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| **Subject** | **Autumn 1** | **Autumn 2**  2017-2018 Year B  2018-19 Year *A* | | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| **R** | Which stories are special and why?  Which people are special and why?  Who is special in our lives and why? What does ‘special’ mean to us? | Celebrations/festivals – birthdays, Diwali, Christmas.  What are festivals and how are they celebrated?  What do we celebrate and how?  Retelling the Christmas Story through role play (Nativity) | | Which places are special and why?  Understanding that special places don’t have to be religious but they can be where we find peace, happiness and ourselves. | Being special: where do we belong?  Who is in our family? Friends? Community? | What times are special and why?  What memories and event are special to us and to others? | What is special about our world?  What can we do to maintain these special things? Do they mean the same to others? | |
| **Class 2** | 1.1 Who is a Christian and what do they believe?  1.2 Who is a Muslim and what do they believe?  Or  1.3 Who is Jewish and what do they believe? | 1.6 How and why do we celebrate special and sacred times?  1.6 How and why do we celebrate special and sacred times? | | 1.4 What can we learn from sacred books?  1.5 What makes some places sacred? | | 1.7 What does it mean to belong to a faith community?  1.8 How should we care for others and the world, and why does it matter? | | |
| **Class 3** | L2.7 What does it mean to be a Christian in Britain today?   * Describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each * Describe how one hymn or song shows specific Christian beliefs or teaching * Describe two things that might be hard or a challenge about being a Christian * Give reasons why Christians and others help other people * Find similarities and differences between the reasons that religious people and non-religious people give for helping people * Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this?   L2.8 What does it mean to be a Hindu in Britain today?   * Describe puja and how it shows Hindu faith * Make connections with some Hindu beliefs and teachings about aims and duties in life * Describe some ways in which Hindus express their faith through puja, aarti and bhajans * Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes * Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others * Describe how the life of Gandhi shows Hindu beliefs in action | | | L2.1 What do different people believe about God? (Christian focus and either or both Hindus and Muslims)   * Describe some of the ways in which Christians Hindus and/or Muslims describe God * Ask questions and suggest some of their own responses to ideas about God * Suggest why having a faith or belief in something can be hard * Identify how and say why it makes a difference in people’s lives to believe in God   L2.4 Why do people pray?   * Describe the practice of prayer in the religions studied * Make connections between what people believe about prayer and what they do when they pray * Describe ways in which prayer can comfort and challenge believers * Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.   L2.9 What can we learn from religions about deciding what is right and wrong?   * Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions * Make connections between stories of temptation and why people can find it difficult to be good * Give examples of ways in which some inspirational people have been guided by their religion * Discuss their own and others’ ideas about how people decide right and wrong | L2.3 Why is Jesus inspiring to some people?   * Make connections between some of Jesus’ teachings and the way Christians live today * Describe how Christians celebrate Holy Week and Easter Sunday * Identify the most important parts of Easter for Christians and say why they are important * Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.   L2.5 Why are festivals important?   * Make connections between stories, symbols and beliefs with what happens in at least two festivals * Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) * Identify similarities and differences in the way festivals are celebrated within and between religions * Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives | L2.2 Why is the bible so important for Christians today?   * Describe what Christians and/or people from other religions believe makes their book sacred or holy. * Describe how the bible is divided into books, chapters and verses, and arranged in two ‘Testaments.’ * Describe some things that Christians find helpful about reading their Bible? * Look for similarities and differences between their own ideas about God and some Christian ideas * Find out more about the ways Christians think of God and see the world * Describe the story of Genesis chapter 1 and think and talk about the meaning of temptation. * Describe Jesus’ teaching about forgiveness.   L2.6 Why do some people think that life is like a journey and what significant experiences mark this?   * Suggest why some people see life as a journey and identify some of the key milestones on this journey * Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean * Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people * Discuss how believers show commitment with their own ideas about community, belonging and belief | | L2.7 What does it mean to be a Christian in Britain today?   * Describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each * Describe how one hymn or song shows specific Christian beliefs or teaching * Describe two things that might be hard or a challenge about being a Christian * Give reasons why Christians and others help other people * Find similarities and differences between the reasons that religious people and non-religious people give for helping people * Describe an example of a Christian you have studied who helped others by his or her actions. 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| **Class 4** | U2.1 Why do some people think God exists?  • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging • Express thoughtful ideas about the impact of believing or not believing in God on someone’s life  • Present different views on why people believe in God or not, including their own ideas  • Express their own ideas about theism, atheism and agnosticism  . • Suggest answers to some of the Big Questions about the existence of God • Consider reasons that people might believe or not believe in God  • Respond thoughtfully to the question, “Is God real?”, giving evidence to back up my ideas  • consider how facts, beliefs and opinions come about.  U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?  Describe and make connections between examples of religious creativity (buildings and art)  • Show understanding of the value of sacred buildings and art  • Suggest reasons why some believers see generosity and charity as more important than buildings and art  • Apply ideas about values and from scriptures to the title question | | U2.4 If God is everywhere, why go to place of worship?  Make connections between how believers feel about places of worship in different traditions  Select and describe the most important functions of a place of worship for the community  Give examples of how places of worship support believers in difficult times, explaining why this matters to believers  Present ideas about the importance of people in a place of worship, rather than the place itself  U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah  • Make connections between beliefs and behaviour in different religions  • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions  • Describe the impact of some of Gandhi’s principles and show how his words can be used to address contemporary situations  • Make connections between beliefs and behaviour in Christian religion  • Outline the challenges of being a Hindu, Christian or Muslim in Britain today  • Consider similarities and differences between beliefs and behaviour in different faiths  • Describe some of the impacts of religious commitments on life. | U2.2 What should Jesus do?  (Can we live by the values of Jesus in the 21st century?)  • Outline Jesus’ teaching on how his followers should live  • Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live.  • Explain the impact Jesus’ example and teachings might have on Christians today.  • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.  • Describe some of Jesus’ stories, teachings and example to show why he saw forgiveness as so important.  • Use some examples of Christian text (scripture and prayer) to understand the way Christians believe we should treat each other in modern times  • Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.  U2.7 What matters most to Christians and Humanists?  • Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples  • Describe some Christian and Humanist values simply  • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied  • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view | | U2.6 What does it mean to be a Muslim in Britain today?  • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad  • Describe and reflect on the significance of the Holy Qur’an to Muslims  • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils  • Make connections between the key functions of the mosque and the beliefs of Muslims  U2.3 What do religion say to us when life gets hard?  • Express ideas about how and why religion can help believers when times are hard, giving examples  • Outline Christian, Hindu and/or nonreligious beliefs about life after death  • Explain some similarities and differences between beliefs about life after death  • Explain some reasons why Christians and Humanists have different ideas about an afterlife | | |