

Year 3 Autumn 1	Year 3 Autumn 2	Year 3 Spring 1	Year 3 Spring 2	Year 3 Summer 1	Year 3 Summer 2
Key area: Prayer, worship and reflection	Key area: Sources of Wisdom	Key area: Sources of Wisdom	Key area: Beliefs and practices.	Key area: Justice and fairness	Key area: Symbols and actions
End of year 3 statement for key area: Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.	End of year 3 statement for key area: Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers.	End of year 3 statement for key area: Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers	End of year 3 statement for key area: Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities	End of year 3 statement for key area: Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.	End of year 3 statement for key area: Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities.
Big Question: How is a mosque important to the local Muslim community? Pupils investigate the role, place of worship, and suggest why it plays a significant part in a religious community. Pupils consider how architecture expresses how a community communicates through prayer, worship and reflection e.g. design of mosque	Big Question: (UC Incarnation 2a.3) What is the Trinity? Teachers should read the essential information pages before teaching this unit. (also ties to Symbols and actions - key Christian beliefs- Trinity and baptism. Baptism also ties to Beliefs and practices)	Big Question: What do Muslims believe about the origins and authority of the Qur'an?	Big Question: Why do Christians call the day Jesus died Good Friday? (UC Salvation 2a.5) CORE LEARNING SECTION Teachers should read the essential information pages before teaching this unit. Dependent on cohort.	Big Question: How do Christian stories illustrate the importance of justice and fairness? e.g. The parable of the sheep and goats Zacchaeus (Zacchaeus) the tax collector etc.	Big Question: Which actions show devotion to God? Compare Islamic and Christian communities E.g. <u>Islam</u> : 5 pillars, cover head to pray, face Mecca, read Qur'an, learn Arabic (to be able to read Qur'an) no pictures in mosque, wudu, Friday prayers, festivals, fasting, religious pilgrimages e.g. Hajj. <u>Christianity</u> : kneel praying, think back to Grace spring 1, owning and reading Bible, fasting, attending services, ladies wear hats in church, men remove their hats in church to show respect to God, genuflecting (kneel and sign of the cross) volunteering, observing festivals, rituals e.g. baptism, pilgrimage to a religious site. 10 Commandments etc.
<u>Previous learning to draw upon:</u> Yr1: Using artefacts to explore worship – compare artefacts. Visit to place of worship- local Church. Yr2: Muslim prayer and action	<u>Previous learning to draw upon:</u> Yr1 Why does Christmas matter to Christians? How do festivals bring people together? Yr 2: What events are Christians remembering at Christmas?	<u>Previous learning to draw upon:</u> Yr 2 Sacred texts – Who reads them, when, where, why? Special books – Bible, Torah, Koran. Why are these books sacred? How are they looked after? Faith stories from Islam	<u>Previous learning to draw upon:</u> Yr1: The Easter Story- How do Christians celebrate Easter? Why is it important? Yr2: The Easter Story, Lent – events leading up to Easter (Holy week)	<u>Previous learning to draw upon:</u> <u>Yr 1</u> Faith stories or parables. Specifically mentioned: The Lost Sheep, The Two Sons <u>Yr 2</u> Good Samaritan, Loaves and Fishes. Right and wrong – moral values (compare different moral stories)	<u>Previous learning to draw upon:</u> YR1: Zakat – What is it? Why is it important to Muslims? Yr2: Muslim prayer and action find out about symbols for God/ Allah different ways of thanking God- comparing e.g. Sikhism/Hinduism/ Islam .

Year 4 Autumn 1	Year 4 Autumn 2	Year 4 Spring 1	Year 4 Spring 2	Year 4 Summer 1	Year 4 Summer 2
Key area: Symbols and Actions	Key area: Sources of Wisdom	Key area: Prayer, Worship and Reflection Ultimate questions	Key area: Beliefs and practices.	Key area: Sources of Wisdom	Key areas: Justice and fairness Human responsibility and values
End of year 4 statement for key area: Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.	End of year 4 statement for key area: Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.	End of year 4 statement for PW&R Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections. End of year 4 statement for UQ: Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.	End of year 4 statement for key area: Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.	End of year 4 statement for key area: Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.	End of year 4 statement for Justice and fairness: Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong. End of year 4 statement for Human responsibility and values: Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.
Big Question(s): What is the 'Khalsa' and why is it so important to many Sikhs?	Big Question: (UC Incarnation 2a.3) What is the Trinity? <u>*DIGGING DEEPER SECTION.</u> Teachers should read the essential information pages before teaching this unit.	Big Question 1: What is a shrine? What happens in Puja in many Hindu homes? Big Question 2: Explore the Hindu beliefs about the Trimurti. (able to compare /contrast to Christian belief in the Trinity)	Big Question: Why do Christians remember the events of Holy Week each year? *DIGGING DEEPER SECTION- U C Salvation unit (2A.5) Teachers should read the essential information pages before teaching this unit.	Big Question: Consider what makes a 'special' book a 'sacred' book and how should it be treated? (context should be the Bible/Guru Granth Sahib) <u>Also to cover:</u> How might the Bhagavad Gita or Ramayana help guide many Hindus in their daily lives?	Big Question(s): J& F 'There is always room in the world for more fairness, peace and justice.' Discuss using The milk and the Jasmine flower, How Ganesh got his elephant head and The Widow's Mite' Why and how do Hindus respect animals, the environment and other humans? What does Hindu thought teach about equality? Why is the Langar a central part of Sikh life? Share the story of The Emperor and the Langar. Big Question HR&V: Pupils discuss and apply ideas from different religious codes and worldviews for living to compile a charter of their own moral values, highlighting respect for all.

<p><u>Previous learning to draw upon:</u> Yr1: Belonging to a family and community – What things are important to you and your family?: Yr2: Different ways of thanking God – Sikhism/Hinduism. Yr3: S and A Key Area: In the context of Christianity and Islam - actions that show devotion to God.</p>	<p><u>Previous learning to draw upon:</u> Yr1: Naming ceremonies Yr2: Faith stories from Hinduism Yr3: S o W Key area: Authority and origins of the Qur'an. <u>Christmas context:</u> Yr1 Why does Christmas matter to Christians? How do festivals bring people together? Yr 2: What events are Christians remembering at Christmas? Yr3: What is the Trinity- core learning.</p>	<p><u>Previous learning to draw upon:</u> Yr1: Celebrating Diwali (Hindus) Yr2: Ultimate questions :Who made the world? and other big questions. Why is the Sky Blue? – story link to Christian creation story. Yr 2: Different ways of thanking God – Hindu Yr3: PWR Key area: Context of the Mosque in Islam.</p>	<p><u>Previous learning to draw upon:</u> In the context of Easter- Yr1: The Easter Story- How do Christians celebrate Easter? Why is it important? Yr2: The Easter Story Lent – events leading up to Easter Yr3: Why do Christians call the day Jesus died Good Friday? (UC Salvation 2a.5) Core Learning section.</p>	<p><u>Previous learning to draw upon:</u> Yr1: they consider special books- Bible/Torah/Qur'an Who reads them, when, where, why? Yr2: Muslim prayer and the Christian Lord's Prayer. Yr 3 will have answered What do Muslims believe about the origins and authority of the Qur'an?</p>	<p><u>Previous learning to draw upon:</u> Yr2: Showing care and concern Good Samaritan story – Charity and how Christians look after others in their community. Charities - linked to Loaves and Fishes Bible story Right and wrong – moral values (compare different moral stories) Taking responsibility. Poem about living together happily (ingredients) Yr 3 Christian stories exploring justice and fairness.</p>
Year 5 Autumn 1	Year 5 Autumn 2	Year 5 Spring 1	Year 5 Spring 2	Year 5 Summer 1	Year 5 Summer 2
<p><u>Key area:</u> Symbols and Actions Ultimate questions</p>	<p><u>Key area:</u> Beliefs and Practices</p>	<p><u>Key area:</u> Justice and fairness</p>	<p><u>Key area:</u> Sources of Wisdom</p>	<p><u>Key area:</u> Symbols and Actions Identity and belonging</p>	<p><u>Key area:</u> Prayer, Worship and Reflection</p>
<p>End of year 5 statement for S&A: Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities.</p> <p>End of year 5 statement for UQ: Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups.</p>	<p>End of year 5 statement for key area: Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage.</p>	<p>End of year 5 statement for key area: Identify and describe how people with religious and worldviews make choices about what is right and wrong.</p>	<p>End of year 5 statement for key area: Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.</p>	<p>End of year 5 statement for symbols and actions: Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities.</p> <p>End of year 5 statement for I & B: Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present.</p>	<p>End of year 5 statement for key area: Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.</p>
<p>S&A Big Question(s): 'And you shall bind them as a sign (Deuteronomy 6:8) How and why are the tallit, tefillin</p>	<p>Big Question(s): What is the difference between the sacred and secular Christmas?</p>	<p>Big Question: Introduction to the Holocaust pupils learn about the lives of children caught up in the</p>	<p>Big Question: What did Jesus do to save human beings? (UC Salvation unit 2b.6) Teachers should</p>	<p>S&A Big Question: What themes do Passover and Easter have in common?</p>	<p>Big Question(s): How do prayers such as the Shema and the Lord's prayer enhance worship?</p>

<p>and the kippah used as signs and symbols in Jewish prayer?</p> <p>(Use a range of artefacts...explore the different ways people express meaning)</p> <p>UQ Big Question: (UC Creation 2b.2) 'Creation and science' Contradictory or complementary? Teachers should read the essential information pages before teaching this unit.</p> <p>This unit will naturally cover the following; learning different perspectives about the beginnings of life on earth. Why there are different accounts of how the world started. (all UQ)</p>	<p>Is Christmas only for Christians?</p>	<p>early events of the Holocaust. Through the humanitarian Kindertransport operation, pupils explore prejudice, courage and faith and reflect on the choices people make and ideas of right and wrong</p>	<p>read the essential information pages before teaching this unit.</p>	<p>I &B Big Question: Being Kosher and observing Shabbat are important ancient laws kept by some Jewish people; what are the challenges for modern Jews to follow them? (approx. 4 weeks)</p>	<p>Do Christians need to worship in a Church to connect with God?</p>
<p><u>Previous learning to draw upon in Judaism:</u> <u>Yr 1:</u> Sukkot Jewish holiday. What is Sukkot and how is it celebrated?</p> <p><u>Key Area previous learning Symbols and Actions:</u> <u>Yr 3</u> In the context of Christianity and Islam - actions that show devotion to God. <u>Yr 4:</u> Sikhism- 5ks</p> <p><u>Previous learning to draw upon in Key area Ultimate Questions:</u> Yr2: Who made the world? and other big questions. Why is the Sky Blue? – story link to Christian creation story. Compare to another creation story e.g Aboriginal/ Buddhist/ Hindu Yr4: Study re Trinity in Christianity and Trimurti in Hinduism.</p>	<p><u>Previous learning to draw upon: Christmas:</u> Yr1 Why does Christmas matter to Christians? How do festivals bring people together? Festivals of light. Yr 2: What events are Christians remembering at Christmas? Yr3: What is the Trinity- core learning. Yr 4 : What is the Trinity digging deeper section.</p> <p><u>In Belief and Practices key area:</u> Yr 3 Easter why the day Jesus died is called Good Friday. Yr 4 Why do Christians remember the events of Holy Week each year?</p>	<p><u>Previous learning to draw upon:</u> <u>Yr2:</u> Showing care and concern. Good Samaritan story – Charity and how Christians look after others in their community. Charities - linked to Loaves and Fishes Bible story Right and wrong – moral values (compare different moral stories) Yr4 Stories from faiths e.g. The milk and the Jasmine flower, How Ganesh got his elephant head and The Widow's Mite' Sikhism- Langar Hinduism teachings re equality and ahimsa</p>	<p><u>Previous key area learning to draw upon:</u> Yr1: they consider special books- Bible/Torah/Qur'an Who reads them, when, where, why? Yr2: Muslim prayer and the Christian Lord's Prayer. Yr 3 What do Muslims believe about the origins and authority of the Qur'an? Yr4 Difference between sacred and special. Context: Bible/Guru Granth Sahib/ Bhagavad Gita or Ramayana.</p> <p><u>Previous Easter learning to draw on:</u> Yr1: The Easter Story- How do Christians celebrate Easter? Why is it important? Yr2: The Easter Story Lent , Holy Week. Yr3: Why do Christians call the day Jesus died Good Friday? (UC Salvation 2a.5) Core Learning section.</p>	<p><u>Previous learning to draw upon Judaism:</u> yr2: Shabbat- Why is Shabbat important to Jewish people? - Compare to own lives</p> <p><u>Within Key area Symbols and Actions:</u> Yr 3 Showing devotion to God-Christianity/Islam. Yr 4 Sikhism- 5ks</p> <p><u>Within Key Area-Identity and belonging</u> Yr 4 Sikhism- Khalsa</p>	<p><u>Previous learning to draw upon:</u> Yr2: The Lord's Prayer Why do Christians pray? The Lord's Prayer in images. <u>Yr 3</u> Mosque and role in the community- Islam. <u>Yr 4:</u> Puja/shrine-Hinduism</p>

			Yr4: Why do Christians remember the events of Holy Week each year? (Digging deeper)		
Year 6 Autumn 1	Year 6 Autumn 2	Year 6 Spring 1	Year 6 Spring 2	Year 6 Summer 1	Year 6 Summer 2
Key area: Symbols and Actions	Key area: Identity and belonging	Key area: Prayer, worship and reflection	Key area: Sources of Wisdom	Key area: Human responsibility and values Justice and fairness	Key area: Ultimate questions
End of year 6 statement for key area: Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.	End of year 6 statement for key area: Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.	End of year 6 statement for key area: Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.	End of year 6 statement for key area: Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.	End of year 6 statement for HR&V: Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief. <u>Key Area:</u> End of year 6 statement for J&F: Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.	End of year 6 statement for key area: Present a range of views and answers to challenging questions about belonging, meaning and truth.
Big Question: Buddhism principles. What links the wheel and lotus flower in the light of Buddhist teaching and actions?	Big Question: UC unit – Incarnation 2B.4 Was Jesus the Messiah? Teachers should read the essential information pages before teaching this unit.	Big Question: Why is meditation and mindfulness so central to Buddhism? Pupils find out about prayer, reflection, meditation and stillness ... Write some prayers or meditations suited to particular occasions and traditions.	Big Question: What difference does the resurrection make to Christians? U. Christianity Unit 2B.7 Teachers should read the essential information pages before teaching this unit.	Big Question HR&V: Pupils discover what Humanists, Christians and Buddhists teach about how people can live together for the well-being of all. Big Question: How do people with non-religious worldviews decide what is a good life? (Humanism- 10 commandments?)	Big Question(s): Why do some artists represent Jesus as a person from their own culture? and/or e.g. Is God real? What is God like?

<p><u>Previous learning to draw upon Buddhism:</u> Yr2 faith stories from Buddhism.</p> <p><u>Key Area Symbols and Actions:</u> <u>Yr 3</u> In the context of Christianity and Islam - actions that show devotion to God, <u>Yr 4:</u> Sikhism- 5ks <u>Yr 5</u> Themes in Easter and Passover Judaism: tallit, tefillin and the kippah</p>	<p><u>Previous learning to draw upon:</u> <u>Re Christmas</u> Yr3:What is the Trinity? Yr4:Digging Deeper section- Trinity. Yr5: sacred and secular Christmas. Is Christmas only for Christians? <u>Re: Identity and belonging</u> Yr 4 Sikhism- Khalsa Yr 5- Judaism- Kosher/Shabbat</p>	<p><u>Previous learning to draw upon:</u> Aut 1 Buddhism- Lotus flower/4 sights/Noble eightfold Path <u>Key Area Prayer, worship, reflection:</u> <u>Yr 3</u> Mosque and role in the community- Islam. <u>Yr 4:</u> Puja/shrine-Hinduism. <u>Yr 5</u> How the Shema and the Lord's prayer enhance worship. (Christianity/Judaism)</p>	<p><u>Previous key area learning to draw upon:</u> Yr1: consider special books- Bible/Torah/Qur'an Who reads them, when, where, why? Yr2: Muslim prayer and the Christian Lord's Prayer. Yr 3 will have answered What do Muslims believe about the origins and authority of the Qur'an? Yr4 Difference between sacred and special. Context: (Bible/Guru Granth Sahib/ Bhagavad Gita or Ramayana) Yr5 Mark's Gospel- Salvation unit.</p> <p><u>Previous Easter learning to draw on:</u> Yr1: The Easter Story- How do Christians celebrate Easter? Why is it important? Yr2: The Easter Story Lent – events leading up to Easter. Yr3: Why do Christians call the day Jesus died Good Friday? (UC Salvation 2a.5) Core Learning section. Yr4: Why do Christians remember the events of Holy Week each year? (Digging deeper) Yr5: What did Jesus do to save human beings?</p>	<p><u>Previous learning to draw upon:</u> Yr2: Whose world is it? Should we all take care of world? Yr4: Ahimsa in Hindu context.</p> <p><u>Key area: Human Responsibility and Values:</u> Yr4: Moral charter drawing on Christianity/Sikhism/Hinduism and previous learning of Islam in yr 3)</p>	<p><u>Previous learning to draw upon from Key area:</u> Yr2: Ultimate questions: Who made the world? and other big questions. Why is the Sky Blue? – story link to Christian creation story. Yr4: Study re Trinity in Christianity and Trimurti in Hinduism. Yr 5: Creation and science' Contradictory or complementary?</p>
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