



A.R.H. Curriculum Progression Document – R.E

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

National Curriculum Aims – RE (LA Aims)			
1. Belonging, Identity and Community	2. Beliefs, Influence and Values	3. Expression, Experience & the Sacred	4. Truth, Interpretation & Meaning
- Children will be focusing on how celebrations, ceremonies, community and identity all relate to a sense of belonging in regards to a worldview.	- Children will be learning how scripture, stories, ceremonies and the way one acts reflects a person's belief and values.	- Children will be exploring how celebrations, worship, prayer, how one clothes themselves or eat is an expression of their faith or worldviews	- Children will be investigating how scripture, experiences, stories and celebrations may result in a truth or meaning for an individual and their worldview.

The Principle aims of R.E. in Leicester:.

- develop thinking skills which enable them, over time, to navigate an increasingly complex world
- understand how as well as what to learn, through disciplinary and substantive knowledge
- understand that diversity exists between and within religions and worldviews know and understand about non-religious and secular perspectives
- reflect upon, and respond to, the ways in which local, national and world events are linked to beliefs, communities, identities, expressions of faith and conflicting interpretations .

Year 1	Twisted Tales Christianity Judaism	Inspirational Occupation Christianity Judaism	Best of Leicester Christianity Judaism	Weird and Wonderful Weather Humanism Islam	Marvellous Makers Christianity Judaism Islam	World Explorers Christianity Judaism Islam
Learning opportunities.	Prior Learning	Questions, knowledge and skills			Date Covered	General: holy, revelation, sacred.
What do stories from Religious traditions teach about God? What can we learn from other stories? Christianity Judaism What Pupils need to know: <ul style="list-style-type: none"> - Jewish story of Moses as a baby. - Jewish story of Moses and the Burning Bush - Christian parable of the lost son. - Another parable by Jesus - Two non-religious stories that help people lead their lives, Fables for example. 	Foundation: What is meant by special and sacred. Why Jesus was a special baby. Diwali, Easter, Holi Links to this unit The importance of stories. Special people	Questions: Why do Stories matter? What do the Moses Stories tell people about G-d? What stories tell us how to live our lives? What makes a story special or sacred? How can stories have different meaning? How do people know if a story is true or not?				Christianity: forgiveness, Gospels, Jesus, parables, stories. Judaism: burning bush, Egyptians, G-d, Israelites, Moses, Pharaoh, Torah.
		Skills: <ul style="list-style-type: none"> - To understand that there are different stories from different faiths. - To understand that stories help individuals to lead their lives. - To know that some stories are special or sacred. - To know that some stories hold a truth to them. Knowledge: <ul style="list-style-type: none"> • How stories form part of beliefs and help people understand the world. • What are some narratives from sacred texts teach people about God and the way they should lead their lives. • Why some stories are considered to be special and/or sacred. • How stories can mean different things to different people. 				

		<ul style="list-style-type: none"> How different stories may contain 'truth' and what this means to different people. 		<p>Messiah, Nativity, shepherds, Son of God, wise men and gifts.</p> <p>Hanukkah: dreidel, freedom, menorah, remembrance.</p> <p>General: community, peace, light and dark, community.</p>
<p>How are stories and celebrations linked?</p> <p>Christianity</p> <p>Judaism</p> <p>What Pupils need to know:</p> <ul style="list-style-type: none"> Why Advent and Christmas are special for Christians? Who is important in the Christmas story? (Jesus, Mary, Shepherds, Kings) How do Christians celebrate Christmas? Hanukkah Festivals as a concept of peace (Christmas, Diwali, Hanukkah) 	<p>Foundation: Reception Christmas: why Jesus is special to Christians Celebrations Importance of stories and narratives</p>	<p>Questions:</p> <ul style="list-style-type: none"> What does the Nativity story teach Christians about Jesus? Why do Christians believe that Jesus was special? How do Christians celebrate Christmas? Why do Jewish people believe that Hanukkah is special? What does 'peace' mean? What would we see people in Leicester doing during Autumn Festivals? 		
		<p>Skills:</p> <ul style="list-style-type: none"> To understand that stories of all kinds give communities a shared identity. To understand that festivals and celebrations bring people together. To reflect on festivals and what it means for them. To understand what peace means. <p>Knowledge:</p> <ul style="list-style-type: none"> How stories of all kinds give communities a shared identity. The ways in which festivals and celebrations bring people together through a sense of belonging. How stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and incarnation. How stories inform actions and rituals during festivals, e.g. lighting candles at Hanukkah. 		

		<ul style="list-style-type: none"> • How festivals reflect the idea of peace. 		
<p>What do creation stories teach about God and human nature?</p> <p>Christianity</p> <p>Judaism</p> <p>What Pupils need to know:</p> <ul style="list-style-type: none"> - Christian/Jewish creation story. - Adam and Eve - What the fall of man means - Jewish importance of the seventh day of creation (Shabbat) - Christians celebrating the Sabbath 	<p>Reception: Importance and significance of stories Year 1</p> <p>How stories contribute to a sense of belonging and strengthen shared beliefs.</p> <p>Ideas about God (story of Moses + parables of Jesus)</p>	<p>Questions:</p> <p>Who made the world?</p> <p>What might it mean to be created in God’s image?</p> <p>What do Abrahamic faiths teach about sin and evil?</p> <p>What is the Shabbat?</p> <p>How do Christians celebrate the Sabbath?</p> <hr/> <p>Skills:</p> <p>To understand from a religious view how the world began.</p> <p>To understand from a religious view how humans came to be.</p> <p>To be able to explain what sin is.</p> <p>To understand that some religions have sacred days.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • How stories form part of key religious beliefs, e.g. the origin of sin. • What stories teach about God, e.g. Creator of the world. • How stories can mean different things to different people. • Why people have different views about how the world began. 		<p>Christianity: Adam, Bible, creation, Eve, revelation, Sabbath, sin, The Fall.</p> <p>Judaism: Adam, creation, Hawwah (Eve), revelation, Sabbath/Shabbat, sin, Torah.</p>
<p>What do creation stories teach about God and human nature?</p>		<p>Questions:</p> <p>Who made the world?</p> <p>What might it mean to be created in God’s image?</p> <p>What does Islam teach about sin and evil?</p> <p>How do Humanists think the world began?</p> <p>What do humanist think about where humans come from?</p>		<p>Hinduism: Brahma, reincarnation, Shiva, Vishnu.</p> <p>Humanism: Big Bang, evolution.</p> <p>Islam: Adam, Allah, Hawwa (Eve) Qur’an.</p>

<p>Humanism Islam</p> <p>What Pupils need to know:</p> <ul style="list-style-type: none"> - Islam, who is responsible for the creation of the universe. - Adam and Eve - Sin exists but is not passed on at birth. - Humanist belief about creation such as the Big Bang. - Humanist belief that humans have evolved. - Humanist belief that people should care for the environment and the animals. 		<p>What do people believe about why we should look after the Earth?</p>		
<p>What do people learn from stories and festivals?</p> <p>Christianity Judaism Islam</p> <p>What Pupils need to</p>	<p>Reception The Easter story. Year 1: The link between stories and festivals.</p>	<p>Questions:</p> <p>What is the narrative of Easter? Why does it matter that Christians celebrate Easter? What is meant by sacrifice? What do Christians mean by forgiveness? How does Easter relate to Peace?</p>		<p>General: freedom, sacrifice. Lent, Holy Week, Easter: Easter Sunday, eternal life, fasting, forgiveness, Good Friday, Palm Sunday, redemption, Resurrection, salvation, sin. Passover/Pesach: freedom, Exodus, Haggadah, Moses, plagues, seder, slavery, Sukkot. Eid-ul-Fitr, Eid-ul-Adha: Five</p>
		<p>Skills:</p> <p>To understand from a religious and non-religious view how the world began. To understand from a religious and non-religious view how humans came to be. To be able to explain what sin is. To understand why some religious worldviews think it is important to look after the earth.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • How stories form part of key religious beliefs, e.g. the origin of sin. • What stories teach about God, e.g. Creator of the world. • How stories can mean different things to different people. • Why people have different views about how the world began. 		

<p>know:</p> <ul style="list-style-type: none"> - The importance of Easter to Christians - Christian celebration of Easter - Lent - Forgiveness and redemption - Promotion of Peach 		<p>To link the concept of peace to another festival.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • How stories of all kinds give communities a shared identity, including how they celebrate festival times such as Easter and Passover. • How stories relating to key festivals reflect religious beliefs and concepts, e.g. resurrection, freedom. • How stories can bring meaning to the idea of 'sacred' and 'holy.' • How stories play a part in the observance of Easter and Passover. 		<p>Pillars, Hajj, iftar, Night of Power, Prophet Ibrahim, Prophet Ismail, sacrifice.</p>
<p>What do people learn from stories and festivals?</p> <p>Christianity Judaism Islam</p> <p>What Pupils need to know:</p> <ul style="list-style-type: none"> - Passover celebration - Passover stories such as Exodus - The Sedar Meal - Islam Ramadan 		<p>Questions:</p> <p>Why does Passover matter to Jewish People? What does the Passover narrative teach Jewish people about God? Why are the foods on the Sedar plate important to Jewish people? How do Muslims celebrate a festival?</p>		
		<p>Skills:</p> <p>To understand what Passover and Ramadan is To understand that certain foods will be ate at celebrations and festivals. To understand that stories are retold, especially at festivals.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • How stories of all kinds give communities a shared identity, including how they celebrate festival times such as Easter and Passover. • How stories relating to key festivals reflect religious beliefs and concepts, e.g. resurrection, 		

<ul style="list-style-type: none">- Eid-UI-Fitr- Eid-UI-Adha		<p>freedom.</p> <ul style="list-style-type: none">• How stories can bring meaning to the idea of 'sacred' and 'holy.'• How stories play a part in the observance of Easter and Passover.		
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Year 2	Captivating Capitals Christianity Islam	Terrible Tudors Judaism Sikhi	Food Glorious Food Christianity Islam	Magnificent Materials Judaism Bhuddism	Into the Woods Hinduism Sikhi	Stories around the world Humanism	Vocabulary
Learning opportunities	Prior Learning	Questions and skills			Date Covered	Buddhism: dharma/dhamma, Tripitaka. Christianity: Bible, gospels, Old and New Testaments. Hinduism: Bhagavad-Gita, Mahabharata, Ramayana, Upanishads, Vedas. Islam: Angel Jibril, Hadith, madrassah, Prophet Muhammad, Night of Power, Qur'an, Sunnah, revelation, Tawhid. Judaism: Aron Kodesh (Ark), Ketuvim, Nevi'im, parochet, Sefer Torah, Shabbat, Shema, Talmud, Tanakh, Ten commandments, yad. Sikhi: Adi Granth, granthi, Guru Granth Sahib. General: sacred, beliefs, values, truth, revelation	
What are sacred texts and why do they matter? Christianity Islam What pupils need to know: Revelation (Gods word) Christianity – The bible Overview Old/New Testament How is the bible used in worship? Islam – The Quran Overview Who wrote the Quran? Madrassah	Reception Bible stories: the Nativity, Easter; Hindu stories: Rama and Sita, Holika and Prahlad. Year 1 Special and sacred stories; texts from the Torah and New Testament; the narratives behind Christmas, Easter, Hanukkah and Passover; creation stories.	Questions: What is meant by revelation? What is the bible? How is the bible split up? How is the bible used in worship? What is the Quran? Who wrote the Quran? How are holy texts respected?					
Skills: To understand that holy texts are sacred and give divine revelations. To identify different sacred scriptures. To understand how sacred scriptures are used. To describe how people show respect to sacred scriptures. Knowledge: <ul style="list-style-type: none"> • What is meant by revelation. • How sacred scriptures are different to other kinds of books. • How sacred scriptures are used in worship and ceremonies to bring communities together. • How and why people show respect for sacred scriptures. 							
What are sacred texts and why do they matter?		Questions: What is the Torah? How is the Sefer Torah scroll Made?					

<p>Judasim Sikhi</p> <p>What pupils need to know: Judaism: the Sefer Torah How is the Sefer Torah scroll Made? How is the Torah Used? How does the Torah guide Jewish people? Sikhi – Guru Granth Sahib/Adi Granth Who wrote the Guru Granth Sahib? How do people show respect for the Guru Granth Sahib?</p> <p>PLACE OF WORSHIP VISIT</p>		<p>How is the Torah Used? How does the Torah guide Jewish people? What is the Guru Granth Sahib? Who wrote the Guru Granth Sahib? How do people show respect for the Guru Granth Sahib?</p>		
<p>What do we mean by religion and worldviews?</p>	<p>Reception Importance of Jesus. Year 1 What</p>	<p>Questions: What is a religion or a worldview? What do Christians believe in? What is meant by the Trinity and how does Jesus fit</p>		<p>Abrahamic Christian: Anglican, Creator, eternal, Golden Rule, Jesus,</p>

<p>What beliefs, values, and practises are important within religions and worldviews?</p> <p>Christianity Islam</p> <p>What Pupils need to know:</p> <p>What is a religion and a worldview? What do Christians believe? The Trinity and Jesus Christians and Peace Muslim Beliefs Muhammad Muslim beliefs about peace Different groups in Christianity and Islam</p>	<p>Bible stories teach about God. Creation stories. Year 2 Autumn term: sacred texts</p>	<p>in?</p> <p>What do Christians believe about peace? What do Muslims believe in? Who are key people in Islam? How does this compare to Christianity? What do Muslims believe about peace? Why do people within a religion not all believe the same things?</p>	<p>Messiah, omnipotent, Orthodox, Protestant, Roman Catholic, Saviour, Sermon on the Mount, transcendent, Trinity. Islam: akhirah, Allah, Creator, eternal, Five Pillars, imam, omnipotent, Muhammed, shahadah, Shi'a, Sunni, tawid, transcendent. Judaism: Abraham, Covenant, kashrut, kosher, mitzvot, Moses, Shema. Dharmic Buddhism: enlightenment, Four Noble Truths, nirvana, Noble Eightfold Path, Siddhartha Gautama. Hinduism: ahimsa, atman, avatar, Brahma, Brahman, dharma, karma, moksha, murtis, reincarnation, samsara, Sanatan Dharma, satsang, Shiva, Trimurti, Vishnu. Sikhi: Guru Nanak, Guru Nanak Dev Ji, Mool Mantra (Mul Mantar), mukti, Ik Onkar, reincarnation, sewa/seva, Waheguru.</p> <p>Concepts central to Dharmic traditions: karma (the principle of cause and effect), reincarnation (the belief in the cycle of birth and death), and the pursuit of liberation or</p>
		<p>Skills:</p> <p>To identify what is meant by a religion and worldview. To understand what is an Abrahamic tradition and a Dharmic tradition. To be able to explain how some religious worldviews may connect with each other. To explain what some RWs say about peace. To understand that religions can be made of different groups.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • What is meant by 'religion' and 'worldview.' • The distinctive beliefs of people from Abrahamic and Dharmic traditions. • How RWs connect with each other. • What RWs say about peace. • How diversity within religions can be seen through different groups. 	

			enlightenment. These traditions also often emphasise the importance of non-violence, compassion, selfdiscipline, and spiritual growth.
<p>What do we mean by religion and worldviews?</p> <p>What beliefs, values, and practises are important within religions and worldviews?</p> <p>Judaism Buddhism</p> <p>What Pupils need to know: What is a Abrahamic religion and a Dharmic religion? What do Jewish people believe? Jewish Covenant Food laws What do Buddhists believe? Siddhartha Gautama Four Noble Truths and the noble Eightfold path</p>		<p>Questions:</p> <p>What is a Abrahamic religion and a Dharmic religion?</p> <p>What do Jewish people believe?</p> <p>Why is the covenant important to Jewish people?</p> <p>What foods are allowed in Judaism?</p> <p>What do Buddhists believe?</p> <p>Who is the Buddha?</p> <p>What truths and paths do they follow?</p> <hr/> <p>Skills:</p> <p>To identify what is meant by a religion and worldview.</p> <p>To understand what is an Abrahamic tradition and a Dharmic tradition.</p> <p>To be able to explain how some religious worldviews may connect with each other.</p> <p>To explain what some RWs say about peace.</p> <p>To understand that religions can be made of different groups.</p> <hr/> <p>Knowledge:</p> <ul style="list-style-type: none"> • What is meant by 'religion' and 'worldview.' • The distinctive beliefs of people from Abrahamic and Dharmic traditions. • How RWs connect with each other. 	<p>Abrahamic</p> <p>Christian: Anglican, Creator, eternal, Golden Rule, Jesus, Messiah, omnipotent, Orthodox, Protestant, Roman Catholic, Saviour, Sermon on the Mount, transcendent, Trinity.</p> <p>Islam: akhirah, Allah, Creator, eternal, Five Pillars, imam, omnipotent, Muhammed, shahadah, Shi'a, Sunni, tawid, transcendent.</p> <p>Judaism: Abraham, Covenant, kashrut, kosher, mitzvot, Moses, Shema.</p> <p>Dharmic</p> <p>Buddhism: enlightenment, Four Noble Truths, nirvana, Noble Eightfold Path, Siddhartha Gautama.</p> <p>Hinduism: ahimsa, atman, avatar, Brahma, Brahman, dharma, karma, moksha, murtis, reincarnation, samsara, Sanatan Dharma, satsang, Shiva, Trimurti, Vishnu.</p> <p>Sikhi: Guru Nanak, Guru Nanak Dev Ji, Mool Mantra (Mul Mantar), mukti, Ik Onkar, reincarnation,</p>

		<ul style="list-style-type: none"> • What RWs say about peace. • How diversity within religions can be seen through different groups. 	<p>sewa/seva, Waheguru.</p> <p>Concepts central to Dharmic traditions: karma (the principle of cause and effect), reincarnation (the belief in the cycle of birth and death), and the pursuit of liberation or enlightenment. These traditions also often emphasise the importance of non-violence, compassion, selfdiscipline, and spiritual growth.</p>
<p>What do we mean by religion and worldviews?</p> <p>What beliefs, values, and practises are important within religions and worldviews?</p> <p>Hinduism Sikhi</p> <p>What pupils need to know: Hindu Belief's Brahman and the Trimurti Do all Hindu's believe the same thing? Sikh belief's Guru Nanak Do all Sikhs believe the same thing? Hindu/Sikh's belief of peace</p>		<p>Questions: What do Hindu's believe in? Who do Hindu's worship? Do all Hindu's believe the same thing? What do Sikh's believe in? Who is Guru Nanak? Do all Sikhs believe in the same thing? What do Sikhs and Hindu's believe about peace?</p> <p>Skills: To identify what is meant by a religion and worldview. To understand what is an Abrahamic tradition and a Dharmic tradition. To be able to explain how some religious worldviews may connect with each other. To explain what some RWs say about peace. To understand that religions can be made of different groups.</p> <p>Knowledge:</p>	<p>Abrahamic Christian: Anglican, Creator, eternal, Golden Rule, Jesus, Messiah, omnipotent, Orthodox, Protestant, Roman Catholic, Saviour, Sermon on the Mount, transcendent, Trinity. Islam: akhirah, Allah, Creator, eternal, Five Pillars, imam, omnipotent, Muhammed, shahadah, Shi'a, Sunni, tawid, transcendent. Judaism: Abraham, Covenant, kashrut, kosher, mitzvot, Moses, Shema. Dharmic Buddhism: enlightenment, Four Noble Truths, nirvana, Noble Eightfold Path, Siddhartha Gautama. Hinduism: ahimsa, atman, avatar, Brahma, Brahman,</p>

		<ul style="list-style-type: none"> • What is meant by 'religion' and 'worldview.' • The distinctive beliefs of people from Abrahamic and Dharmic traditions. • How RWs connect with each other. • What RWs say about peace. <p>How diversity within religions can be seen through different groups.</p>	<p>dharma, karma, moksha, murtis, reincarnation, samsara, Sanatan Dharma, satsang, Shiva, Trimurti, Vishnu.</p> <p>Sikhi: Guru Nanak, Guru Nanak Dev Ji, Mool Mantra (Mul Mantar), mukti, Ik Onkar, reincarnation, sewa/seva, Waheguru.</p> <p>Concepts central to Dharmic traditions: karma (the principle of cause and effect), reincarnation (the belief in the cycle of birth and death), and the pursuit of liberation or enlightenment. These traditions also often emphasise the importance of non-violence, compassion, selfdiscipline, and spiritual growth.</p>
<p>What do we mean by religion and worldviews?</p> <p>What beliefs, values, and practises are important within religions and worldviews?</p> <p>Humanism</p> <p>Humanists have alternating</p>	<p>Year 1: Would have learnt about some aspects of a church but not the differences between a church a temple.</p>	<p>Questions:</p> <p>Who are humanist and what do they believe? What do Humanists believe about peace? What is my worldview and what do I believe in? What does it mean to be human? Does everyone have have a worldview?</p> <p>Skills:</p> <p>To identify what is meant by a religion and worldview. To understand what is an Abrahamic tradition and a Dharmic tradition. To be able to explain how some religious</p>	<p>Abrahamic</p> <p>Christian: Anglican, Creator, eternal, Golden Rule, Jesus, Messiah, omnipotent, Orthodox, Protestant, Roman Catholic, Saviour, Sermon on the Mount, transcendent, Trinity.</p> <p>Islam: akhirah, Allah, Creator, eternal, Five Pillars, imam, omnipotent, Muhammed, shahadah, Shi'a, Sunni, tawid, transcendent.</p> <p>Judaism: Abraham,</p>

<p>views on peace. Some believe it may be a necessary evil whilst others are pacifists and believe no evil is necessary.</p>		<p>worldviews may connect with each other. To explain what some RWs say about peace. To understand that religions can be made of different groups.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • What is meant by 'religion' and 'worldview.' • The distinctive beliefs of people from Abrahamic and Dharmic traditions. • How RWs connect with each other. • What RWs say about peace. <p>How diversity within religions can be seen through different groups.</p>	<p>Covenant, kashrut, kosher, mitzvot, Moses, Shema. Dharmic Buddhism: enlightenment, Four Noble Truths, nirvana, Noble Eightfold Path, Siddhartha Gautama. Hinduism: ahimsa, atman, avatar, Brahma, Brahman, dharma, karma, moksha, murtis, reincarnation, samsara, Sanatan Dharma, satsang, Shiva, Trimurti, Vishnu. Sikhi: Guru Nanak, Guru Nanak Dev Ji, Mool Mantra (Mul Mantar), mukti, Ik Onkar, reincarnation, sewa/seva, Waheguru.</p> <p>Concepts central to Dharmic traditions: karma (the principle of cause and effect), reincarnation (the belief in the cycle of birth and death), and the pursuit of liberation or enlightenment. These traditions also often emphasise the importance of non-violence, compassion, selfdiscipline, and spiritual growth.</p>
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Year 3	Kapow! Christianity Islam	Smashing Saxons Sikhi Hinduism Non-Religious Worldview	Rock n' Roll Christianity Sikhism Non-Religious Worldview	Rotten Romans Islam Hinduism Non-Religious Worldview	Awesome Oceans Different cultural stories	The Wizarding World of Harry Potter Fables	Vocabulary	
	Prior Learning	Questions and skills			Date Covered	Buddhism: Buddha, Buddhist Wheel, chanting, dhamma, enlightenment, Gautama Siddhartha, incense, lotus flowers, mandala, meditation, shrine, stupa.		
<p>How do people express their beliefs through worship and caring for others?</p> <p>How do people use their senses in worship?</p> <p>Christianity</p> <p>Islam</p> <p>What Pupils need to know:</p> <ul style="list-style-type: none"> - Worship, sense and emotions - Christianity and worship - Evangelical and Charismatic worship - Key objects and symbols in a church - Islam and Worship - How do Muslims worship? 		<p>Previous learning linked to this unit</p> <p>Reception Idea of sacred and special. Year 1</p> <p>How people come together for celebrations and festivals.</p> <p>Year 2 Sacred texts, key beliefs of Abrahamic and Dharmic traditions.</p>	<p>Questions:</p> <p>How is worship a sensory and emotional experience?</p> <p>How do Christians worship?</p> <p>How do different groups in Christianity worship differently?</p> <p>What key objects and symbols are used in Church?</p> <p>How do Muslims worship?</p> <p>What is Jummah?</p> <p>What are key objects and symbols used in a Mosque?</p> <p>How do Christians and Muslims show care to others?</p>				<p>Christianity: altar, Bible, bread and wine, candle, chalice, choir, cross/crucifix, Eucharist, Golden Rule, Holy Communion, hymns, lectern, Last Supper, Lord's Supper, minister, priest, pulpit, sermon, Sermon on the Mount, stained glass window.</p> <p>Hinduism: aarti, atman, bell, Brahman, incense, mandir, murtis, puja, shrine.</p> <p>Islam: adhan, akhlaq, calligraphy, du'a, Five Pillars, masjid, Imam, Jumu'ah, mihrab, minaret, minbar, muezzin (mu'adhhdhin), prayer mat, qibla, Qur'an, rak'as, salah, Shahadah, wudu.</p> <p>Judaism: Aron Kodesh, bimah, cantor, havdalah, menorah, mitzvot, Ner Tamid, parochet, Rabbi,</p>	
			<p>Skills:</p> <p>To explain that people express their faith through worship.</p> <p>To understand that there is a sensory and emotional response with worship</p> <p>To explain that worship can be enhanced through objects, symbols, music or art.</p> <p>To compare how different religions may pray and meditate.</p> <p>To understand that people express their faith through caring for others.</p>					

<ul style="list-style-type: none"> - Jummah - Key Objects and symbols in a Mosque - How do Christians and Muslims care for others? 		<p>Knowledge: How people express their faith through worship, both individual and collectively. How sensory and emotional responses form part of worship and religious experience. The ways in which objects, symbols, words, music, art and literature enhance worship. What people from different Abrahamic and different Dharmic traditions mean by prayer and meditation. How people express their faith by caring for others.</p>		scrolls, Sefer Torah, Shabbat, Shema, synagogue/shul, Tenakh. Sikhi: chauri, dirwan, Granthi Sahib, gurdwara, Gurmukhi, Guru Granth Sahib, Guru Nanak, Ik Onkar, Japji Sahib, karah parshad Khanda, kirtan, langar, Palki Sahib, ragis, Waheguru.
<p>How do people express their beliefs through worship and caring for others?</p> <p>How do people use their senses in worship?</p> <p>Sikh, Hinduism, Non-Religious Worldview</p> <p>What pupils need to know:</p> <ul style="list-style-type: none"> - How do Hindu's Worship? - Key Objects and symbols in a Mandir. - How do they use their senses to help them worship? - How do Sikh's worship? - Key Objects and symbols of a 	<p>Previous learning linked to this unit Reception Idea of sacred and special. Year 1 How people come together for celebrations and festivals. Year 2 Sacred texts, key beliefs of Abrahamic and Dharmic traditions.</p>	<p>Questions:</p> <ul style="list-style-type: none"> - How do Hindu's Worship? - What are the Key Objects and symbols in a Mandir? - How do Hindu's use theirs senses to help them worship? - How do Sikh's worship? - What are the Key Objects and symbols of a Gurdwara? - How do Sikh's use their senses during worship? - How should Sikh's and Hindu's care for others? - How do Humanists care for others? 		
		<p>Skills: To explain that people express their faith through worship. To understand that there is a sensory and emotional response with worship To explain that worship can be enhanced through objects, symbols, music or art. To compare how different religions may pray and meditate. To understand that people express their faith through caring for others.</p> <p>Knowledge:</p>		

<p>Gurdwara?</p> <ul style="list-style-type: none"> - How do Sikh's use their senses during worship? - How should Sikh's and Hindu's care for each other? - How do Humanists care for each other? 		<p>How people express their faith through worship, both individual and collectively.</p> <p>How sensory and emotional responses form part of worship and religious experience.</p> <p>The ways in which objects, symbols, words, music, art and literature enhance worship.</p> <p>What people from different Abrahamic and different Dharmic traditions mean by prayer and meditation.</p> <p>How people express their faith by caring for others.</p>		
<p>What do we mean by religious and spiritual experiences?</p> <p>Christianity Sikhism Non-Religious Worldview</p> <p>What pupils needs to know:</p> <ul style="list-style-type: none"> - Difference between spiritual and religious experience - Christianity, Visions and dreams - Christianity and miracles Old testament - Christianity and Miracles new testament - The Story of Guru Nanak and the River 	<p>Reception Idea of sacred and special Experiences of festivals. Year 1 Story of Moses and the burning bush. Mystery of incarnation, creation, salvation. Year 2 Concept of revelation, worldviews, beliefs.</p>	<p>Questions:</p> <p>What is the difference between a spiritual and religious experience?</p> <p>What visions and dreams are in the bible?</p> <p>What miracles are in the old testament?</p> <p>What miracles are there in the new testament?</p> <p>What is the story of Guru Nanak and the river?</p> <p>Are there 'Wow' experiences which everyone shares?</p> <p>Skills:</p> <p>To explain the difference between spiritual and religious experiences.</p> <p>To understand that experiences can be interpreted in different ways.</p> <p>Knowledge:</p> <p>What RWs mean by unexplained encounters or experiences.</p> <p>How these experiences can be interpreted in different ways</p>		<p>Humanism: evidence, evolution, natural world.</p> <p>General: conscience, conversion, experience, miracles, revelation, spiritual, visions, worship.</p>
<p>What do we</p>	<p>Reception Idea of sacred and</p>	<p>Questions:</p> <p>What do Hindu's believe about visions and</p>		

<p>mean by religious and spiritual experiences?</p> <p>Islam Hinduism Non-Religious Worldview</p> <p>What pupils need to know:</p> <ul style="list-style-type: none"> - Hinduism, Visions and dreams - Hinduism and Miracles - Islam, Visions and dreams - Islam and Miracles - Non-religious explanation of religious and spiritual experiences. 	<p>special Experiences of festivals. Year 1 Story of Moses and the burning bush. Mystery of incarnation, creation, salvation. Year 2 Concept of revelation, worldviews, beliefs.</p>	<p>dreams?</p> <p>What do Hindu's believe about Miracles? What do Islam's believe about visions and dreams? What do Islam's believe about Miracles? Can non-religious people experience things such as miracles?</p> <p>Skills:</p> <p>To explain the difference between spiritual and religious experiences. To understand that experiences can be interpreted in different ways.</p> <p>Knowledge:</p> <p>What RWs mean by unexplained encounters or experiences. How these experiences can be interpreted in different ways</p>		
<p>School Designed Unit – Book of different cultural stories.</p> <p>.Stories and meaning: examples of stories from other religions, or stories that have a particular message or meaning.</p> <p>Fables and Moral stories</p>	<p>Prior Learning: Children would have learnt about morals from religions and worldviews from Year 1 to Year 3. May have heard about fables from English lessons.</p>	<p>Questions:</p> <p>What are fables and moral stories? Are fables relevant today? What fables are there that isn't from Aesop? What fables are important to me? How could I create my own fable?</p> <p>Skills:</p> <p>To explain what a fable is. To explain that stories from different cultures can be considered fables or moral stories. To acknowledge what morals are important to me. To create a story based on my morals.</p> <p>Knowledge:</p>		<p>Fables Culture Tradition Morals worldview</p>

		<p>To understand what fables are and how they are used.</p> <p>To understand that moral stories can come from different cultures.</p>		
<p>School Designed Unit – Creation Creation stories from different worldviews, cultures and traditions.</p> <p>Look at different cultures NOT religions.</p>	<p>Prior Learning: Children would have learnt about creation from faiths in Year 1.</p>	<p>Questions: What other stories of creation are there from different cultures and RWs? What similarities do creation stories share? Why are creation stories so important? What do I believe about creation? What can I do to ‘create’ a better world?</p> <hr/> <p>Skills: To explain that different cultures have a creation myth. To be able to analyse what creation stories share. To reflect on my beliefs of creation. To reflect on how I can make the world better.</p> <p>Knowledge: To understand that different cultures have different creation myths. To know that our peers and different people have beliefs about creation.</p>		<p>Creation Culture Beginnings Traditions Worldview</p>

Year 4	Willy Wonka's Wonderful World of Chocolate Christianity Judaism	Rockin' Rainforest Islam Hinduism	Rotten Romans Local Religions	Shocking Mysteries Local Religions	Groovy Greeks School Designed Unit - Intro to philosophy	Adventures around the World. SDU – Intro to Philosophy	Vocabulary
		Prior Learning	Questions and skills			Date Covered	General: journey, pilgrimage. Buddhism: Bodhi Tree, Bodhisattva, Boya Gaya, retreats, Sarnath Deer Park, Siddhartha Gautama. Christianity: Bethlehem, Gethsemane, Holy Island, Jerusalem, Lourdes, Rome, Walsingham Hinduism: Kumbh Mela, Lord Shiva, River Ganges, Varanasi. Islam: Eid-ul-Adha, Hajj, Jerusalem, Makkah, Umrah. Judaism: Jerusalem, Western Wall, Yad Vashem. Sikhi: Adi Granth, Amritsar, Harmindir Sahib.
What does pilgrimage mean to individuals and communities? What pupils needs to know: <ul style="list-style-type: none"> - The meaning of pilgrimage - Christian Pilgrimage to Bethlehem, Jerusalem, Lourdes Rome, The Shrine of our Lady in Walsingham. - Jerusalem pilgrimage to Jerusalem, The Western Wall (Kotel), Yad Vashem, the Pilgrim Vashem. 	Previous learning linked to this unit Reception Journey to Bethlehem, journey of Rama and Sita Idea of special/sacred. Year 1 Passover – the Exodus. Year 2 Worldviews: beliefs.	Questions: Why do pilgrimages matter to people? What makes a place sacred or special? What do people remember during pilgrimages? What miraculous things do people believe happen during pilgrimages? How does a place become a pilgrimage site? Skills: To identify what pilgrimages are and why they matter. To compare different pilgrimage sites and what makes them similar/different. To understand that people experience pilgrimages differently. Knowledge: <ul style="list-style-type: none"> • How going on a pilgrimage can strengthen the identity of individuals and communities. • How pilgrimage reflects key beliefs, e.g. Makkah and the 5 Pillars of Islam. • What actions and rituals take place during pilgrimages. • What people experience during pilgrimages and how this might be life changing. • Why the experience of pilgrimage may have a different meaning for different people 					

<p>What does pilgrimage mean to individuals and communities?</p> <p>What pupils needs to know:</p> <ul style="list-style-type: none"> - Islamic pilgrimage The Hajj, Eid ul-Adha, Umrah, Jerusalem. - Hindu pilgrimages to the Kumbh Mela, River Ganges, Varanasi, Meeenakshi Amman Temple, Madurai, Tamil Nadu, India 	<p>Previous learning linked to this unit Reception Journey to Bethlehem, journey of Rama and Sita Idea of special/sacred. Year 1 Passover – the Exodus. Year 2 Worldviews: beliefs.</p>	<p>Questions:</p> <p>How are the senses involved in pilgrimage? How does pilgrimages bring people together and give them a sense of identity? How do pilgrims express their beliefs on pilgrimages? How might the experiences of individuals differ on a pilgrimage? Have I ever made a special journey or a pilgrimage?</p>		
<p>Which RW communities can</p>	<p>Reception Visit to a church or mandir. Year 1</p>	<p>Questions:</p> <p>What do people in my class believe? Is it possible for everyone in a community to believe the same thing?</p>		<p>Faith Belief Worldview Friends</p>

<p>we find in our neighbourhood?</p>	<p>Communities and celebrations. Year 2 Religions and Worldviews. Year 3 Expression of beliefs. Year 4 Pilgrimage and communities.</p>	<p>Can you be friends with someone who doesn't share the beliefs as you? Does religion affect everyone's life to some degree? Why do communities need rules? What communities am I a part of?</p> <hr/> <p>Skills: To understand what community means. To recognise and discuss what Religious worldviews are in my class and local area. To compare different RWs in and around Leicester. To research the local area's history and how the community has changed over time.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • What it means to be part of a community. Which RWs are represented in the class, the school and Leicester. • What RWs contribute to the wider community. • How communities in Leicester express their beliefs and values in everyday life and at special times. • How to research historical events associated with communities – how communities change over time. 		<p>Community Local Neighbourhood</p>
<p>Which RW communities can we find in our neighbourhood?</p>	<p>Prior Learning: Reception Visit to a church or mandir. Year 1 Communities and celebrations. Year 2 Religions and Worldviews.</p>	<p>Questions: What religious communities are there in my area? How do religions help their community? What religious events happen in my community? What historical events have changed the local communities?</p> <hr/> <p>Skills: To understand what community means. To recognise and discuss what Religious worldviews are in my class and local area.</p>		<p>Faith Belief Worldview Friends Community Local Neighbourhood</p>

	<p>Year 3 Expression of beliefs. Year 4 Pilgrimage and communities.</p>	<p>To compare different RWs in and around Leicester. To research the local area's history and how the community has changed over time.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • What it means to be part of a community. Which RWs are represented in the class, the school and Leicester. • What RWs contribute to the wider community. • How communities in Leicester express their beliefs and values in everyday life and at special times. • How to research historical events associated with communities – how communities change over time. 		
<h1>Philosophy 101</h1>	<p>Prior Learning: There will be no formal prior learning to philosophy however children will have learnt similar concepts such as trust, lies, senses etc.</p>	<p>Questions: What is philosophy? Who are famous philosophers? Is it okay to ever lie? - Morality Should animals have the same rights as humans? - Morality Can your senses always be trusted? - Epistemology What makes you sure you're you? - Epistemology</p> <p>Skills: To begin to question things critically. To begin to analyse why we think something is that way. To discuss thoughts and ideas in a debate. To reflect upon on my thoughts and beliefs.</p> <p>Knowledge: To understand what philosophy is. To know that there are different philosophers throughout history.</p>		<p>Philosophy Morals Rules Morality Epistemology Aesthetics Politics Existence Existentialism</p>

		To acknowledge different strands of philosophy exist such as morality, epistemology, aesthetics and existentialism.		
<h1>Philosophy</h1> <h2>101</h2>	<p>Prior learning: There will be no formal prior learning to philosophy however children will have learnt similar concepts such as trust, lies, senses etc.</p>	<p>Questions:</p> <p>What is beauty? – Aesthetics What makes a good story? - Aesthetics Should everyone get a trophy? – Political/Social Why do some people need to be in charge? – Political Social What makes you unique? – Existentialism Do you think you have a purpose? - Existentialism</p>		<p>Philosophy Morals Rules Morality Epistemology Aesthetics Politics Existence Existentialism</p>
		<p>Skills:</p> <p>To begin to question things critically. To begin to analyse why we think something is that way. To discuss thoughts and ideas in a debate. To reflect upon on my thoughts and beliefs.</p> <p>Knowledge:</p> <p>To understand what philosophy is. To know that there are different philosophers throughout history. To acknowledge different strands of philosophy exist such as morality, epistemology, aesthetics and existentialism.</p>		

Year 5	Invaders & Traders Christianity Judaism Hinduism	Narnia Islam Sikhi Humanism	Wonders of the Universe Christianity Judaism Hinduism	Ancient Egypt Islam Sikhi Humanism	The Human Body Christianity Judaism Hinduism	Innovative Inventions Islam Sikhi Humanism	Vocabulary
		Prior Learning	Questions and skills			Date Covered	<p>Christianity: baptism, baptistry, believers' baptism, candles, confirmation, dedication, font, Godparents, Holy Communion, immersion, purity, oil, ring, sacrament, vows, water.</p> <p>Hinduism: agni, ashrama, ghee, jatakarma, Raksha Bandham, sanskaras, Upanayana/Sacred thread.</p> <p>Islam: Adhan, aqiqah, Qur'an.</p> <p>Judaism: Brit Milah, Bimah, Bar Mitzvah, Bat Mitzvah, kippah, mohel, phylacteries/tefillin, Shema, tallith, Torah.</p> <p>Sikhi: amrit, Amrit Sanskar, Five Ks, Granthi, Kaur, Khalsa, Mool Mantra, Naam Karan, Singh.</p>
<p>How do people welcome new life into the world?</p> <p>How do people show commitment to a religion?</p> <p>Christianity Judaism Hinduism</p> <p>Children Must Know: - Birth ceremonies from Christianity, Judaism and Hinduism.</p>	<p>Reception Why babies are special. Year 2 Sacred texts. Year 3 Expression through worship. Year 4 Why communities matter</p>	<p>Questions:</p> <p>Are there certain religious events that are important for a person's life?</p> <p>Can a baby believe something?</p> <p>Is it right for someone to make promises on behalf of another person?</p> <p>Why do many people believe that joining a religion must be marked by a special ceremony?</p> <p>What beliefs are linked to special clothing or objects worn/used during commitment ceremonies?</p>	<p>Skills:</p> <p>To identify and compare the different ceremonies, clothing and symbols that some religious worldviews have.</p> <p>To critically think about promises and how they are made and if they can be made for others.</p> <p>To understand what sacred and holy means as key components for ceremonies.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • How different ceremonies, clothing and symbols contribute to a sense of belonging and identity. • What promises say about belief and may be strengthened by the presence of the 			

<ul style="list-style-type: none"> - Christening and baptism - Commitment ceremonies such as adult baptism and Jewish Bar Mitzvah - Symbolic objects and clothing - 		<p>community.</p> <ul style="list-style-type: none"> • Which rituals and actions characterise ceremonies. • How 'sacred and holy' are key components of religious ceremonies, e.g. promises made to God. • How commitment ceremonies may have different meanings for different people. 		
<p>How do people welcome new life into the world?</p> <p>How do people show commitment to a religion?</p> <p>Islam</p> <p>Sikhism</p> <p>Humanism</p> <p>Children Must Know:</p> <ul style="list-style-type: none"> - Birth ceremonies from 	<p>Reception Why babies are special. Year 2 Sacred texts. Year 3 Expression through worship. Year 4 Why communities matter</p>	<p>Questions:</p> <p>How can a place be special or sacred?</p> <p>What are non-religious people celebrating at a birth ceremony?</p> <p>Should we show respect to sacred objects even if we don't believe in them?</p> <p>Can you belong to a religion without going through a ceremony?</p> <p>When is a person old enough to believe in something?</p> <p>Skills:</p> <p>To identify and compare the different ceremonies, clothing and symbols that some religious worldviews have.</p> <p>To critically think about promises and how they are made and if they can be made for others.</p> <p>To understand what sacred and holy means as key components for ceremonies.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • How different ceremonies, clothing and symbols contribute to a sense of belonging and 		

<p>Islam, Sikhism and Humanism</p> <ul style="list-style-type: none"> - Humanism naming ceremonies - Commitment ceremonies such as Islamic pilgrimage and Sikhism Amrit ceremony. - Symbolic objects and clothing 		<p>identity.</p> <ul style="list-style-type: none"> • What promises say about belief and may be strengthened by the presence of the community. • Which rituals and actions characterise ceremonies. • How 'sacred and holy' are key components of religious ceremonies, e.g. promises made to God. • How commitment ceremonies may have different meanings for different people. 		
<p>How do people celebrate marriage?</p> <p>Christianity</p> <p>Judaism</p> <p>Hinduism</p> <p>Children must know:</p> <ul style="list-style-type: none"> - Marriage ceremonies - Symbolism of clothing and rituals in at a wedding ceremony - Why is marriage an 	<p>Year 2 Sacred texts. Year 3 Expression through worship. Year 4 Why communities matter. Year 5 Birth and commitment ceremonies</p>	<p>Questions:</p> <p>In general, why do religions say that marriage is a good thing?</p> <p>Why should (or shouldn't) people get married?</p> <p>How have attitudes to marriage changed over time?</p> <p>What do religions believe in common about marriage?</p> <p>Why do marriages end?</p>		<p>General: covenant, marriage, promise, rings, vows, wedding.</p> <p>Christianity: bride, groom, hymns, vows, white.</p> <p>Buddhism: Five Moral Precepts, Noble Eightfold Path.</p> <p>Hinduism: ashramas, fire, henna, mandap.</p> <p>Islam: Aqd Nikah, mahr, Nikah khutba, ummah, walimah.</p> <p>Judaism: chuppah, glass, ketubah, mazel tov, rabbi, Sheva Brachot.</p> <p>Pagan: altar, broomstick, four elements, handfasting.</p> <p>Sikhi: Anand Karaj, Anand Sahib, granthi, Guru Granth Sahib, karah prashad, Lavan.</p>
		<p>Skills:</p> <p>To compare marriage ceremonies from different religious worldviews.</p> <p>To analyse how weddings are made with promises and how community affects weddings.</p> <p>To identify and compare wedding rituals and symbols from different religious worldviews.</p> <p>To understand that weddings are considered sacred.</p> <p>To discuss how marriage may have different meanings for different people.</p>		

<p>important aspect of religious worldviews?</p> <ul style="list-style-type: none"> - Is marriage as important to those with a non-religious worldview? 		<p>Knowledge:</p> <ul style="list-style-type: none"> • How marriage is linked to belonging. • How promises made during a wedding ceremony reflect belief and are strengthened by the presence of the community. • Which rituals and symbols characterise marriage ceremonies. • How the sacred is a key component of wedding ceremonies, e.g. promises made to God. • How marriage may have different meanings for different people. 		
<p>How do people celebrate marriage?</p> <p>Islam Sikhi Humanism</p> <p>Children must know:</p> <ul style="list-style-type: none"> - Marriage ceremonies - Symbolism of clothing and rituals in at a wedding ceremony - Why is marriage an important aspect of religious worldviews? - Is marriage as 	<p>Year 2 Sacred texts. Year 3 Expression through worship. Year 4 Why communities matter. Year 5 Birth and commitment ceremonies</p>	<p>Questions:</p> <p>Why do promises made during marriage ceremonies matter?</p> <p>Do people become different after a marriage ceremony?</p> <p>Are same-sex marriages legal? Does everyone agree with them?</p> <p>What do humanists believe about marriage?</p> <p>Have I attended a wedding? If so, what was it like?</p>		
		<p>Skills:</p> <p>To compare marriage ceremonies from different religious worldviews.</p> <p>To analyse how weddings are made with promises and how community effects weddings.</p> <p>To identify and compare wedding rituals and symbols from different religious worldviews.</p> <p>To understand that weddings are considered sacred.</p> <p>To discuss how marriage may have different meanings for different people.</p>		

<p>important to those with a non-religious worldview?</p>		<p>Knowledge</p> <ul style="list-style-type: none"> • How marriage is linked to belonging. • How promises made during a wedding ceremony reflect belief and are strengthened by the presence of the community. • Which rituals and symbols characterise marriage ceremonies. • How the sacred is a key component of wedding ceremonies, e.g. promises made to God. • How marriage may have different meanings for different people. 		
<p>What do people believe about the afterlife?</p> <p>How is this expressed in the funeral practices?</p> <p>Trigger Warning</p> <p>Please ensure that you tell children that we will be learning about death so if children need to time to think let your adult know.</p> <p>Christianity</p>	<p>Year 2 Spring and summer term: worldviews and beliefs. Year 5 Autumn and spring terms: birth and commitment ceremonies: part of the journey of life.</p>	<p>Questions:</p> <p>Why are funerals so important?</p> <p>Why do families and friends come together after some has died?</p> <p>What do Religious worldviews believe about the purpose of life and death?</p> <p>Does everyone believe that life has a purpose?</p> <p>What do Religious worldviews believe about the soul or spirit?</p> <p>Skills:</p> <p>To compare funeral ceremonies from different religious and non-religious worldviews.</p> <p>To discuss and analyse different beliefs about the meaning of life and death/</p> <p>To understand that some religious worldviews have concepts of immortality (an immortal soul)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • How ritual plays a part in funeral ceremonies and how this brings people together. • How people interpret the meaning of life and 		<p>Buddhism: Powa, shrine.</p> <p>Christianity: eternal, heaven, hell, resurrection.</p> <p>Hinduism: Brahman, dharma, karma, moksha, pyre, reincarnation, River Ganges, samsara. Islam: Akirah, Day of Judgement, Paradise.</p> <p>Judaism: kaddish, Sheol, stone-setting, tallith.</p> <p>Sikhi: Ardas, langar, mukti, reincarnation, samsara.</p> <p>General: burial, cremation, funeral, gravestones, immortality, mourning.</p>

<p>Judaism Hinduism</p> <p>Children must know:</p> <ul style="list-style-type: none"> - Religious funeral ceremonies. - Heaven and Hell - Life after death in other religious world views - Bhuddist belief of reincarnation. - Humanists views and natural funerals. 		<p>death.</p> <ul style="list-style-type: none"> • What is meant by immortality. 		
<p>What do people believe about the afterlife?</p> <p>How is this expressed in the funeral practices?</p> <p>Islam Sikhi</p>	<p>Year 2 Spring and summer term: worldviews and beliefs. Year 5 Autumn and spring terms: birth and commitment ceremonies: part of the journey of life.</p>	<p>Questions:</p> <p>What is immortality? Is it reasonable to believe in life after death? How do beliefs set out in sacred texts help people deal with death? Can people live on in memories? What is the most important thing in my life? Would I like to live forever?</p> <p>Skills:</p> <p>To compare funeral ceremonies from different religious and non-religious worldviews. To discuss and analyse different beliefs about the</p>		<p>Buddhism: Powa, shrine. Christianity: eternal, heaven, hell, resurrection. Hinduism: Brahman, dharma, karma, moksha, pyre, reincarnation, River Ganges, samsara. Islam: Akirah, Day of Judgement, Paradise. Judaism: kaddish, Sheol, stone-setting, tallith. Sikhi: Ardas, langar, mukti, reincarnation, samsara.</p>

<p>Humanism</p> <p>Children must know:</p> <ul style="list-style-type: none"> - Religious funeral ceremonies. - Heaven and Hell - Life after death in other religious world views - Bhuddist belief of reincarnation. - Humanists views and natural funerals. 		<p>meaning of life and death/ To understand that some religious worldviews have concepts of immortality (an immortal soul)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • How ritual plays a part in funeral ceremonies and how this brings people together. • How people interpret the meaning of life and death. • What is meant by immortality. 	<p>General: burial, cremation, funeral, gravestones, immortality, mourning.</p>
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Year 6	Voyagers Christianity Judasim Hinduism HUMANISM	Victorians Christianity Judasim Hinduism HUMANISM	Amazing Australia Christianity Judasim Hinduism Humanism	Extinct Christianity Judasim Hinduism HUMANISM	Over The Top What is my religion and worldview?	Survival What is my religion and worldview?	Vocabulary	
	Prior Learning	Questions and skills				Date Covered	Believe Belief Sacred Scripture Monotheistic Polytheistic Authority Leaders	
Big Question: How do people know who or what to believe?		Year 1 Creation stories, good and evil Year 2 Sacred texts, beliefs Year 3 Religious experiences Year 4 Why communities matter	<p>Questions:</p> <p>Ask the termly question but ask it through each faith:</p> <p>A lesson on each of these -</p> <p>Christianity</p> <p>Judaism</p> <p>Hinduism</p> <p>Humanism</p> <p>Sikhism</p> <p>Buddhism</p> <p>What do I believe in and does it align with any religious worldviews I have learnt?</p>					
			<p>Skills:</p> <p>To discuss and debate how religious worldviews to know how or what to believe.</p> <p>To compare the similarities and differences of how religious worldviews know how or what to believe.</p> <p>To reflect and discuss my own ideas on what I believe.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • How different types of authority determine people's beliefs and actions and why some are trusted more than others. • How values are reflected in the lives of religious and non- religious inspirational people. 					

		<ul style="list-style-type: none"> • What religious and philosophical thinkers say about the existence of God. • How beliefs about the existence of God are open to interpretation. • How people decide what is good or bad, right or wrong. • How people believe we should treat each other and the world around us. 		
<p>Big Question: What do people believe about good, evil and suffering?</p>	<p>Year 1 Creation stories, good and evil Year 2 Sacred texts, beliefs Year 3 Religious experiences Year 4 Why communities matter</p>	<p>Questions: Ask the termly question but ask it through each faith: A lesson on each of there - Christianity Judaism Hinduism Humanism/philosophy Sikhism Buddhism What do I believe in and does it align with any religious worldviews I have learnt?</p>		<p>Good Evil Suffering Nature Worldviews Philosophy Karma</p>

		<p>Skills:</p> <p>To discuss and debate how religious worldviews understand good, evil and suffering.</p> <p>To compare the similarities and differences of religious worldviews understand good, evil and suffering.</p> <p>To reflect and discuss my own ideas on what I believe is good, evil and what counts as suffering.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • How different types of authority determine people’s beliefs and actions and why some are trusted more than others. • How values are reflected in the lives of religious and non- religious inspirational people. • What religious and philosophical thinkers say about the existence of God. • How beliefs about the existence of God are open to interpretation. • How people decide what is good or bad, right or wrong. • How people believe we should treat each other and the world around us. 		
<p>Big Question: How do people choose between right and wrong?</p>	<p>Year 1 Creation stories, good and evil Year 2 Sacred texts, beliefs Year 3 Religious experiences Year 4 Why communities matter</p>	<p>Questions: Ask the termly question but ask it through each faith: A lesson on each of there - Christianity Judaism Hinduism Humanism/Philosophy Sikhism Buddhism What do I believe in and does it align with any</p>		<p>Morals Morality Ethics Subjective Objective Codes of conduct Commandments Worldviews</p>

		<p>religious worldviews I have learnt?</p> <p>Skills: To discuss and debate how religious worldviews choose between right and wrong. To compare the similarities and differences of religious worldviews understand what is right and wrong. To reflect and discuss my own ideas on what I believe is right and wrong.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • How different types of authority determine people’s beliefs and actions and why some are trusted more than others. • How values are reflected in the lives of religious and non- religious inspirational people. • What religious and philosophical thinkers say about the existence of God. • How beliefs about the existence of God are open to interpretation. • How people decide what is good or bad, right or wrong. • How people believe we should treat each other and the world around us. 		
<p>Big Question: What do people believe about caring for the</p>	<p>Year 1 Creation stories, good and evil Year 2 Sacred texts, beliefs Year 3 Religious experiences Year 4 Why</p>	<p>Questions: Ask the termly question but ask it through each faith: A lesson on each of there - Christianity Judaism Hinduism Humanism</p>		<p>Caring Sympathy Empathy Charity Kindness Voluntary</p>

<p>world and others?</p>	<p>communities matter</p>	<p>Sikhism Buddhism What do I believe in and does it align with any religious worldviews I have learnt?</p>		
<p>What is my religion and worldview?</p>	<p>Previous year groups have discussed similar questions and this topic is an accumulation of what they</p>	<p>Questions: What communities do I belong to? What make me 'me'? What are my key beliefs? Do I believe/not believe something now that I didn't when I was younger? How big a part does religion play in my life? Have I ever had a spiritual or religious experience?</p>		<p>Worldviews Religions Beliefs Morals Meaning Interpretation Subjective Objective</p>

	<p>have learnt.</p>	<p>Skills: To reflect on what I believe in. To debate respectfully on what I believe in and what others believe in. To create a board/powerpoint of beliefs I believe in.</p> <p>Knowledge: To understand that others have beliefs To understand that I have beliefs and they may change over time.</p>	<p>Community Respect spiritual</p>
<p>What is my religion and worldview?</p>	<p>Previous year groups have discussed similar questions and this topic is an accumulation of what they have learnt.</p>	<p>Questions: What is special to me? How do I know how to make moral choices? What would I consider to be the meaning of life? Who influences me the most and how has this changed since reception? What makes me feel hopeful for the future?</p> <p>Skills: To reflect on what I believe in. To debate respectfully on what I believe in and what others believe in. To create a board/powerpoint of beliefs I believe in.</p> <p>Knowledge: To understand that others have beliefs To understand that I have beliefs and they may change over time.</p>	<p>Worldviews Religions Beliefs Morals Meaning Interpretation Subjective Objective Community Respect spiritual</p>

