<ul style="list-style-type: none"> • Recognise that beliefs can be expressed through stories, symbols and actions. • Reflect on how values and beliefs impact actions. • Retell simple stories that explain beliefs and explore their meanings. 	<ul style="list-style-type: none"> • Identify ways in which beliefs can have an impact on a believer’s family or local community. • Identify ways in which beliefs can have an impact on a believer’s daily life. • Recognise the names of some different religions. 	<ul style="list-style-type: none"> • Identify how people celebrate or remember religious events or festivals. • Recognise the names of some different religions. • Identify ways in which beliefs can have an impact on a believer’s daily life.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Symbol, emotions, personal, important, remind, meaning.	Hindu, symbol special represents, worship, faith, Aum symbol.	Creation, Hindu, universe, cause, Aum, feature.	Important, symbol, Hinduism, lotus flower, strength, beginning.	Hindu, symbol, Brahman, lotus flower, Aum, creation, duty.	Celebrate, symbol, remember, resurrection.



Year 3

RE Sequences of Learning

Key Disciplinary Knowledge and Skills

Theology	Philosophy	Human/Social Sciences
<ul style="list-style-type: none"> • Show awareness of different sources and how they link with beliefs. • Identify some links between beliefs being studied within a religion or worldview. • Recognise that beliefs are influenced by events in the past and present. • Identify the role of symbols or rituals in helping people express beliefs. • Recognise ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. • Explore how symbols may have different interpretations. 	<ul style="list-style-type: none"> • Use more than one reason to support their view. • Reflect on what matters most to themselves and others. • Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. • Talk about the difference between knowing and believing. • Recognise that it is difficult to define right and wrong; good and bad. • Decide if a reason based on religion or belief makes sense to them and is expressed clearly. 	<ul style="list-style-type: none"> • Identify some of the ways people use the terms 'religion' and 'belief'. • Identify a range of ways in which beliefs can have an impact on a believer's daily life. • Describe how special places and events help people feel connected. • Identify a range of ways in which beliefs can have an impact on a believer's family or local community. • Begin to identify some similarities and differences between practice and beliefs within the same religion.

Key Substantive Concepts

	Belief and Faith	Sacred Texts and Stories	Symbols and Rituals	Community and Belonging	Ethics and Morality	Worship and Devotion	Festivals and Celebrations	Places of worship and pilgrimage	Life, Death and the Afterlife
<i>Does visiting the Ganges make a person a better Hindu?</i>	<i>X</i>		<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>		<i>X</i>	
<i>Has Christmas lost its true meaning?</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>		<i>X</i>		<i>X</i>
<i>Could Jesus heal people? Did he perform miracles or was there some other explanation?</i>	<i>X</i>	<i>X</i>			<i>X</i>				
<i>What is 'good' about Good Friday?</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>		<i>X</i>
<i>Does praying at regular intervals help Muslims in their everyday lives?</i>	<i>X</i>		<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>		<i>X</i>	
<i>Does completing a pilgrimage make a person a better Muslim?</i>			<i>X</i>		<i>X</i>	<i>X</i>		<i>X</i>	

Year 3: Autumn 1

Does visiting the Ganges make a person a better Hindu?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>What is the importance of water?</i>	<i>What do Hindus believe about Brahman?</i>	<i>What actions might Hindus carry out in the River Ganges?</i>	<i>Why might Hindus carry out actions in the River Ganges?</i>	<i>Why are rituals in the River Ganges significant to Hindus?</i>	<i>How and why should we protect water?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Water is the spark of life to many things. Water brings life where there may have been none. Rivers bring water. • Water is essential for survival. We need it to drink. • Many places around the world are built near rivers. They rely on rivers for water. Travel and/or watering the land. 	<ul style="list-style-type: none"> • Hindus believe that Brahman is one supreme deity who is everywhere and in everything. • Supreme means Hindus believe that Brahman is the greatest or most important. • Hindus may not be able to see that Brahman is in everything, but they believe that he is. 	<ul style="list-style-type: none"> • A pilgrimage is a journey to a special place, which is often religiously significant. • Hindus make a pilgrimage to the River Ganges to pray, bathe, wash their children or drink the water because they believe it is holy. • As part of a pilgrimage, many people of the belief will often gather together at the same time. 	<ul style="list-style-type: none"> • Many Hindus believe that the River Ganges purifies them, or makes them completely clean, and washes away their sins. • Hindus hold funerals or cremations for their families on the river bank and then scatter their ashes in the River Ganges. This might be because they believe that the river will embrace and guide the soul of their family member. 	<ul style="list-style-type: none"> • Rituals are actions that normally follow a tradition or certain order and can often be for religious purposes. • The rituals Hindus do in the River Ganges might help them feel close to each other and close to God. 	<ul style="list-style-type: none"> • We should protect water because it is essential to life. • It also has significance within the Hindu faith. • We should protect it so that rituals can occur, so that people can stay healthy and so that wildlife have somewhere to live.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Identify some of the ways people use the terms 'religion' and 'belief'. • Identify a range of ways in which beliefs can have an impact on a believer's daily life. • Describe how special places and events help people feel connected. 	<ul style="list-style-type: none"> • Show awareness of different sources and how they link with beliefs. • Identify some links between beliefs being studied within a religion or worldview. • Recognise that beliefs are influenced by events in the past and present. 	<ul style="list-style-type: none"> • Identify a range of ways in which beliefs can have an impact on a believer's daily life. • Identify a range of ways in which beliefs can have an impact on a believer's family or local community. • Begin to identify some similarities and differences between practice and beliefs within the same religion. 	<ul style="list-style-type: none"> • Describe how special places and events help people feel connected. • Identify a range of ways in which beliefs can have an impact on a believer's family or local community. • Identify some of the ways people use the terms 'religion' and 'belief'. 	<ul style="list-style-type: none"> • Identify some of the ways people use the terms 'religion' and 'belief'. • Describe how special places and events help people feel connected. • Begin to identify some similarities and differences between practice and beliefs within the same religion. 	<ul style="list-style-type: none"> • Identify a range of ways in which beliefs can have an impact on a believer's daily life. • Identify a range of ways in which beliefs can have an impact on a believer's family or local community. • Describe how special places and events help people feel connected.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Dehydrated, fertile, flood plain, nutrients, source, vital, water, waterfalls.	Atman, Brahman, deity, God, supreme, Hinduism, Hindu.	Brahman, deity, impurity, pilgrimage, purifying, supreme, Hinduism.	ashes, Brahman, cremation, deity, impurity, pilgrimage, purifying, sin, supreme.	ashes, Brahman, cremation, deity, impurity, pilgrimage, purifying, rituals, sin.	pollutant, toxins, rituals, protect, faith.

Year 3: Autumn 2

Has Christmas lost its true meaning?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>What do Christmas celebrations or holidays mean to me?</i>	<i>Why might certain Christmas objects or symbols be meaningful to Christians?</i>	<i>Why might kindness be meaningful to Christians at Christmas?</i>	<i>How might a Christian explain why Jesus was sent to Earth?</i>	<i>What is the true meaning of Christmas to Christians?</i>	<i>What gifts could I give to this world?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • People celebrate Christmas in different ways depending on their beliefs and traditions. • Christmas can mean different things to people: for some, it's about religious traditions like going to church, while for others, it's about spending time with family and exchanging gifts. • Understanding how we celebrate Christmas helps us think about what is important to us and why. 	<ul style="list-style-type: none"> • For Christians, Christmas symbols and items carry deep spiritual meaning, connecting their faith to the story of Jesus' birth. • Christians use items and symbols at Christmas to remember the story of Jesus' birth. 	<ul style="list-style-type: none"> • Christmas celebrates the Incarnation (when God became a human in the form of Jesus). Christians might believe he did this to show humans how to live good lives and be kind to one another. • Christmas is a time when Christians might focus on acts of kindness, like giving to charity or helping those in need. • Kindness at Christmas reflects the love that Christians believe Jesus brought to the world. • Christians can celebrate Christmas differently. 	<ul style="list-style-type: none"> • Christians might believe that God sent Jesus to Earth to help people and bring them closer to God. Jesus is seen as a saviour who came to teach love, forgiveness and peace. • Christians explain that Jesus was sent to Earth to teach people how to live good lives, forgive others and show kindness. • The birth of Jesus is celebrated at Christmas because Christians believe it was part of God's plan to save the world. 	<ul style="list-style-type: none"> • For most Christians, the true meaning of Christmas is celebrating the birth of Jesus, who they believe was sent by God to save the world. • For many Christians, Christmas is not just about presents and parties but about love, hope and peace. • The Nativity story and Jesus' message of kindness and forgiveness are central to how Christians understand Christmas 	<ul style="list-style-type: none"> • Gifts don't have to be things you buy; they can be acts of kindness, love or helping others. • Christians believe that showing love and kindness is one of the best gifts you can give, just like Jesus did. • By being kind or caring, you can give important gifts to the people around you.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. • Talk about the difference between knowing and believing. 	<ul style="list-style-type: none"> • Show awareness of different sources and how they link with beliefs. • Identify some links between beliefs being studied within a religion or worldview. 	<ul style="list-style-type: none"> • Recognise that beliefs are influenced by events in the past and present. • Identify the role of symbols or rituals in helping people express beliefs. 	<ul style="list-style-type: none"> • Identify some links between beliefs being studied within a religion or worldview. • Recognise ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. 	<ul style="list-style-type: none"> • Show awareness of different sources and how they link with beliefs. • Recognise that beliefs are influenced by events in the past and present. 	<ul style="list-style-type: none"> • Use more than one reason to support their view. • Reflect on what matters most to themselves and others.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Christmas, means, meaning	Bethlehem, Christian, Christmas, incarnation, means, meaning, Stable.	Bethlehem, Christian, Christmas, incarnation, means, meaning, Stable.	Bethlehem, Christian, Christmas, Prince of Glory, Lord of love, Saviour of the World, incarnation, means, meaning.	Christian, Christmas, incarnation, means, meaning, non-religious, tradition.	Christian, Christmas, incarnation, means, meaning, gift, kindness.

Year 3: Spring 1

Could Jesus heal people? Did he perform miracles or was there some other explanation?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>What does 'miracle' mean?</i>	<i>What might Christians believe about Jesus performing healing miracles on a leper?</i>	<i>What might Christians believe about Jesus performing healing miracles on a blind man?</i>	<i>What might Christians believe about Jesus performing healing miracles on a paralysed man?</i>	<i>How might viewpoints of Jesus performing healing miracles differ?</i>	<i>What miracle would I like to see happen in the world today?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> A miracle is something amazing that happens that can't be explained by our understanding of life right now. 	<ul style="list-style-type: none"> Many Christians believe Jesus healed people with illnesses, like leprosy, because of his love and power. 	<ul style="list-style-type: none"> Many Christians believe Jesus healed a blind man to show kindness and God's power. 	<ul style="list-style-type: none"> Many Christians believe Jesus healed a paralysed man to show God's power and forgiveness. 	<ul style="list-style-type: none"> Some people believe Jesus' healing miracles really happened because he was God's son. Others think the stories are lessons about kindness, faith and hope. 	<ul style="list-style-type: none"> People today might wish for miracles to stop hunger, homelessness, end wars or heal the sick.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Recognise that it is difficult to define right and wrong; good and bad. Talk about the difference between knowing and believing. Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. 	<ul style="list-style-type: none"> Show awareness of different sources and how they link with beliefs. Identify the role of symbols or rituals in helping people express beliefs. 	<ul style="list-style-type: none"> Recognise that beliefs are influenced by events in the past and present. Identify some links between beliefs being studied within a religion or worldview. 	<ul style="list-style-type: none"> Show awareness of different sources and how they link with beliefs. Recognise ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. 	<ul style="list-style-type: none"> Identify some links between beliefs being studied within a religion or worldview. Recognise that beliefs are influenced by events in the past and present. 	<ul style="list-style-type: none"> Use more than one reason to support their view. Recognise that it is difficult to define right and wrong; good and bad.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
health, injury, miracle, operation, sickness	healing, incarnation, leper, leprosy, miracle	blindness, healing, incarnation, miracle, saliva	healing, incarnation, miracle, paralysed	healing, incarnation, miracle, paralysed, saliva	issues, miracle

Year 3: Spring 2

What is 'good' about Good Friday?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How might somebody help others in a difficult situation?</i>	<i>Why might what happened at the Last Supper be important to Christians?</i>	<i>Why might what happened after the Last Supper be important to Christians?</i>	<i>Why might what happened on Good Friday be important to Christians?</i>	<i>Why might Jesus' death be important to Christians?</i>	<i>How can taking action or showing people a better way to live be a positive thing to do?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Helping might involve physical actions (like carrying something for someone) or emotional support (like cheering someone up, being kind or offering guidance). 	<ul style="list-style-type: none"> During the Last Supper, Jesus broke bread and shared wine, asking his disciples to remember him when they eat bread and drink wine. This moment is remembered by Christians today during Communion services. 	<ul style="list-style-type: none"> After the Last Supper, Jesus was betrayed by Judas, one of his disciples, and arrested. Many Christians believe that Jesus knew what would happen but didn't run away. 	<ul style="list-style-type: none"> Good Friday is the day Christians remember Jesus's death on the cross. Christians believe Jesus was crucified to save people from their sins. 	<ul style="list-style-type: none"> Christians today, Jesus, and the disciples might all see Good Friday as 'good' and important because it represents love, sacrifice and hope for new life. 	<ul style="list-style-type: none"> Role models inspire others by their actions and choices. Taking positive action can make life better for others, even in small ways.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Use more than one reason to support their view. Recognise that it is difficult to define right and wrong; good and bad. Talk about the difference between knowing and believing. 	<ul style="list-style-type: none"> Identify the role of symbols or rituals in helping people express beliefs. Identify some links between beliefs being studied within a religion or worldview. Show awareness of different sources and how they link with beliefs. 	<ul style="list-style-type: none"> Recognise that beliefs are influenced by events in the past and present. Identify the role of symbols or rituals in helping people express beliefs. Show awareness of different sources and how they link with beliefs. Explore how symbols may have different interpretations. 	<ul style="list-style-type: none"> Identify some links between beliefs being studied within a religion or worldview. Recognise ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. 	<ul style="list-style-type: none"> Show awareness of different sources and how they link with beliefs. Recognise that beliefs are influenced by events in the past and present. 	<ul style="list-style-type: none"> Reflect on what matters most to themselves and others. Use more than one reason to support their view. Decide if a reason based on religion or belief makes sense to them and is expressed clearly. Recognise that it is difficult to define right and wrong; good and bad.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
beached, rescue, save, saviour, situation	betray, Communion, Covenant, disciples, Gospel, Last Supper, salvation, saviour	betray, Communion, Covenant, disciples, Gospel, Last Supper, salvation, saviour	betray, Communion, Covenant, disciples, Easter Sunday, Good Friday, Gospel, Last Supper, rescue, salvation, saviour	betray, Communion, Covenant, disciples, Easter Sunday, Good Friday, Gospel, Last Supper, salvation, saviour	example, role-model, sacrifice

Year 3: Summer 1

Does praying at regular intervals help Muslims in their everyday lives?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How can making a regular commitment to something increase its effectiveness?</i>	<i>Why might Muslims pray?</i>	<i>How do Muslims prepare for prayer and how does prayer help them?</i>	<i>Why might Muslims want to pray in a Mosque?</i>	<i>How might Muslims be helped in their everyday lives by regular prayer?</i>	<i>Which regular actions are important to me?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Making a regular commitment to something can help us get better at it and make it more meaningful. 	<ul style="list-style-type: none"> Muslims might pray because they believe it helps them feel close to Allah and follow his guidance. 	<ul style="list-style-type: none"> Muslims prepare for prayer by washing in a special way called wudu. Prayer helps them feel close to Allah and reminds them to be kind and thoughtful. 	<ul style="list-style-type: none"> Muslims might want to pray in a Mosque because it is a peaceful and special place for worship where people can pray together. 	<ul style="list-style-type: none"> Many Muslims believe that praying regularly helps them make good choices and feel connected to their faith 	<ul style="list-style-type: none"> Regular actions can help us to stay healthy, get better at something or be kind and thoughtful. We may need to use techniques to help us to remember to do them.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Use more than one reason to support their view. Recognise that it is difficult to define right and wrong; good and bad. 	<ul style="list-style-type: none"> Show awareness of different sources and how they link with beliefs. Recognise ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. Identify the role of symbols or rituals in helping people express beliefs. 	<ul style="list-style-type: none"> Identify a range of ways in which beliefs can have an impact on a believer's daily life. Identify some of the ways people use the terms 'religion' and 'belief.' 	<ul style="list-style-type: none"> Identify a range of ways in which beliefs can have an impact on a believer's family or local community. Begin to identify some similarities and differences between practice and beliefs within the same religion. Describe how special places and events help people feel connected. 	<ul style="list-style-type: none"> Identify a range of ways in which beliefs can have an impact on a believer's daily life. Identify a range of ways in which beliefs can have an impact on a believer's family or local community. 	<ul style="list-style-type: none"> Talk about the difference between knowing and believing. Decide if a reason based on religion or belief makes sense to them and is expressed clearly. Reflect on what matters most to themselves and others.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
exercise, commitment	prayer (Salat/Salah), Allah, Muslims, thankfulness, self-discipline	Allah, respect, Qur'an, Muslim	Mosque, Allah, dome, Minaret, washroom	Muslims, prayer, Allah, Mosque	important, forgotten, remembering

Year 3: Summer 2

Does completing a pilgrimage make a person a better Muslim?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How could I prepare for a special journey?</i>	<i>How might a Muslim prepare to visit Makkah for Hajj?</i>	<i>What happens at the different stages of Hajj?</i>	<i>How might a Muslim act and feel at the different stages of Hajj?</i>	<i>How might completing Hajj make someone feel like a better Muslim?</i>	<i>How do special experiences shape who we are?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Planning and preparing carefully can help a journey be meaningful and successful. 	<ul style="list-style-type: none"> Hajj is the name Muslims give to a pilgrimage to Makkah. A pilgrimage is a special journey. 	<ul style="list-style-type: none"> Hajj includes many stages such as visiting the Ka'bah, praying on Mount Arafat, collecting and throwing pillars at Mina and returning to Makkah. 	<ul style="list-style-type: none"> At each stage of Hajj, Muslims act with care and respect and experience different feelings as part of their spiritual journey. 	<ul style="list-style-type: none"> Completing Hajj may help a Muslim feel spiritually refreshed, more committed to living a good life and connected to Allah and the Muslim community. 	<ul style="list-style-type: none"> Journeys, whether physical or personal, can change how we think and feel. They could include learning a new skill, overcoming a challenge, helping others in a big way or going somewhere special.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Talk about the difference between knowing and believing. Use more than one reason to support their view. 	<ul style="list-style-type: none"> Show awareness of different sources and how they link with beliefs. Identify some links between beliefs being studied within a religion or worldview. Identify the role of symbols or rituals in helping people express beliefs. Recognise that beliefs are influenced by events in the past and present. 	<ul style="list-style-type: none"> Show awareness of different sources and how they link with beliefs. Identify the role of symbols or rituals in helping people express beliefs. Recognise that beliefs are influenced by events in the past and present. Explore how symbols may have different interpretations. 	<ul style="list-style-type: none"> Identify a range of ways in which beliefs can have an impact on a believer's daily life. Identify a range of ways in which beliefs can have an impact on a believer's family or local community. Describe how special places and events help people feel connected. 	<ul style="list-style-type: none"> Identify a range of ways in which beliefs can have an impact on a believer's daily life. Identify a range of ways in which beliefs can have an impact on a believer's family or local community. Describe how special places and events help people feel connected. 	<ul style="list-style-type: none"> Describe how special places and events help people feel connected. Identify some of the ways people use the terms 'religion' and 'belief'.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Journey, preparation	Ka'bah, Hajj, Makkah, pilgrimage	Ka'bah, Hajj, Makkah, pilgrimage	Grand Mosque, Ka'bah, Hajj, Mina, Arafat	Hajj, pilgrimage, belonging, commitment, Ummah	Pilgrimage, pilgrim



Year 4

RE Sequences of Learning

Key Disciplinary Knowledge and Skills

Theology	Philosophy	Human/Social Sciences
<ul style="list-style-type: none"> Identify a range of sources and how they link with beliefs and values. Make clear connections between beliefs being studied within a religion or worldview. Identify how beliefs have been influenced by events in the past and present. Explore how symbols or rituals may have different interpretations. Explore how symbols or rituals may have different interpretations. Identify ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. 	<ul style="list-style-type: none"> Describe different religious and non-religious answers to questions people raise about the world around them. Recognise different answers to moral and ethical questions, showing awareness of the diversity of opinion. Give reasons for more than one point of view. Begin to use philosophical vocabulary when discussing issues linked to truth, reality and knowledge. Begin to weigh up whether different reasons or arguments are expressed coherently when studying religion and belief. 	<ul style="list-style-type: none"> Describe the difference between 'religion' and 'belief' when exploring religions, beliefs and worldviews. Describe ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. Identify some similarities and differences between practice and beliefs within the same religion. Describe the difference between 'religion' and 'belief' when exploring religions, beliefs and worldviews.

Key Substantive Concepts

	Belief and Faith	Sacred Texts and Stories	Symbols and Rituals	Community and Belonging	Ethics and Morality	Worship and Devotion	Festivals and Celebrations	Places of worship and pilgrimage	Life, Death and the Afterlife
<i>What do some deities tell Hindus about God?</i>	<i>X</i>	<i>X</i>			<i>X</i>	<i>X</i>	<i>X</i>		
<i>What is the most significant part of the nativity story for Christians today?</i>	<i>X</i>	<i>X</i>	<i>X</i>				<i>X</i>		<i>X</i>
<i>What is the best way for a Hindu to lead a good life?</i>	<i>X</i>	<i>X</i>		<i>X</i>	<i>X</i>	<i>X</i>		<i>X</i>	<i>X</i>
<i>What do Humanists believe?</i>	<i>X</i>			<i>X</i>	<i>X</i>				<i>X</i>
<i>Do people need to go to church to show they are Christians?</i>	<i>X</i>		<i>X</i>	<i>X</i>		<i>X</i>		<i>X</i>	
<i>What is the best way for a Muslim to lead a good life?</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>			<i>X</i>

Year 4: Autumn 1

What do some deities tell Hindus about God?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How do people show different aspects of their personalities?</i>	<i>What do Hindus believe about their supreme God?</i>	<i>What do some Hindus believe about Ganesha?</i>	<i>What might some Hindus believe about Lakshmi?</i>	<i>Why are different deities important to Hindus?</i>	<i>How could I show more of my positive aspects?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • People can show different aspects of their personalities through their appearance or how they act. • The different aspects of our character help others to see who we really are. 	<ul style="list-style-type: none"> • Hindus believe that Brahman can appear in many different ways but is always the one supreme being. • He is present in the Trimurti and all other deities. • Many Hindus might choose to worship Brahman in one of his different appearances. 	<ul style="list-style-type: none"> • Hindus believe that Brahman is present in deities, as well as being one supreme being. • Ganesha is one deity. He has the head of an elephant. He is the Hindu god of wisdom. 	<ul style="list-style-type: none"> • Hindus believe that Brahman is present in deities, as well as being one supreme being. • Lakshmi is one deity. She is the goddess of wealth and good fortune. She is also the wife of Vishnu, who is one of the Trimurti. • Some Hindus might believe that the gifts of health and happiness can come from Lakshmi. 	<ul style="list-style-type: none"> • Different deities are different forms of Brahman. Most Hindus have a personal deity who they pray to regularly. Hindus might pray to Ganesha because he is wise and will help them to think quickly. They might pray to Lakshmi because she brings health. 	<ul style="list-style-type: none"> • Practising good actions can help us become better people and bring more positivity into the world. • If we share our positive aspects, it might make other people happy. • The way we show our more positive aspects will depend on what those aspects are.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Describe different religious and non-religious answers to questions people raise about the world around them. • Recognise different answers to moral and ethical questions, showing awareness of the diversity of opinion. • Give reasons for more than one point of view. 	<ul style="list-style-type: none"> • Identify a range of sources and how they link with beliefs and values. • Make clear connections between beliefs being studied within a religion or worldview. • Identify how beliefs have been influenced by events in the past and present. 	<ul style="list-style-type: none"> • Explore how symbols or rituals may have different interpretations. • Make clear connections between beliefs being studied within a religion or worldview. • Identify a range of sources and how they link with beliefs and values. 	<ul style="list-style-type: none"> • Identify how beliefs have been influenced by events in the past and present. • Explore how symbols or rituals may have different interpretations. 	<ul style="list-style-type: none"> • Identify ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. • Make clear connections between beliefs being studied within a religion or worldview. • Explore how symbols or rituals may have different interpretations. 	<ul style="list-style-type: none"> • Give reasons for more than one point of view. • Begin to use philosophical vocabulary when discussing issues linked to truth, reality and knowledge.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
aspects, attributes, personality, reflections	aspect, avatar, Brahman, deity, essence, God, supreme, Hinduism, Hindu.	aspect, avatar, Brahman, deity, essence, God, supreme, Hinduism, Hindu.	aspect, avatar, Brahman, deity, essence, God, supreme, Hinduism, Hindu.	Brahman, deity, Ganesha, Lakshmi, supreme, Hinduism, Hindu.	aspects, positive

Year 4: Autumn 2

What is the most significant part of the nativity story for Christians today?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>Why are symbols used?</i>	<i>Which Christmas symbols might refer to the Christian story of Jesus' birth?</i>	<i>Which parts of the Nativity story might be meaningful to some Christians?</i>	<i>What is the symbolism within a Christingle?</i>	<i>What might the Nativity story tell Christians about Jesus?</i>	<i>How might Christmas be significant to me?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Symbols are used to represent ideas or beliefs in a simple way. Symbols can help us quickly understand messages or ideas without needing words. 	<ul style="list-style-type: none"> There are lots of Christmas symbols that refer to parts of the Christian nativity story, such as stars and angels. 	<ul style="list-style-type: none"> Different parts of the Nativity story can hold special meaning for Christians. What might be important to one person may be different to what is important to somebody else because we are diverse. 	<ul style="list-style-type: none"> A Christingle is a symbolic object used in some Christian celebrations to represent Jesus and the world. They are often used in services for children before Christmas. 	<ul style="list-style-type: none"> The Nativity story tells Christians that Jesus was born to bring peace, love and hope to the world as its saviour. 	<ul style="list-style-type: none"> Christmas can have both religious and secular significance depending on how it is celebrated.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Describe different religious and non-religious answers to questions people raise about the world around them. Begin to use philosophical vocabulary when discussing issues linked to truth, reality and knowledge. 	<ul style="list-style-type: none"> Explore how symbols or rituals may have different interpretations. Identify a range of sources and how they link with beliefs and values. Make clear connections between beliefs being studied within a religion or worldview. 	<ul style="list-style-type: none"> Make clear connections between beliefs being studied within a religion or worldview. Identify how beliefs have been influenced by events in the past and present. Identify ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. Describe the difference between 'religion' and 'belief' when exploring religions, beliefs and worldviews. 	<ul style="list-style-type: none"> Describe ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. Identify some similarities and differences between practice and beliefs within the same religion. 	<ul style="list-style-type: none"> Identify ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. Identify a range of sources and how they link with beliefs and values. 	<ul style="list-style-type: none"> Describe the difference between 'religion' and 'belief' when exploring religions, beliefs and worldviews. Describe ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
diversity, meaningful, symbol, cultural, local, represent, worldwide, universal	diversity, incarnation, meaningful, religious, secular, symbol	Clergy, diversity, incarnation, lens/lenses, meaningful, religious, significant, symbol	Christingle, incarnation, meaningful, religious, significant, symbol	Decoration, meaningful, religious, significant, symbol, symbolism, symbolic	Incarnation, meaningful, religious, significant, symbol, symbolism, symbolic

Year 4: Spring 1

What is the best way for a Hindu to lead a good life?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How might our actions have consequences?</i>	<i>What are the Hindu beliefs in Karma, Samsara and Moksha?</i>	<i>How might a Hindu live a good life through prayer and dedication to God?</i>	<i>How might a Hindu live a good life by doing good in society?</i>	<i>Which actions are the best way for a Hindu to live a good life?</i>	<i>How could I take actions to live a good life?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Actions can lead to positive or negative consequences, depending on what we do. 	<ul style="list-style-type: none"> • Karma is the belief that good actions lead to good things and bad actions lead to bad things. • Samsara is the cycle of birth, life, death and rebirth. • Moksha is the Hindu idea of freedom, when the soul is no longer reborn and joins Brahman. 	<ul style="list-style-type: none"> • Hindus use puja (worship) at home or in a Mandir (temple) to connect with Brahman. • Many Hindus believe that prayer and worship help them stay close to God, live a good life and build good karma. 	<ul style="list-style-type: none"> • Sewa means selfless service - helping others without expecting anything in return. Hindus believe that practising Sewa is an important way to live a good life. 	<ul style="list-style-type: none"> • Many Hindus believe they can live a good life through prayer, helping others and making good choices. • Different Hindus may choose different ways to focus on their relationship with God or society and work towards achieving Moksha. 	<ul style="list-style-type: none"> • We can live a good life by being kind, helpful and making good choices. • Both small actions, like sharing, and bigger actions, like helping the community, can make a difference.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Describe different religious and non-religious answers to questions people raise about the world around them. • Recognise different answers to moral and ethical questions, showing awareness of the diversity of opinion. • Give reasons for more than one point of view. • Begin to weigh up whether different reasons or arguments are expressed coherently when studying religion and belief. 	<ul style="list-style-type: none"> • Identify a range of sources and how they link with beliefs and values. • Make clear connections between beliefs being studied within a religion or worldview. 	<ul style="list-style-type: none"> • Describe ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. • Identify some similarities and differences between practice and beliefs within the same religion. • Describe the difference between 'religion' and 'belief' when exploring religions, beliefs and worldviews. 	<ul style="list-style-type: none"> • Describe ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. • Describe ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. 	<ul style="list-style-type: none"> • Identify some similarities and differences between practice and beliefs within the same religion. • Describe the difference between 'religion' and 'belief' when exploring religions, beliefs and worldviews. 	<ul style="list-style-type: none"> • Describe ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. • Describe ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
actions, consequences, decisions, outcome	Atman, Brahman, deity, God, Karma, Moksha, Samsara, supreme, Hinduism, Sanatana Dharma, Hindu, Sanatani	aspect, avatar, Brahman, deity, essence, God, Mandir, meditation, Puja, supreme, Hinduism, Hindu.	Aspect, avatar, Brahman, deity, essence, Karma, supreme, God, Hinduism, Hindu.	Brahman, deity, Ganesha, Lakshmi, Moksha, Puja, supreme, Hinduism, Hindu, Sanatani, Sewa.	consequences Karma positive

Year 4: Spring 2

What do Humanists believe?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How would I like to be treated?</i>	<i>How might a Humanist treat other people?</i>	<i>How does what Humanists believe affect their actions?</i>	<i>What do Humanist symbols mean?</i>	<i>How might Humanists act in their daily lives?</i>	<i>How can I look after the world and show people I care?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Treating others with kindness, fairness and understanding is important. If we want to be treated with respect, we should also show respect to others. 	<ul style="list-style-type: none"> Humanists believe in kindness, respect and fairness. They think people should treat others well because it is the right thing to do. 	<ul style="list-style-type: none"> Humanists believe we can understand the world through asking questions, looking at evidence, and being kind to others and our planet. This shapes how they act and make choices. 	<ul style="list-style-type: none"> The Happy Human symbol shows an outline of a person with raised arms, representing joy, freedom and human potential. 	<ul style="list-style-type: none"> Humanists act in ways that promote kindness, fairness and respect for others, guided by reason and compassion rather than religious beliefs. 	<ul style="list-style-type: none"> People can look after the world and show they care by protecting nature, helping others and making thoughtful choices in their daily lives.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Recognise different answers to moral and ethical questions, showing awareness of the diversity of opinion. Give reasons for more than one point of view. Describe different religious and non-religious answers to questions people raise about the world around them. Begin to weigh up whether different reasons or arguments are expressed coherently when studying religion and belief. 	<ul style="list-style-type: none"> Describe ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. Describe ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. 	<ul style="list-style-type: none"> Identify ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. Make clear connections between beliefs being studied within a religion or worldview. 	<ul style="list-style-type: none"> Identify some similarities and differences between practice and beliefs within the same religion. Describe the difference between 'religion' and 'belief' when exploring religions, beliefs and worldviews. 	<ul style="list-style-type: none"> Describe ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. Identify some similarities and differences between practice and beliefs within the same religion. 	<ul style="list-style-type: none"> Describe ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. Describe ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
<p align="center">respect, rules</p>	<p align="center">Golden Rule, Humanism, Humanist, non-religious, worldview</p>	<p align="center">big bang, curiosity, evolution, evolved, freedom, problem, solution, worldview</p>	<p align="center">celebration, freedom, Happy Human, symbol</p>	<p align="center">Freedom, Humanism, Humanist, symbol</p>	<p align="center">Environment, food bank, resources, wildlife</p>

Year 4: Summer 1

Do people need to go to church to show they are Christians?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How might special places make me feel?</i>	<i>What is Baptism?</i>	<i>What is Holy Communion?</i>	<i>How might a church support a Christian with prayer and worship?</i>	<i>Is church the only place a Christian can pray and worship?</i>	<i>Why might a place make me feel a certain way?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Special places can make us feel happy, peaceful, safe or connected because we associate them with important people, memories or beliefs. 	<ul style="list-style-type: none"> • Baptism is a Christian ceremony where a person is welcomed into the Christian faith. 	<ul style="list-style-type: none"> • Holy Communion is a Christian ceremony where people remember Jesus' last meal with his disciples by sharing bread and wine. 	<ul style="list-style-type: none"> • A church can support Christians by giving them a place to pray, worship and feel part of a community. 	<ul style="list-style-type: none"> • Christians believe they can worship and pray anywhere, but many still find the church important as a place to gather, celebrate and feel close to God. 	<ul style="list-style-type: none"> • People often feel different emotions in different places, and these feelings can influence how and where they choose to worship, reflect or feel peaceful.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Describe different religious and non-religious answers to questions people raise about the world around them. • Begin to use philosophical vocabulary when discussing issues linked to truth, reality and knowledge. • Recognise different answers to moral and ethical questions, showing awareness of the diversity of opinion. 	<ul style="list-style-type: none"> • Describe ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. • Identify some similarities and differences between practice and beliefs within the same religion. • Describe the difference between 'religion' and 'belief' when exploring religions, beliefs and worldviews. 	<ul style="list-style-type: none"> • Describe the difference between 'religion' and 'belief' when exploring religions, beliefs and worldviews. • Identify some similarities and differences between practice and beliefs within the same religion. • Describe ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. 	<ul style="list-style-type: none"> • Describe ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. • Identify some similarities and differences between practice and beliefs within the same religion. • Describe ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. 	<ul style="list-style-type: none"> • Describe ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. • Identify some similarities and differences between practice and beliefs within the same religion. 	<ul style="list-style-type: none"> • Recognise different answers to moral and ethical questions, showing awareness of the diversity of opinion. • Give reasons for more than one point of view. • Describe different religious and non-religious answers to questions people raise about the world around them.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
associate, feelings, impact, special	Bible, church, communion, rite(s) of passage, Baptism	Bible, chalice, church, communion, Holy Communion, Host, Last Supper, rite(s) of passage, wafer	communion, denomination, diversity, evangelical, Holy Communion, Last Supper, prayer, rite(s) of passage, worship	Baptism, diversity, Holy Communion, prayer, worship	diversity, empathy, significant, special

Year 4: Summer 2

What is the best way for a Muslim to lead a good life?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>What do I think is meant by a good life?</i>	<i>What duties and actions might a Muslim take to lead a good life?</i>	<i>How might helping others be a way for a Muslim to lead a good life?</i>	<i>How might fasting be a way for a Muslim to lead a good life?</i>	<i>Which actions are the best way for a Muslim to live a good life?</i>	<i>How could I support charities who help others?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> A good life can mean different things to different people. It often includes being kind, helping others and making good choices. 	<ul style="list-style-type: none"> Muslims try to live a good life by following Allah’s guidance. Most Muslims believe their actions in this life affect what happens after they die 	<ul style="list-style-type: none"> Helping others is an important part of the Muslim faith. Muslims give to charity as part of Zakat (duty) and Sadaqah (voluntary). 	<ul style="list-style-type: none"> Muslims fast during Ramadan as part of their faith. Fasting helps Muslims to focus on self-control, prayer and helping others 	<ul style="list-style-type: none"> Muslims might choose different actions to live a good life, like prayer, fasting or giving to charity. All actions that follow Allah’s guidance are valuable. 	<ul style="list-style-type: none"> Charities are organisations that help people, animals or the environment. We can help a charity by giving, collecting, raising money or telling others about their work.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Describe different religious and non-religious answers to questions people raise about the world around them. Give reasons for more than one point of view. Begin to weigh up whether different reasons or arguments are expressed coherently when studying religion and belief. Begin to weigh up whether different reasons or arguments are expressed coherently when studying religion and belief. 	<ul style="list-style-type: none"> Describe ways in which beliefs can have an impact on a believer’s daily life and show an awareness of how individuals can shape beliefs. Identify some similarities and differences between practice and beliefs within the same religion. Describe ways in which beliefs can have an impact on a believer’s communities or society and show an awareness of how communities or society can shape beliefs. 	<ul style="list-style-type: none"> Describe ways in which beliefs can have an impact on a believer’s communities or society and show an awareness of how communities or society can shape beliefs. Describe ways in which beliefs can have an impact on a believer’s daily life and show an awareness of how individuals can shape beliefs. 	<ul style="list-style-type: none"> Identify some similarities and differences between practice and beliefs within the same religion. Describe the difference between ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews. Describe ways in which beliefs can have an impact on a believer’s daily life and show an awareness of how individuals can shape beliefs. 	<ul style="list-style-type: none"> Describe ways in which beliefs can have an impact on a believer’s daily life and show an awareness of how individuals can shape beliefs. Identify some similarities and differences between practice and beliefs within the same religion. Describe ways in which beliefs can have an impact on a believer’s communities or society and show an awareness of how communities or society can shape beliefs. 	<ul style="list-style-type: none"> Recognise different answers to moral and ethical questions, showing awareness of the diversity of opinion. Give reasons for more than one point of view. Begin to use philosophical vocabulary when discussing issues linked to truth, reality and knowledge.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
good life, unselfish	Allah, Muslim, Ramadan, Muhammad, Qur’an	Zakat/Zakah, wealth, purify	Allah, Sawm, fasting, Ramadan	Allah, Muslims, Qur’an, Sawm, Zakat/Zakah	Charity, charities, volunteering



Year 5

RE Sequences of Learning

Key Disciplinary Knowledge and Skills

Theology	Philosophy	Human/Social Sciences
<ul style="list-style-type: none"> Describe ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. Describe how connections between beliefs and practice are supported by sources within a worldview. Consider the reliability of different sources for a group of believers. Analyse how beliefs have developed over time in response to historical and modern events. Describe how different interpretations of sources reflect beliefs and values. 	<ul style="list-style-type: none"> Begin to debate different answers to moral and ethical questions, showing awareness of the diversity of opinion. Weigh up whether different reasons or arguments are expressed coherently when studying religion and belief. Explain different religious and non-religious answers to questions people raise about the world around them. Use philosophical vocabulary when discussing issues linked to truth, reality and knowledge. 	<ul style="list-style-type: none"> Identify the different ways the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Explain ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. Explain ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. Show awareness that talking about religion and belief can be complex.

Key Substantive Concepts

	Belief and Faith	Sacred Texts and Stories	Symbols and Rituals	Community and Belonging	Ethics and Morality	Worship and Devotion	Festivals and Celebrations	Places of worship and pilgrimage	Life, Death and the Afterlife
<i>What is the best way for a Muslim to show commitment to God?</i>	<i>X</i>		<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>			
<i>Is the Christmas story true?</i>	<i>X</i>	<i>X</i>	<i>X</i>		<i>X</i>		<i>X</i>		
<i>How is the Qur'an vital to Muslims today</i>	<i>X</i>	<i>X</i>		<i>X</i>	<i>X</i>	<i>X</i>			
<i>How significant is it for Christians to believe God intended Jesus to die?</i>	<i>X</i>	<i>X</i>		<i>X</i>	<i>X</i>				<i>X</i>
<i>What is the best way for a Hindu to show commitment to God?</i>	<i>X</i>		<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>		<i>X</i>	
<i>What is the best way for a Christian to show commitment to God?</i>	<i>X</i>	<i>X</i>		<i>X</i>	<i>X</i>	<i>X</i>			

Year 5: Autumn 1

What is the best way for a Muslim to show commitment to God?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How do people show that they are committed to something?</i>	<i>Why might prayer be important to Muslims?</i>	<i>Why might helping the needy support a Muslim in showing commitment to God?</i>	<i>How might fasting support a Muslim in showing commitment to God?</i>	<i>How might Muslims show commitment to God?</i>	<i>How could I improve upon my commitments?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Commitment is a promise to give your time, effort and energy to something you believe in. 	<ul style="list-style-type: none"> Regular prayer (Salat or Salah) is important to most Muslims to show their commitment to Allah. These regular prayers show that life revolves around God, shows respect and reminds Muslims to be thankful. 	<ul style="list-style-type: none"> Giving to those in need (Zakat or Zakah) is important to most Muslims to show their commitment to Allah. They believe that all are equal in the eyes of Allah and Allah has made it a duty to help. 	<ul style="list-style-type: none"> Fasting (Sawm) is important to many Muslims to show their commitment to Allah. During the month of Ramadan, many Muslims will fast during daylight hours. They believe this helps to develop self-discipline and develop sympathy for those in need. 	<ul style="list-style-type: none"> There are many different ways that Muslims can show their commitment to Allah. These include the 5 Pillars (praying, giving to charity, fasting, pilgrimage) as well as worshipping at the Mosque and reading and following the teachings of the Qur'an. 	<ul style="list-style-type: none"> To improve upon my commitments, I can put in extra effort and be resilient. I can make changes to what I do or do more of something.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Identify the different ways the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Explain ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. 	<ul style="list-style-type: none"> Describe ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. Describe how connections between beliefs and practice are supported by sources within a worldview. 	<ul style="list-style-type: none"> Describe connections between beliefs and practice supported by sources within a worldview. Describe ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. Consider the reliability of different sources for a group of believers. 	<ul style="list-style-type: none"> Explain ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. Explain ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. 	<ul style="list-style-type: none"> Analyse how beliefs have developed over time in response to historical and modern events. Describe connections between beliefs and practice supported by sources within a worldview. 	<ul style="list-style-type: none"> Explain ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
commitment, belonging	Islam, Allah, Ramadan, Qur'an	Zakat, charity, purify, Allah	commitment, Allah, Ramadan, Sawm (Fasting)	Allah, commitment, afterlife, compassionate, merciful	Commitment, Muslims, dedication, effort

Year 5: Autumn 2

Is the Christmas story true?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How can versions of events be different?</i>	<i>What are some versions of the Christmas story?</i>	<i>How are versions of the Christmas story from the Bible similar?</i>	<i>What might a Christian believe is true from the Christmas story?</i>	<i>How can 'true' mean different things to different people?</i>	<i>How can people see truths in stories which may not be completely true?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Different people may have different versions of the same event based on what they saw or understood. • Versions of events can vary but still hold similar key ideas. 	<ul style="list-style-type: none"> • There are different versions of the Christmas story, including what is written in the Bible and how it is told today. • The Bible has two accounts of Jesus' birth, one in the Gospel of Matthew and one in the Gospel of Luke. 	<ul style="list-style-type: none"> • There are lots of similarities between the Nativity story in the Gospels of Matthew and Luke. Jesus is born in Bethlehem in both, and his birth is announced by angels. Jesus is visited by people in both. 	<ul style="list-style-type: none"> • The things a Christian believes is true from the Christmas story are personal to them. Many Christians believe the parts that are evident in each version of the story. 	<ul style="list-style-type: none"> • The word 'true' can mean different things: it can be about facts, or it can be about deeper meanings. • For Christians, the message of Jesus' birth might be more important than the exact details of the story. 	<ul style="list-style-type: none"> • People can find important lessons or values in stories even if they don't believe every detail is factual. Stories can teach morals, hope or lessons about how to live, even if they aren't entirely true.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Explain different religious and non-religious answers to questions people raise about the world around them. 	<ul style="list-style-type: none"> • Describe how different interpretations of sources reflect beliefs and values. 	<ul style="list-style-type: none"> • Describe connections between beliefs and practice supported by sources within a worldview. • Consider the reliability of different sources for a group of believers. 	<ul style="list-style-type: none"> • Describe how different interpretations of sources reflect beliefs and values. • Consider the reliability of different sources for a group of believers. 	<ul style="list-style-type: none"> • Use philosophical vocabulary when discussing issues linked to truth, reality and knowledge. • Begin to debate different answers to moral and ethical questions, showing awareness of the diversity of opinion. 	<ul style="list-style-type: none"> • Use philosophical vocabulary when discussing issues linked to truth, reality and knowledge. • Weigh up whether different reasons or arguments are expressed coherently when studying religion and belief.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
<p>account, eyewitness, historical, lens, media, personal, scientific</p>	<p>account, eyewitness, historical, lens, media, personal, scientific, scholar, source, substance, version</p>	<p>account, eyewitness, historical, lens, media, personal, scientific, scholar, source, substance, version</p>	<p>aspects, account, belief, eyewitness, historical, lens, media, personal, scientific, scholar, source, substance, version</p>	<p>belief, historical, incarnation, personal, scientific</p>	<p>belief</p>

Year 5: Spring 1

How is the Qur'an vital to Muslims today?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How might written guidance impact my behaviour?</i>	<i>Which events were important in the Night of Power?</i>	<i>How might Muslims show respect to the Qur'an?</i>	<i>How might sayings from the Qur'an be interpreted?</i>	<i>How might a Muslim's interpretation of the Qur'an affect how they choose to live today?</i>	<i>How would I like something important to me to be treated?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Written guidance, like rules or advice, can help us make decisions and shape our behaviour. Following clear instructions can make life easier and help us avoid mistakes. 	<ul style="list-style-type: none"> The Night of Power is when Muslims believe the Qur'an was first revealed to the Prophet Muhammad. This event is one of the holiest times in Islam. 	<ul style="list-style-type: none"> Muslims show great respect for the Qur'an as the holy book of Islam, for example by keeping themselves and the Qur'an clean, keeping the Qur'an on a high shelf and staying in the right frame of mind before reading. 	<ul style="list-style-type: none"> Sayings from the Qur'an can have meanings that guide Muslims on how to live their lives. Muslims may interpret the same verse in slightly different ways, depending on their understanding or situation 	<ul style="list-style-type: none"> A Muslim's understanding of the Qur'an helps them decide how to live a life pleasing to Allah. Different interpretations might lead to slightly different practices or decisions. 	<ul style="list-style-type: none"> People treat things they value with care and respect. Showing respect for important items helps them last longer and shows appreciation for their meaning.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Use philosophical vocabulary when discussing issues linked to truth, reality and knowledge. 	<ul style="list-style-type: none"> Analyse how beliefs have developed over time in response to historical and modern events. 	<ul style="list-style-type: none"> Describe connections between beliefs and practice supported by sources within a worldview. 	<ul style="list-style-type: none"> Describe how different interpretations of sources reflect beliefs and values 	<ul style="list-style-type: none"> Describe ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. 	<ul style="list-style-type: none"> Weigh up whether different reasons or arguments are expressed coherently when studying religion and belief.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
guidance, free will, consequence	Qur'an, Jibr'ail, Muhammad, Night of Power	Qur'an, Allah, Kursi, Muhammad	interpret/interpretation, merciful, compassionate, Allah, Qur'an	Qur'an, Ayat, Muslim, respect	Qur'an, special, respect

Year 5: Spring 2

How significant is it for Christians to believe God intended Jesus to die?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>What is the difference between destiny and free will?</i>	<i>Was the crucifixion a consequence of the events of Holy Week?</i>	<i>Did Jesus know that the crucifixion was part of God's plan? (Last Supper to praying in the garden)</i>	<i>Did Jesus know that the crucifixion was part of God's plan? (The trials, Peter's denial, crucifixion, burial and resurrection)</i>	<i>Does the evidence show that God intended Jesus to be crucified and rise again or was the crucifixion the consequence of the events of Holy Week?</i>	<i>What do I think about people with a strong sense of purpose?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Destiny is things that are meant to happen, often thought to be out of our control. Free will is the ability to make your own choices. 	<ul style="list-style-type: none"> The events of Holy Week increased tensions between Jesus and those in power. His popularity, teachings and actions made leaders see him as a danger. This could have led to his arrest and crucifixion. 	<ul style="list-style-type: none"> Some believe Jesus fully understood and accepted the crucifixion as part of God's plan with courage, while others suggest that, despite knowing the plan, he still felt fear and uncertainty, showing his very human nature. 	<ul style="list-style-type: none"> Through the trials, Peter's denial and his crucifixion, Jesus experienced betrayal, fear and suffering. Some believe Jesus trusted in God's will and accepted these, while others suggest that, although Jesus knew it was necessary, he still experienced emotional pain. 	<ul style="list-style-type: none"> Christians believe that Jesus' crucifixion and resurrection were part of God's plan for salvation, shown through Jesus' own predictions and actions. Some also see the events of Holy Week because of human choices and the unfolding of those events. 	<ul style="list-style-type: none"> Having a strong sense of purpose helps people stay focused, make important decisions and work hard to achieve their goals, even when faced with challenges.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Show awareness that talking about religion and belief can be complex. Identify the different ways the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. 	<ul style="list-style-type: none"> Analyse how beliefs have developed over time in response to historical and modern events. Describe ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. 	<ul style="list-style-type: none"> Consider the reliability of different sources for a group of believers. Describe how different interpretations of sources reflect beliefs and values. 	<ul style="list-style-type: none"> Describe connections between beliefs and practice supported by sources within a worldview. Analyse how beliefs have developed over time in response to historical and modern events. 	<ul style="list-style-type: none"> Weigh up whether different reasons or arguments are expressed coherently when studying religion and belief. Use philosophical vocabulary when discussing issues linked to truth, reality and knowledge. 	<ul style="list-style-type: none"> Explain ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. Explain ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
destiny, free will, intention, purpose	crucifixion, forgiveness, incarnation, life after death, Pharisee, resurrection, salvation, saviour	crucifixion, forgiveness, incarnation, life after death, Pharisee, Pilate, resurrection, salvation, saviour	conscience, crucifixion, forgiveness, incarnation, life after death, Pharisee, Pilate, resurrection, salvation, saviour	crucifixion, forgiveness, incarnation, life after death, Pharisee, Pilate, resurrection, salvation, saviour	destiny, purpose

Year 5: Summer 1

What is the best way for a Hindu to show commitment to God?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How can commitment be demonstrated in different ways?</i>	<i>What is the significance of Puja?</i>	<i>How can Hindus worship and show devotion to the gods and goddesses?</i>	<i>Why might a Hindu pilgrimage to the Ganges show commitment to God?</i>	<i>How might a Hindu show commitment to God?</i>	<i>How do I show commitment?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Commitment can be shown by making promises, giving time, putting in effort and believing in something strongly. 	<ul style="list-style-type: none"> Puja is a special Hindu worship ritual where offerings, prayers and devotion are given to God. 	<ul style="list-style-type: none"> Hindus worship and show devotion to God through Puja. Puja can take place in a temple, at home or in another sacred place. 	<ul style="list-style-type: none"> Going on a pilgrimage to the Ganges takes time, energy, belief and personal sacrifice, which can show deep commitment to God. 	<ul style="list-style-type: none"> Hindus can show commitment to God through daily worship, following dharma, showing kindness to others and taking part in special religious practices such as festivals, pilgrimage or visiting temples. 	<ul style="list-style-type: none"> People show commitment by working hard at things that matter to them and by staying resilient, even when things get tough.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Identify the different ways the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Explain ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. 	<ul style="list-style-type: none"> Describe connections between beliefs and practice supported by sources within a worldview. Describe how different interpretations of sources reflect beliefs and values. 	<ul style="list-style-type: none"> Describe ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. Describe connections between beliefs and practice supported by sources within a worldview. 	<ul style="list-style-type: none"> Explain ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. 	<ul style="list-style-type: none"> Explain ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. Explain ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. 	<ul style="list-style-type: none"> Identify the different ways the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
commitment, improvement, determination, perseverance, sacrifice, attentiveness, loyalty, resilience	commitment, Puja, shrine, supreme, deity, murti	devotion, Puja, shrine, mandir, deity, murti	devotion, commitment, pilgrimage	devotion, pilgrimage, prayer, Puja, worship	achievement, difficulties, commitment, resilience

Year 5: Summer 2

What is the best way for a Christian to show commitment to God?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>What is a dilemma and how might it test someone's commitment?</i>	<i>How do the 10 Commandments help Christians to show their commitment to God?</i>	<i>How does 'Love your neighbour as yourself' help Christians to show their commitment to God?</i>	<i>How do prayer and worship practices help Christians to show their commitment to God?</i>	<i>How do different practices have different levels of significance to Christians?</i>	<i>How might belief help someone stay committed during hard times?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> A dilemma is a difficult choice between two options. Sometimes, a dilemma can test a person's commitment by making them choose between what is easy and what they believe is right. 	<ul style="list-style-type: none"> The 10 Commandments are a set of rules from the Old Testament that guide Christians to live in a way that shows respect, love and commitment to God and others. 	<ul style="list-style-type: none"> "Love your neighbour as yourself" is a teaching from Jesus (found in the New Testament) that helps Christians show their commitment to God by caring for others. 	<ul style="list-style-type: none"> Christians can show their commitment to God by worshipping regularly, praying, keeping the Sabbath day holy and taking part in special events like baptism, communion and confirmation. 	<ul style="list-style-type: none"> Christians show their commitment to God in different ways, and the significance of these practices can change over time depending on their life circumstances. 	<ul style="list-style-type: none"> Belief in something bigger than yourself (like a religion or purpose) can help people stay committed even when things are difficult. Christians believe God supports them through challenges and this belief gives them strength to keep showing commitment.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Show awareness that talking about religion and belief can be complex. 	<ul style="list-style-type: none"> Describe ways that beliefs may affect how people live their life, how they see the world they live in and how they view others. Describe how connections between beliefs and practice are supported by sources within a worldview. 	<ul style="list-style-type: none"> Explain ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. 	<ul style="list-style-type: none"> Explain ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. Explain ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. 	<ul style="list-style-type: none"> Describe connections between beliefs and practice supported by sources within a worldview. Consider the reliability of different sources for a group of believers. 	<ul style="list-style-type: none"> Begin to debate different answers to moral and ethical questions, showing awareness of the diversity of opinion. Weigh up whether different reasons or arguments are expressed coherently when studying religion and belief. Explain different religious and non-religious answers to questions people raise about the world around them.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
commitment, dilemma, ideals, values	commandments, commitment, denominations, promises	commandment, commitment, Trinity	communion, confirmation, denomination, rites of passage	commitment, commandment, denominations, promises, Trinity, communion, confirmation,	commitment



Year 6

RE Sequences of Learning

Key Disciplinary Knowledge and Skills

Theology	Philosophy	Human/Social Sciences
<ul style="list-style-type: none"> Evaluate how different interpretations of sources reflect beliefs and values. Analyse how beliefs have evolved due to historical, cultural or social influences. Explain how beliefs and practice within a worldview are connected and supported by sources. Evaluate the reliability of different sources and their significance to a group of believers. Evaluate the impact of beliefs on how people live their life, how they see the world they live in and how they view others. 	<ul style="list-style-type: none"> Explain some different ways that abstract concepts are understood. Begin to debate different answers to moral and ethical questions, showing awareness of the diversity of opinion. Evaluate different religious and non-religious answers to questions people raise about the world around them. Begin to analyse and evaluate whether a position or argument is coherent and logical. Give reasons for more than one point of view, providing well-chosen pieces of evidence to support and counter a particular argument. Explain how I see different aspects of myself in different roles. Explain how a belief in the importance of the living world might affect people's actions 	<ul style="list-style-type: none"> Begin to analyse and evaluate ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. Begin to analyse and evaluate ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. Evaluate the impact of beliefs on how people live their life, how they see the world they live in and how they view others. Evaluate the different ways the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.

Key Substantive Concepts

	Belief and Faith	Sacred Texts and Stories	Symbols and Rituals	Community and Belonging	Ethics and Morality	Worship and Devotion	Festivals and Celebrations	Places of worship and pilgrimage	Life, Death and the Afterlife
<i>Does belief in Akhirah (life after death) help Muslims lead a good life?</i>	<i>X</i>	<i>X</i>		<i>X</i>	<i>X</i>	<i>X</i>			<i>X</i>
<i>Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>			<i>X</i>	<i>X</i>	
<i>What motivates Humanists to lead good lives?</i>	<i>X</i>			<i>X</i>	<i>X</i>				
<i>Is Christianity still a strong religion over 2000 years after Jesus was on Earth?</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>		<i>X</i>		
<i>How can Brahman be everywhere and in everything?</i>	<i>X</i>	<i>X</i>		<i>X</i>	<i>X</i>	<i>X</i>			<i>X</i>

Year 6: Autumn 1

Does belief in Akhirah (life after death) help Muslims lead a good life?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>What does motivation mean to me?</i>	<i>What does the Qur'an tell Muslims about life and death?</i>	<i>How can instructions in the Qur'an help Muslims live a good life?</i>	<i>What are some actions Muslims might take as Jihad?</i>	<i>How can believing in Akhirah influence Muslims to do their best to lead good lives?</i>	<i>How could leading a good life make the world the place I want it to be?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Motivation is a reason for acting or behaving in a particular way. We can be motivated by different things. Our motivation can be influenced by our families and our religion. 	<ul style="list-style-type: none"> Muslims believe in life after death, called Akhirah. They believe that after they die, Allah will judge them based on their actions, thoughts, and words. Two guardian angels record everything they do, and Muslims try to live a good life to earn a positive afterlife. Allah is fair and just, so their afterlife will reflect what they deserve. 	<ul style="list-style-type: none"> The Qur'an teaches Muslims to be honest, kind and helpful, to pray, give to charity and treat people fairly. By following these teachings, Muslims believe they can please Allah and improve the world. 	<ul style="list-style-type: none"> Muslims believe life is a test and Jihad is the struggle to do what is right. There are two types of Jihad: <ul style="list-style-type: none"> Greater Jihad: The inner struggle to be a better person. Lesser Jihad: The outer struggle to make the world fairer and better, mostly through peaceful ways. 	<ul style="list-style-type: none"> Believing in Akhirah (life after death) helps Muslims try to live good lives. They want to do good deeds, be kind and treat others fairly, knowing that Allah will judge them after they die. They want to have a good life so that the balance is in their favour. This belief encourages them to be patient, forgive others and always do their best. 	<ul style="list-style-type: none"> Leading a good life means being kind, fair and honest. When we help others and set a good example, we make the world a better place. If everyone tries to do good things, it makes the world friendlier and more peaceful for everyone. When Muslims lead a good life, they help create a world where people are treated fairly and live in peace, just as they want it to be.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Explain some different ways that abstract concepts are understood. 	<ul style="list-style-type: none"> Analyse how beliefs have evolved due to historical, cultural or social influences. Evaluate how different interpretations of sources reflect beliefs and values. 	<ul style="list-style-type: none"> Explain how beliefs and practice within a worldview are connected and supported by sources. Evaluate the impact of beliefs on how people live their life, how they see the world they live in and how they view others. 	<ul style="list-style-type: none"> Evaluate the reliability of different sources and their significance to a group of believers. Analyse how beliefs have evolved due to historical, cultural or social influences. 	<ul style="list-style-type: none"> Evaluate the impact of beliefs on how people live their life, how they see the world they live in and how they view others. Explain how beliefs and practice within a worldview are connected and supported by sources. 	<ul style="list-style-type: none"> Begin to debate different answers to moral and ethical questions, showing awareness of the diversity of opinion. Evaluate different religious and non-religious answers to questions people raise about the world around them.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Motivation, achievement, satisfaction	Akhirah, Qur'an, Surah, Ayat	Qur'an, Hadith, Akhirah	Jihad, strive, Qur'an, struggle	Akhirah, Allah, Jihad	vision

Year 6: Autumn 2

Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born??

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How do celebrations remember different events?</i>	<i>Which Christian traditions may directly link to the Biblical Christmas story?</i>	<i>What might Christians learn about the significance of Jesus' birth from Christmas traditions?</i>	<i>What might a Christian find most significant in Christmas celebrations?</i>	<i>How might Christmas celebrations relate to Jesus?</i>	<i>How could I celebrate and remember someone special?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Celebrations often help people remember important events or people from the past (such as Bonfire Night). • Celebrations can also help to enjoy a new event (such as a wedding or Christening). 	<ul style="list-style-type: none"> • Some Christian traditions are directly linked to the story of Jesus' birth from the Bible. This could include nativity scenes, singing carols, going to church, giving presents and lighting candles. 	<ul style="list-style-type: none"> • Traditions such as giving presents, singing carols and attending church services can offer a way for Christians to reflect on the themes of hope, love and generosity that are central to the message of Jesus' birth. 	<ul style="list-style-type: none"> • Christians may find different aspects of Christmas celebrations significant, such as the Nativity story, the sense of community or the message of love and peace. For many, the birth of Jesus is central, as it represents God's gift to the world and a sign of hope. 	<ul style="list-style-type: none"> • Some Christmas celebrations can remind Christians of Jesus' birth and his role as the saviour. There are lots of ways that celebrations can link to Jesus, helping Christians to remember the story of Jesus' birth, his arrival and his message. 	<ul style="list-style-type: none"> • We celebrate and remember people in special ways, like sharing stories about them, giving gifts or doing things they enjoyed. • Special occasions, like birthdays or anniversaries, are often ways people remember and honour others.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Evaluate the different ways the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. 	<ul style="list-style-type: none"> • Explain how beliefs and practice within a worldview are connected and supported by sources. 	<ul style="list-style-type: none"> • Evaluate how different interpretations of sources reflect beliefs and values. • Analyse how beliefs have evolved due to historical, cultural or social influences. 	<ul style="list-style-type: none"> • Evaluate the impact of beliefs on how people live their life, how they see the world they live in and how they view others. • Evaluate the reliability of different sources and their significance to a group of believers. 	<ul style="list-style-type: none"> • Begin to analyse and evaluate whether a position or argument is coherent and logical. • Give reasons for more than one point of view, providing well-chosen pieces of evidence to support and counter a particular argument. 	<ul style="list-style-type: none"> • Explain some different ways that abstract concepts are understood. • Begin to debate different answers to moral and ethical questions, showing awareness of the diversity of opinion.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
celebration, event	meaningful, reminder, symbol, tradition	incarnation, meaningful, reminders, symbols, tradition	celebration, incarnation, meaningful, reminder, symbol, tradition	incarnation, meaningful, personal, significant	celebration, event

Year 6: Spring 1

What motivates Humanists to lead good lives?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>What is a 'good life'?</i>	<i>What rule might a Humanist choose to live by to live a good life?</i>	<i>What might a Humanist believe about how the world began?</i>	<i>What actions might a Humanist take to live a good life?</i>	<i>How might Humanists choose to be happy?</i>	<i>What would motivate us to live a better life?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> A 'good life' can mean being kind, helping others and making choices that benefit people and the world. 	<ul style="list-style-type: none"> Humanists often live by the "Golden Rule" – treat others as you would like to be treated. 	<ul style="list-style-type: none"> Many Humanists believe the world began naturally, without a divine creator, and focus on science to explain life and the universe. 	<ul style="list-style-type: none"> Humanists aim to live a good life by helping others, protecting the environment and valuing fairness and honesty. They believe people only have one life. 	<ul style="list-style-type: none"> Humanists believe happiness is important and that everyone has the right to seek happiness in their own way. They think happiness can be found through actions like helping others, spending time with loved ones and appreciating the world around us. 	<ul style="list-style-type: none"> People may be motivated to live a good life by wanting to create happiness, improve the world and leave a positive legacy.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Evaluate different religious and non-religious answers to questions people raise about the world around them. Explain some different ways that abstract concepts are understood. 	<ul style="list-style-type: none"> Explain how beliefs and practice within a worldview are connected and supported by sources. Analyse how beliefs have evolved due to historical, cultural or social influences. 	<ul style="list-style-type: none"> Evaluate how different interpretations of sources reflect beliefs and values. Evaluate the reliability of different sources and their significance to a group of believers. 	<ul style="list-style-type: none"> Begin to analyse and evaluate ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. Begin to analyse and evaluate ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. 	<ul style="list-style-type: none"> Evaluate the impact of beliefs on how people live their life, how they see the world they live in and how they view others. 	<ul style="list-style-type: none"> Begin to analyse and evaluate whether a position or argument is coherent and logical. Give reasons for more than one point of view, providing well-chosen pieces of evidence to support and counter a particular argument.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
actions, choices, consequences	Golden Rule, Humanism, Humanist, non-religious, worldview	atoms, Big Bang, curiosity, evolution/evolved, freedom, gases, problem, solution, worldview	carbon, climate, freedom, global warming	freedom, Humanism, Humanist, symbol	environment, food bank, resources, wildlife

Year 6: Spring 2

Is Christianity still a strong religion over 2000 years after Jesus was on Earth?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>Who has influenced me?</i>	<i>What do some festivals and celebrations demonstrate about Christianity?</i>	<i>How does Christianity influence lives today through symbols and organisations?</i>	<i>How does Christianity influence lives today with its impact on people around the world?</i>	<i>Why might people believe Christianity is still a strong religion today?</i>	<i>What legacy would I like to leave the world?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Influence means the ability to change or affect the way someone thinks, feels or acts. People who influence us can be family members, friends, teachers or public figures, and their actions or words can leave a lasting impact on our lives. 	<ul style="list-style-type: none"> Some Christian festivals and celebrations demonstrate key beliefs about Jesus, God and Christian life. They reflect ideas about sacrifice, salvation, love, gratitude and preparation, showing how Christians remember important events in their faith. 	<ul style="list-style-type: none"> Christianity influences lives today through symbols and organisations by offering a way for Christians to express their faith and carry out Jesus' teachings of love and service. 	<ul style="list-style-type: none"> Christianity influences the lives of many people in Britain and around the world. It is a global religion with different denominations that share key beliefs and practices. 	<ul style="list-style-type: none"> Some people might believe that Christianity is still a strong religion due to the number of followers worldwide, the fact these are growing and how the religion influences laws, traditions and values in many societies. 	<ul style="list-style-type: none"> A legacy is something a person leaves behind that continues to have an impact after they are gone. People can leave a positive legacy by helping others, standing up for what is right or making a difference in their community.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Begin to analyse and evaluate ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. 	<ul style="list-style-type: none"> Evaluate the different ways the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Begin to analyse and evaluate ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. 	<ul style="list-style-type: none"> Begin to analyse and evaluate ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. 	<ul style="list-style-type: none"> Begin to analyse and evaluate ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. Begin to analyse and evaluate ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. Evaluate the impact of beliefs on how people live their life, how they see the world they live in and how they view others. 	<ul style="list-style-type: none"> Evaluate different religious and non-religious answers to questions people raise about the world around them. Begin to analyse and evaluate whether a position or argument is coherent and logical. 	<ul style="list-style-type: none"> Begin to debate different answers to moral and ethical questions, showing awareness of the diversity of opinion. Explain some different ways that abstract concepts are understood.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
forever, influence, inspiration, legacy	festival, forever, influence, inspiration, legacy	charity, poverty, starvation, symbol	British Values, impact, influence, persecution, prejudice, respect	influence, legacy	Commandments, legacy

Year 6: Summer 1

How can Brahman be everywhere and in everything?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>What do I mean to different people?</i>	<i>Why do Hindus believe Brahman takes on many forms?</i>	<i>What are some Hindu teachings about God?</i>	<i>How are the characteristics of Brahman present in different deities?</i>	<i>How might Hindu beliefs regarding Brahman and different deities influence how they choose to live their lives?</i>	<i>How might a belief in the importance of the living world affect people's actions?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • People can be seen in different ways by different people, depending on the relationship and context. 	<ul style="list-style-type: none"> • Hindus believe Brahman is the one true God who is too great to be fully understood, so he is shown in many forms called deities, including the Trimurti: Brahma, Vishnu and Shiva. 	<ul style="list-style-type: none"> • Hindus believe that Brahman lives within everything as the Atman (the eternal soul or essence) including people, animals and plants. 	<ul style="list-style-type: none"> • Each Hindu deity shows a different aspect of Brahman. These deities help people understand and connect with the many qualities of the one supreme being. 	<ul style="list-style-type: none"> • Hindus believe that Brahman is present in everything as the Atman, and this encourages them to respect all living things. They may also try to live in ways that reflect the qualities of different deities. 	<ul style="list-style-type: none"> • Believing that the living world is important can inspire people to take action to care for the environment, protect animals and support others. These beliefs can lead to real change when shared by many people.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Evaluate the different ways the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. • Show awareness that talking about religion and belief can be complex. 	<ul style="list-style-type: none"> • Analyse how beliefs have evolved due to historical, cultural or social influences. • Evaluate how different interpretations of sources reflect beliefs and values. 	<ul style="list-style-type: none"> • Explain how beliefs and practice within a worldview are connected and supported by sources. • Evaluate the reliability of different sources and their significance to a group of believers. 	<ul style="list-style-type: none"> • Evaluate how different interpretations of sources reflect beliefs and values. • Analyse how beliefs have evolved due to historical, cultural or social influences. 	<ul style="list-style-type: none"> • Begin to analyse and evaluate whether a position or argument is coherent and logical. • Give reasons for more than one point of view, providing well-chosen pieces of evidence to support and counter a particular argument. 	<ul style="list-style-type: none"> • Evaluate different religious and non-religious answers to questions people raise about the world around them. • Begin to debate different answers to moral and ethical questions, showing awareness of the diversity of opinion.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
<p align="center">role, family, essence</p>	<p align="center">attributes, deity, Murti Trimurti, Brahman, Aum, Brahma, Vishnu, Shiva, essence, personified</p>	<p align="center">deity, Murti, Brahman, Aum, Brahma, Vishnu, Shiva, Essence - Atman</p>	<p align="center">deity, Murti, Brahman – Aum, Brahma, Vishnu, Shiva, Ganesh, Arti, Puja</p>	<p align="center">deity, Murti, Brahman – Aum, essence, Atman</p>	<p align="center">Brahman – Aum, essence, Atman</p>

