



Wistaston Academy  
Primary and Nursery School  
Together We Learn - Together We Achieve

R.E. Curriculum Overview						
Classes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Reception	<b>Christianity:</b> Harvest	<b>Christianity:</b> Christmas	<b>Hinduism</b> Holi	<b>Christianity:</b> Easter	<b>Islam:</b> Ramadan and Eid	<b>Islam:</b> Worship
Year 1	<b>Christianity:</b> Creation Story	<b>Christianity:</b> Christmas – Incarnation	<b>Christianity:</b> Parables	<b>Christianity:</b> Easter: Celebration and Symbols	<b>Christianity:</b> Places of worship	<b>Christianity:</b> Baptism
Year 2	<b>Christianity:</b> Who do Christians follow?	<b>Christianity:</b> What do Christians think God is like?	<b>Judaism:</b> Introduction to Judaism	<b>Christianity:</b> Easter – Resurrection	<b>Judaism:</b> The family home	<b>Hinduism:</b> Introduction to Hinduism
Year 3	<b>Hinduism:</b> Diwali	<b>Islam:</b> What does the Qur'an teach	<b>Christianity:</b> Understanding God through Jesus' miracles	<b>Christianity:</b> Love and forgiveness	<b>Christianity:</b> The Bible and following Jesus	<b>Judaism:</b> Belief and Practice
Year 4	<b>Judaism:</b> Festivals	<b>Christianity:</b> Advent and Christmas - Incarnation	<b>Christianity:</b> Practices and ways of life. Trinity / baptism.	<b>Christianity:</b> Christian worship	<b>Islam:</b> Islamic worship	<b>Islam:</b> Ceremonies ad Festivals
Year 5	<b>Christianity:</b> The teaching of Jesus.	<b>Christianity:</b> Christmas: Prophecy and fulfilment	<b>Hinduism:</b> Worship and celebration.	<b>Christianity:</b> Practices and Ways of Life.	<b>Christianity:</b> Miracles of Jesus	<b>Islam:</b> Beliefs and Teaching

Year 6	<b>Hinduism:</b> Hindu Values	<b>Secularism</b> Introduction to Humanism	<b>Islam:</b> 5 pillars of Islam	<b>Christianity:</b> Practices and ways of life. Easter - Resurrection	<b>Christianity:</b> Diverse forms of worship / signs of salvation	<b>Buddhism:</b> Introduction to Buddhism
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## R.E Long Term Plan and Progression of Skills and Knowledge

*In the Early Years Unit,*

### Development Matters Early Years Foundation Stage Framework

#### **Understanding the World: People and Communities**

- *Has a sense of own immediate family and relations. (22-36 months)*
- *Shows an interest in the lives of people who are familiar to them. (30-50 months)*
- *Remembers and talks about significant events in their own experience. (30-50 months)*
- *Recognises and describes special times or events for family. (30-50 months)*
- *Enjoys joining in with family customs and routines. (40-60 months)*
- *Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)*

#### **Communication and Language: Speaking ELG**

- *Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. (22-36 months)*
- *Can retell a simple past event in correct order (e.g. went down slide, hurt finger). (30-50 months)*
- *Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50 months)*
- *Uses a range of tenses (e.g. play, playing, will play, played). (30-50 months)*
- *Uses vocabulary focussed on objects and people that are of particular importance to them. (30-50 months)*
- *Links statements and sticks to a main theme or intention. (40-60 months)*
- *Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60 months)*

- Children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. (ELG)

#### Curriculum Early Years Foundation Stage

<b>Essential Content:</b>	<b>Christianity</b>	• Talk about how Christians describe God e.g. as creator.
		• Talk about who Christians say Jesus is e.g. say why they think he might be special.
		• Explain the Bible is the Christian's holy book.
		• Retell a few key aspects of the Christmas story e.g. Jesus came to earth and was born in a stable; his parents were Mary and Joseph
		• Retell a few key aspects of the Easter story e.g. Jesus came into Jerusalem on a donkey he died and came back alive.
		• Understand that the Bible tells stories that help Christians think about God & Jesus.
		• Talk about some things Christians do in church.
		• Begin to show curiosity and ask questions about Christian stories.

#### National Curriculum Key Stage One

*The locally agreed syllabus is a statutory syllabus of RE prepared under schedule 31 to the Education Act 1996 and adopted by the LA under that schedule. It must be followed in maintained schools without a designated denomination. Once adopted by the LA, the agreed syllabus sets out what pupils should be taught and can include expected standards of pupils' performance at different stages. Every locally agreed syllabus must reflect that the religious traditions of Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.*

*Locally Agreed Syllabus: Christianity: 4.5 terms / Judaism 1 term / Hinduism 0.5 terms as optional unit.*

#### Curriculum Key Stage One

<b>Christianity</b>	Beliefs and Teaching	<ul style="list-style-type: none"> <li>• Children will learn about God as a loving Father / Creator. One who has authority.</li> <li>• They will learn about Jesus' birth, his disciples, his teachings eg: The Lost Sheep. Miracles, his death and resurrection, Jesus as one who changes lives.</li> <li>• They will learn about life after death / Heaven.</li> <li>• Christian views on caring for the natural world.</li> <li>• Giving and receiving at Christmas</li> </ul>
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		<ul style="list-style-type: none"> <li>• Special people in the Bible: Jesus, Mary, Peter, David, Noah.</li> </ul>
	Practices and Ways of Life	<ul style="list-style-type: none"> <li>• Reading the Bible</li> <li>• Genres in the Bible</li> <li>• Following the example of Jesus: Caring for others / treating people equally / honesty / Courage: Right and Wrong / Two greatest commandments</li> <li>• Infant baptism / weddings</li> <li>• Worship: prayer / singing / reading the Bible</li> <li>• The Church Building: altar / font etc</li> <li>• The use of symbols: cross / crucifix</li> <li>• Celebrations and important events: Sundays / Christmas / Easter / Weddings / Harvest / local Church customs.</li> </ul>
	Identity, Belonging and Diversity	<ul style="list-style-type: none"> <li>• The church as a community of people: People with a special role: Ministers / Vicars / priests / introduction to Eucharist (communion)</li> </ul>
	Values	<ul style="list-style-type: none"> <li>• Looking after the world in which we live: Stewardship</li> <li>• Courage/ honesty / love / service</li> <li>• Exploring the wonder and beauty of Creation</li> <li>• Wisdom / justice</li> </ul>
	Concepts	<ul style="list-style-type: none"> <li>• God's love in creation</li> <li>• Incarnation</li> <li>• Good news</li> <li>• Faith</li> <li>• Resurrection</li> <li>• Thanksgiving</li> <li>• Church community</li> </ul>
<b>Judaism</b>	Beliefs and Teaching	<ul style="list-style-type: none"> <li>• God cares for all people</li> <li>• God is One</li> <li>• Belief in stories: ie) Joseph / Moses</li> <li>• Why do Jewish people have special objects in their home?</li> <li>• Exploring Jewish family life and each members' role.</li> </ul>
	Practices and Ways of Life	<ul style="list-style-type: none"> <li>• Relating to God through worship and prayer</li> <li>• Reading the Torah</li> <li>• Laws and rules</li> <li>• People with special roles: Rabbi</li> </ul>

	Identity, Belonging and Diversity	<ul style="list-style-type: none"> <li>• How Jews relate to God</li> <li>• Shabbat and Friday night meal</li> <li>• Eating special bread</li> <li>• How Jewish special occasions reflect meaning</li> <li>• People of Israel</li> <li>• Stories about the People of Israel</li> <li>• Family life and Jewish homes</li> <li>• Synagogue as a community</li> </ul>
	Values	<ul style="list-style-type: none"> <li>• Values in 10 Commandments</li> <li>• Being rescued by God</li> <li>• Respect</li> <li>• Israel as a special place for Jews</li> <li>• Wider Jewish community</li> <li>• Concept of family in Judaism</li> </ul>
	Concepts	<ul style="list-style-type: none"> <li>• Covenant: God's promise</li> <li>• Redemption</li> </ul>
<b>Hinduism</b>	Beliefs and Teaching	<ul style="list-style-type: none"> <li>• One God in many forms</li> <li>• Belief in stories: Ganesh</li> <li>• The importance of family</li> </ul>
	Practices and Ways of Life	<ul style="list-style-type: none"> <li>• The importance of family: The world as one family / Respect for mother / Mother Earth</li> </ul>
	Identity, Belonging, and Diversity	<ul style="list-style-type: none"> <li>• Welcoming babies</li> <li>• The world as one family</li> </ul>
	Values	<ul style="list-style-type: none"> <li>• Vegetarianism</li> <li>• Compassion</li> <li>• Helping other people</li> <li>• Sharing with others</li> <li>• Actions have consequences / Karma</li> </ul>
	Concepts	<ul style="list-style-type: none"> <li>• Karma</li> </ul>

### National Curriculum Key Stage Two

*The locally agreed syllabus is a statutory syllabus of RE prepared under schedule 31 to the Education Act 1996 and adopted by the LA under that schedule. It must be followed in maintained schools without a designated denomination. Once adopted by the LA, the agreed syllabus sets out what pupils should be taught and can include expected standards of pupils' performance at different stages. Every locally agreed syllabus must reflect that the*

religious traditions of Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

**Locally agreed syllabus:**

**Lower Key Stage 2:**

Christianity: 3 terms / Judaism: 1 term / Islam: 1.5 terms / Hinduism: 0.5 terms (optional study)

**Upper Key Stage 2:**

Christianity: 3 terms / Islam: 1 term / Hinduism: 1 Term / Buddhism: 0.5 terms (free choice enquiry) / Secularism: 0.5 terms (optional study)

**Curriculum Lower Key Stage Two**

<b>Christianity</b>	Beliefs and Teaching	<ul style="list-style-type: none"> <li>• Descriptions of God as: creator; sustainer; loving; saviour; ruler.</li> <li>• Language; songs; stories</li> <li>• Understanding God through Jesus' life: birth; baptism; miracles; parables; eg Sower. First Easter; effect of Jesus on others</li> <li>• Jesus' Teaching: Parables</li> <li>• Birth rituals: baptism and thanksgiving</li> <li>• Belief in life after death</li> <li>• Caring for natural world (Harvest assembly)</li> <li>• The Church as a community of people. Global community: local; national; global continuing work of Jesus incl. leaders.</li> <li>• Belief expressed: in ritual; symbolism; artefacts; architecture Local church festivals</li> </ul>
	Practices and Ways of Life	<ul style="list-style-type: none"> <li>• Bible as a basis for faith in: worship personal devotion; as a source of guidance</li> <li>• Infant and believers' baptism</li> <li>• Celebrations and important events: Advent &amp; Christmas; Lent; Holy Week and Easter; Pentecost</li> </ul>
	Identity, Belonging and Diversity	<ul style="list-style-type: none"> <li>• Church as community</li> <li>• Diverse and varied expressions of worship: Music; songs; prayer; silence; dance; drama; reflection</li> </ul>
	Values	<ul style="list-style-type: none"> <li>• Understanding God through natural world</li> <li>• Following the example of Jesus and other Christians: forgiveness; love; respect;</li> <li>• Hope</li> <li>• Working with Christian organisations; personal responsibility</li> </ul>
	Concepts	<ul style="list-style-type: none"> <li>• God's love/ Trinity/ creation</li> <li>• Incarnation/ good news</li> <li>• Faith/ reconciliation/ repentance/ salvation</li> </ul>

		<ul style="list-style-type: none"> <li>• Sin/ hope/ resurrection/ belonging</li> <li>• Stewardship/ church community</li> </ul>
<b>Judaism</b>	Beliefs and Teaching	<ul style="list-style-type: none"> <li>• Jewish beliefs about God: God is one / God as creator/ God cares for all</li> <li>• Stories from life of Moses</li> <li>• Objects that remind Jews of faith: symbols</li> </ul>
	Practices and Ways of Life	<ul style="list-style-type: none"> <li>• How Jews show respect for God's name</li> <li>• How Jews show respect for the Torah: Annual cycle of readings Torah given at Mount Sinai (Shavuot)</li> <li>• Jewish Importance of community rules</li> <li>• Significant points in Jewish lives – ceremonies and rituals</li> <li>• Temple, role of the Rabbi Yom Kippur Rosh Hashanah</li> </ul>
	Identity, Belonging and Diversity	<ul style="list-style-type: none"> <li>• Gods protection of Jewish people / chosen people</li> <li>• Passover</li> <li>• Bar/Bat Mitzvah</li> <li>• Synagogue as community centre</li> <li>• Why Jews come together to worship Jewish home – food laws and the kitchen</li> </ul>
	Values	<ul style="list-style-type: none"> <li>• Living in accordance with Ten Commandments</li> <li>• Jewish teaching about judgement and forgiveness</li> <li>• Respect for each other truthfulness</li> </ul>
	Concepts	<ul style="list-style-type: none"> <li>• Covenant Yahweh</li> <li>• Freedom: Jewish ideas Exodus</li> <li>• Israel</li> </ul>
<b>Islam</b>	Beliefs and Teaching	<ul style="list-style-type: none"> <li>• Descriptions of God Islamic belief in God Allah - the Islamic name for the One True God; creator; provider; 99 names</li> <li>• Messengers of Allah. Stories from the life of Prophet Muhammad. (pbuh)</li> <li>• Islamic belief in angels</li> <li>• Family life</li> <li>• Celebrations, festival and special events: Id-ul-fitr Worship at the mosque</li> </ul>
	Practices and Ways of Life	<ul style="list-style-type: none"> <li>• Showing respect and kindness to guests. Importance of visiting.</li> <li>• Worship: Daily worship (Salah) prayer Worship can take place almost anywhere. Cleanliness before one can pray (wudu) is essential. Celebrations, festival and special events, eg Id-ul-fitr</li> </ul>
	Identity, Belonging and Diversity	<ul style="list-style-type: none"> <li>• prayer</li> <li>• Wearing specific clothing</li> </ul>

	Values	<ul style="list-style-type: none"> <li>• Following the example of Muhammad (pbuh):</li> <li>• Importance of honesty. Importance of good manners</li> <li>• Respect for each other</li> </ul>
	Concepts	<ul style="list-style-type: none"> <li>• Prophethood</li> <li>• Islam</li> <li>• Salah</li> </ul>
<b>Hinduism</b>	Beliefs and Teaching	<ul style="list-style-type: none"> <li>• One God represented through many different gods e.g. Vishnu, Lakshmi</li> <li>• Beliefs expressed in stories e.g. Rama's exile and return, the childhood of Krishna</li> <li>• The importance of family. The world as one family ;</li> </ul>
	Practices and Ways of Life	<ul style="list-style-type: none"> <li>• Devotion to God</li> <li>• Worship in the home/ Mandir / Festivals</li> <li>• Beliefs expressed through symbols: eg) rangoli patterns</li> </ul>
	Identity, Belonging and Diversity	<ul style="list-style-type: none"> <li>• Important festivals: Diwali /</li> <li>• Welcoming babies: Hindu naming ceremony</li> </ul>
	Values	<ul style="list-style-type: none"> <li>• Devotion to God</li> <li>• sharing with others</li> <li>• Love and loyalty between all members of the extended family</li> </ul>
	Concepts	<ul style="list-style-type: none"> <li>• Brahman / karma</li> </ul>
<b>Curriculum Upper Key Stage Two</b>		
<b>Christianity</b>	Beliefs and Teaching	<ul style="list-style-type: none"> <li>• Descriptions of God as: saviour; ruler. Language; songs; stories 'three in one'</li> <li>• Understanding God through Jesus' life: Birth; parables; Easter; resurrection, ascension, connection with Christmas. Old Testament Prophecies about Jesus</li> <li>• Beatitudes Birth rituals: Belief in life after death</li> <li>• Caring for natural world</li> <li>• The Church as a community of people. Global community of believers continuing work of Jesus. Belief expressed: in ritual, signs of salvation in symbolism, artefacts, architecture</li> </ul>
	Practices and Ways of Life	<ul style="list-style-type: none"> <li>• Bible as a basis for faith as a source of guidance. The effect of Jesus on others</li> <li>• Confession of sin: Finding peace with God</li> <li>• Celebrations and important events: Advent &amp; Christmas; Holy Week and Easter;</li> <li>• Baptism and Confirmation; Eucharist and communion</li> </ul>
	Identity, Belonging and Diversity	<ul style="list-style-type: none"> <li>• Diverse and varied expressions of worship: Music; songs; prayer; silence; dance; drama; reflection</li> </ul>

	Values	<ul style="list-style-type: none"> <li>• Beliefs about Jesus e.g. his baptism and temptations, teachings, parables, and miracles</li> <li>• Following the example of Jesus and other Christians: forgiveness; love; respect; Tolerance; faith</li> <li>• Working with Christians organisations; environmental concerns</li> </ul>
	Concepts	<ul style="list-style-type: none"> <li>• God's love / Trinity</li> <li>• Incarnation/ good news / sacrifice/ reconciliation</li> <li>• Faith/ reconciliation/ repentance/ salvation</li> <li>• Sin/ resurrection/ Kingdom of God</li> <li>• church community/ Kingdom of God</li> </ul>
<b>Islam</b>	Beliefs and Teaching	<ul style="list-style-type: none"> <li>• Shahadah – declaration of faith. Oneness of Allah.</li> <li>• Prophet Muhammad as final prophet</li> <li>• Roles and responsibilities of all family members</li> <li>• No images of Allah</li> <li>• The Future: Belief in the hereafter.</li> <li>• Zakah: during Ramadan, festival of Id-ul-Fitr at the end of Ramadan, donating to the needy to help them share in Id-ul-Fitr (Zakat-ul-Fitr)</li> <li>• Food laws</li> <li>• 5 Pillars</li> </ul>
	Practices and Ways of Life	<ul style="list-style-type: none"> <li>• How the Qur'an affects daily life</li> <li>• 5 pillars: Salah – daily worship, different positions and their meaning. Sawm – fasting Zakah – obligatory act of charity. Hajj – pilgrimage to Makkah.</li> <li>• No images of Allah</li> <li>• Marriage</li> </ul>
	Identity, Belonging and Diversity	<ul style="list-style-type: none"> <li>• Dress codes</li> <li>• Worldwide community of Muslims (Ummah)</li> <li>• Marriage</li> </ul>
	Values	<ul style="list-style-type: none"> <li>• Obedience to Allah</li> <li>• Showing respect for teachers, elders, the learned and wise.</li> <li>• Concern for the poor and the needy.</li> </ul>
	Concepts	<ul style="list-style-type: none"> <li>• Prophethood</li> <li>• Ummah</li> </ul>

<b>Hinduism</b>	Beliefs and Teaching	<ul style="list-style-type: none"> <li>• One God represented through many different gods e.g. Vishnu; Krishna, Shiva</li> <li>• Names of important scriptures containing Hindu beliefs e.g. Vedas Ramayana</li> <li>• Endless cycle of creation preservation and destruction</li> <li>• The importance of family. The world as one family ;</li> <li>• Beliefs expressed through symbols eg Aum; swastika and lotus flower</li> </ul>
	Practices and Ways of Life	<ul style="list-style-type: none"> <li>• Devotion to God</li> <li>• Respect for mother and Mother Earth, respect for father and ancestors,</li> <li>• Pilgrimage</li> <li>• Actions have consequences e.g. karma</li> <li>• Worship (Puja) in the home/mandir, e.g. the shrine, Arti (welcoming) ceremony, music, dance</li> </ul>
	Identity, Belonging and Diversity	<ul style="list-style-type: none"> <li>• Welcoming babies</li> <li>• Marriage</li> <li>• Important Festivals: Holi</li> </ul>
	Values	<ul style="list-style-type: none"> <li>• Devotion to God Environmental concerns</li> <li>• honesty and truthfulness helping other people sharing with others</li> <li>• respect and care for other people and all living things vegetarianism</li> <li>• Love and loyalty between all members of the extended family</li> </ul>
	Concepts	<ul style="list-style-type: none"> <li>• Aum, Brahma, karma, reincarnation, samsara, moksha</li> </ul>
<b>Buddhism</b>	Beliefs and Teaching	<ul style="list-style-type: none"> <li>• Life involves suffering; suffering is caused by desire; suffering can be overcome</li> <li>• The Buddha as an enlightened human being as the one who discovered the way to overcome suffering and unhappiness</li> <li>• The great renunciation: giving up riches &amp; luxury His Enlightenment</li> <li>• the Eightfold path Buddhist response to ultimate questions</li> <li>• Life involves suffering; suffering is caused by desire; suffering can be overcome the way to overcome suffering is to follow Buddha's teaching</li> <li>• Symbols which help to understand the teachings of the Buddha e.g. the lotus flower, the wheel, the Bodhi tree, three jewels. The Buddhist community</li> </ul>
	Practices and Ways of Life	<ul style="list-style-type: none"> <li>• The four signs</li> </ul>

	Identity, Belonging and Diversity	<ul style="list-style-type: none"> <li>• Buddha: 5 moral precepts</li> <li>• Meditation</li> <li>• Alleviation of suffering</li> <li>• The Buddhist community</li> <li>• Use of symbols</li> </ul>
	Values	<ul style="list-style-type: none"> <li>• compassion Buddha's Enlightenment as a source of compassion and wisdom</li> <li>• Sympathy and kindness to others and animals</li> <li>• Giving generously of time, abilities, food and money Compassion to all living things Non-violence</li> </ul>
	Concepts	<ul style="list-style-type: none"> <li>• Dukkha, reincarnation, karma, enlightenment, samsara</li> </ul>
<b>Secularism</b>	Beliefs and Teaching	<ul style="list-style-type: none"> <li>• 'The Golden Rule' Humanist Decalogue</li> <li>• Happy human symbol</li> <li>• Use of slogans, e.g. 'Good without God'</li> <li>• 'Ceremonies without superstition'</li> </ul>
	Practices and Ways of Life	<ul style="list-style-type: none"> <li>• Rejection of an afterlife/ Naming ceremonies/ Humanist funerals</li> <li>• Use of slogans, e.g. 'Good without God' 'Ceremonies without superstition'</li> </ul>
	Identity, Belonging and Diversity	<ul style="list-style-type: none"> <li>• Membership of secular organisations, e.g. BHA and Amnesty</li> <li>• Happy human symbol</li> </ul>
	Values	<ul style="list-style-type: none"> <li>• Humans have to decide for themselves what is right and wrong</li> <li>• The power of human reason and scientific enquiry</li> <li>• Concern for the social and ethical issues e.g. the environment Equality &amp; justice</li> </ul>
	Concepts	<ul style="list-style-type: none"> <li>• Atheism, Humanism, Agnosticism</li> </ul>

<b>Nursery</b>					
<b>Reception</b>					
This Is Me! Me and My World Castles and Dragons		Snow and Ice- Animals/ Fantasy Farm- Animals		Water When I Grow UP	
<b>Year One</b>					
<p><b><u>Christianity: Creation and Harvest.</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Learn about how Christians believe God showed his love in Creation and how the Bible expresses it took place. They will explore the wonder and beauty of the world we live in and the idea of stewardship towards the natural world. They will look at the teaching of Francis of Assisi and Christian ideas regarding care for the environment. They will explore ways in</li> </ul>	<p><b><u>Christianity: The Birth of Jesus.</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Learn about the nativity story and how Christians believe God sent Jesus as a gift to the world. They will learn about the biblical account of the virgin birth as announced by angels. They will explore different characters in the story, such as Jesus, Mary and Joseph, the Shepherds and Wise Men, and will explore their significance.</li> </ul>	<p><b><u>Christianity: Parables Objectives:</u></b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Learn that Jesus taught his friends through stories called Parables. They will explore the hidden meanings of God’s love for people through six parables. They will explore the Christian idea of “lostness” being the loss of a friendship with God and “salvation” being that friendship restored. They will draw parallels with the ideas of listening well, forgiving others and valuing placed on people</li> </ul>	<p><b><u>Christianity: Easter: Celebrations and Symbols</u></b></p> <p><b>Objectives:</b> In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Begin to understand the significance of important days and people for Christians. They will investigate the meaning of symbols that Christians use at Easter and begin to understand the significance of this festival.</li> </ul> <p><b>Key Enquiry Question:</b> “How and why do Christians celebrate Easter?”</p> <p><b>Key concept:</b> Salvation</p>	<p><b><u>Christianity: The Church as a Place of Worship</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Consider the purpose of a church and that it is a special place for Christians. Reflect upon similarities and differences outside and inside churches. They will also reflect on the reason why Christians go to churches.</li> </ul> <p><b>Key inquiry question:</b> “How does a church building help Christians express their worship?”</p>	<p><b><u>Christianity: Practices and ways of life: Baptism</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Learn about various ways in which Christians baptise either infants or believers. They will reflect on the significance of ceremony, artefacts and participants. They will learn from Christian ministers and analyse the meaning of inherent symbolism.</li> </ul> <p><b>Key inquiry question:</b> How does baptism express belonging for Christians?</p>

<p>which Christians express thankfulness for what they have through practices such as Harvest and sharing with others.</p> <p>Key inquiry questions:  <b>What is God like for Christians? How do Christians show they are thankful for what they have?</b></p> <p>Key concept: <b>God as Creator / Stewardship.</b></p> <p><b>Vocabulary for Key Concepts:</b></p> <p>Creator: someone who makes something</p> <p>Creation: something that is made</p> <p>Praise: to express that something is good.</p> <p>Environment: the natural world</p> <p>Steward: to look after something well.</p> <p>Harvest: when crops are gathered in by farmers</p> <p>Thankful: to be grateful for something.</p>	<p>Key inquiry question:  <b>Why is Jesus' birth important for Christians?</b></p> <p><b>Vocabulary for key concepts:</b></p> <p>Foretelling/ Prophecy: When God tells people something he will do before it happens.</p> <p>Miracle: Something that seems impossible, believed to be done by God.</p> <p>Incarnation: God becoming human in the form of Jesus.</p> <p>Angels: Heavenly messengers from God.</p> <p>The Wise Men: Kings from the East, who were skilled in star-gazing.</p> <p>The Bible: The holy book for Christians.</p> <p>The New Testament: The second part of the Bible which records Jesus' life onwards.</p>	<p>or things with their own lives. They will begin to consider what this might mean for a Christian believer.</p> <p>Key inquiry question:  <b>Why did Jesus tell "Lost" Parables?</b></p> <p>Vocabulary for key concepts:</p> <p>Parable: A small story with a huge idea hidden inside it.</p> <p>Forgiveness: When God wipes away the wrong choices people make.</p> <p>Salvation: When God saves people from a life without him.</p> <p>Wise: Understanding how to make good choices.</p> <p>Foolish: Making silly choices</p> <p>Disciples: Jesus' friends, who follow his ideas.</p>	<p><b>Vocabulary for Key Concepts:</b></p> <p>Sabbath: A day of rest kept special for God</p> <p>Pastor / Vicar / Priest: A Christian leader and teacher</p> <p>Church: Where Christians meet together</p> <p>Cross: the place where Jesus died</p> <p>Resurrection: Coming back to life after death</p> <p>Forgiveness: wrong things being wiped away</p> <p>Sin: wrong choices</p> <p>Symbol: A picture that means something</p> <p>Salvation: God changing a Christian's life through forgiveness</p>	<p><b>Key Concept:</b> Church community</p> <p><b>Vocabulary for key concepts:</b></p> <p>Church: a building in which Christians meet together.</p> <p>Belonging: When you feel part of something</p> <p>Bible: The holy book for Christians</p> <p>Pastor / Vicar: a church leader</p> <p>Pew: a fixed seat in a church</p> <p>Pulpit: a place where the teacher stands</p> <p>Congregation: a gathering of people in a church</p> <p>Prayer: talking to God</p> <p>Worship: telling God that he is special, sometimes by singing.</p>	<p>Key concept: Discipleship.</p> <p><b>Vocabulary for Key Concepts:</b></p> <p>Baptism: either sprinkling a baby or fully immersing an older child / adult in water, to show a new beginning.</p> <p>Font: a container holding water in a church</p> <p>Baptistry: a pool in a church for baptism</p> <p>Prayer: talking to God</p> <p>Godparents: someone who promises to encourage a child to follow God</p> <p>Minister: the person who leads a church</p>
<p><b>Assessment:</b></p> <p><b>FC1:</b> Talk about how Christians describe God as creator</p> <p><b>C5:</b> Explain the Bible is a Christian's holy book and identify different kinds /</p>	<p><b>Assessment:</b></p> <p>C1: Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put 6 pictures in order to</p>	<p><b>Assessment:</b></p> <p><b>C5:</b> Explain the Bible is a Christian's holy book and identify different genres of writing. (ie – parables are stories with a meaning. They are</p>	<p><b>Assessment:</b></p> <p><b>C3:</b> Identify at least four aspects of how Christians celebrate Easter, explaining why this important to them.</p>	<p><b>Assessment:</b></p> <p><b>C6:</b> Recognise the features of a church building and identify at least three artefacts found in a church</p>	<p><b>Assessment:</b></p> <p>C6: Recognise (some) features of a church building and identify at least 3 artefacts found in a church explaining why</p>

genres writing. (in this case narrative / story / metaphorical)	show what happened on the first Christmas. C5: Explain the Bible is a Christian's holy book and identify different kinds of genre / writing. (In this instance: narrative / prophecy)	historical records of Jesus' words. They are "teaching.")	<b>C7:</b> Describe at least three things a minister / church leader might do.	explaining why they are important to Christians.	they are important to Christians. C7: Describe at least 3 things and minister / church leader might do.
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**Year Two**

<p><b><u>Christianity: Who do Christians Follow?</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Learn about who Christians think Jesus is and why they follow him. They will learn about stories from his life and examine how this inspires belief in Jesus' deity and humanity. They will reflect on how Jesus' example influences Christians' lives and how we might share what we have with others.</li> </ul> <p>Key inquiry questions: <b>Who do Christians Follow? Why is Jesus important to Christians?</b></p> <p><b>Key concept:</b> Incarnation / Discipleship.</p> <p><b>Vocabulary for Key Concepts:</b> Deity: a God</p>	<p><b><u>Christianity: What do Christians Think God Is Like?</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Learn about who Christians think God is as expressed in the Bible. They will analyse different images which express God as: Father or Mother, Creator, Holy Spirit, Son and Trinity.</li> </ul> <p>Key inquiry questions: <b>What does the Bible say God is like? What is God like for Christians?</b></p> <p><b>Vocabulary for key concepts:</b> Benevolent: Kind, compassionate and loving Omnipotent: All-powerful Omnipresent: Everywhere at once Incarnation: God becoming human</p>	<p><b><u>Judaism: Introduction to Judaism</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Investigate the Synagogue as a place of worship and the importance and roles of the Rabbi and Torah. They will explore significant stories and characters within Torah stories, analysing what they might mean for Jews. They will reflect on any significance these stories might hold for their own lives.</li> </ul> <p>Key inquiry question: <b>Why is going to Synagogue important to Jews? What is the Torah and why is it important? What do Jews believe from Torah stories?</b></p>	<p><b><u>Christianity: Easter: The Resurrection</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• To investigate the events which led up to Jesus' death and resurrection and the significance these things have for Christians today.</li> </ul> <p><b>Key Enquiry Question:</b> "Why is Jesus important to Christians?"</p> <p><b>Key concept:</b> Salvation</p> <p><b>Vocabulary for Key Concepts:</b> Shrove: past tense of "Shrive", meaning to confess your wrongdoings to God and find forgiveness. Palm: a tree found in Israel Triumph: a celebration of victory</p>	<p><b><u>Judaism: Family Worship</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Learn about the customs and beliefs surrounding Shabbat in the family home and at Synagogue. They will investigate why these things are important in the family and wider Jewish community. They will learn about the Torah, how it is revered and how it affects the life of a Jewish believer.</li> </ul> <p><b>Key inquiry question:</b> "Why is Shabbat important in some Jewish families?", "How do Jews express their faith at home?", "How and why is the Torah important to Jews?"</p> <p><b>Key Concept:</b> Worship</p>	<p><b><u>Hinduism: Introduction to Hinduism</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Learn about the origins and basic beliefs of Hinduism including the worship of one God (Brahman) in many forms. They will investigate Hindu beliefs and customs regarding the family, the world as one family, reverence for mother earth, Ganesh and karma. They will think about how these ideas might affect the behaviour of believers.</li> </ul> <p><b>Vocabulary for Key Concepts:</b> Brahman: God Deities: forms of God Sacred: thought of as special or holy</p>
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<p>Incarnate: God in the form of man          Miracle: something amazing which would not normally be explained by natural means          Inclusion: when no-one is left out          Thankfulness: when we are grateful for something          Disciple: someone who follows somebody and tries to live like them.</p>	<p>Trinity: One God in three persons</p>	<p>Vocabulary for key concepts:          Synagogue: A place of worship for Jews.          Torah: The sacred text for Jews.          Sacred: Holy, special to God.          Yahweh: The Jewish name for God.          Rabbi: The teacher and leader for Jews          Community: A group of people who share ideas, beliefs and things.</p>	<p>Passover: a special time of celebration for Jews          Betray: to let your friend down in a way that brings harm          Crucify: a Roman method of execution          Resurrection: to come back to life after dying.</p>	<p><b>Vocabulary for key concepts:</b>          Shabbat: a day of rest devoted to Yahweh          Torah: The holy book for the Jews          Shalom: peace          Kiddush: A prayer of blessing at the start of Shabbat          Holy: set apart for God          Synagogue: Jewish place of worship          Tallit: Prayer shawl          Ark: Cabinet containing the Torah scrolls          Bimah: Where the Torah is read          Ner Tamid: The eternal light          Siddur: a Jewish prayer book.</p>	<p>Reverence: deep respect for someone or something          Dharma: truth          Ritual: a religious ceremony          The environment: the natural world          Karma: good or bad results from good or bad actions.</p>
<p><b>Assessment:</b>  <u>FC2:</u>Talk about who Christians say Jesus is and why he might be special  <u>C5:</u> Explain that the Bible is the Christian's holy book and identify different kinds of genre / writing (in this case: narrative, historical, teaching)</p>	<p><b>Assessment:</b>          C1:Recall the main events from the Christmas Bible stories linking these stories with Christianity. (Through Christmas play)          C4: Talk about who Christians say Jesus is. E.G: called the Son of God; God made man.          C5: Explain the Bible is a Christian's holy book and identify different genres</p>	<p><b>Assessment:</b>  <u>J1:</u> Identify that the Torah is a holy book for Jews and how the rules in the Torah can guide a Jew in their daily lives, eg, Why they believe it is wrong to steal.  <u>J2:</u> Describe some of what happens in the synagogue</p>	<p><b>Assessment:</b>  <u>C2:</u> Recall the main events from the Easter Bible stories linking these stories with Christianity. For example, recall and order the five key events that happened during Jesus' last week on earth; entry into Jerusalem, Last Supper; arrest; crucifixion; resurrection.</p>	<p><b>Assessment:</b>  <u>J1:</u> Identify the Torah as a holy book for the Jews and how the rules in the Torah can guide a Jew in their lives. Eg: Why they believe it is wrong to steal.  <u>J2:</u> Describe some of what happens in the synagogue and why Shabbat is important to Jews.</p>	<p><b>Assessment:</b>          H1: Describe various forms of Hindu worship          H5: Compare / contrast Hindu ways of welcoming a child with other religious or non-religious views.          H6: Begin to analyse Hindu beliefs about vegetarianism and caring for the environment.</p>

	of writing. (In most instances this half term: metaphor / poetry.)	<b>J3:</b> Describe at least three things a Rabbi might do (if it fits)			H7: Begin to understand Hindu ways of understanding the family. H8: Explain the Hindu idea of “Karma and how actions have consequences” .
<b>Year Three</b>					
<p><b><u>Hinduism: Diwali</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•Learn about the origins of Hinduism and the concept of one God in many forms. They will investigate the beliefs and practices of the festival of Diwali and consider the meaning of Hindu stories, such as Rama and Sita. They will investigate how Hindus welcome children into the world and compare and contrast these practices with other people’s ways of doing this.</li> </ul> <p>Key inquiry questions: <b>How and Why do Hindus celebrate Diwali? What can some stories and images tell us about Hindu belief?</b></p>	<p><b><u>Islam: What does the Qur’an Teach?</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•Learn about the sacredness and importance of the Qur’an for a Muslim believer. They will learn about how it was revealed by the angel Gabriel to the Prophet Muhammad (PBUH) and how it affects the life of a believer. They will investigate beliefs contained within it regarding the singularity, omnipotence, omniscience, eternity and benevolence of Allah.</li> </ul> <p>Key inquiry questions: <b>Why is the Qur’an important to Muslims? What do Muslims believe about God? What happened on the night of power?</b></p>	<p><b><u>Christianity: Understanding God through the Miracles of Jesus</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•Investigate five miracles performed by Jesus as recorded in the Bible. They will analyse what meaning this might convey about God for a believer and how such beliefs might affect their behaviour.</li> </ul> <p>Key inquiry questions: <b>What effect did Jesus’ life have on others? What can Christians learn about God through Jesus’ life?</b></p> <p>Vocabulary for key concepts: Incarnate: God in human form. Mercy: Compassion, kindness, forgiveness.</p>	<p><b><u>Christianity: Love and Forgiveness</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Investigate what Jesus taught about love and forgiveness through the parable of the Good Samaritan and the Unforgiving Servant. They will also examine why Christians call Jesus “Saviour” and how this links to the Easter story.</li> </ul> <p><b>Key Enquiry Question:</b> “What did Jesus teach in parables about love and forgiveness?” “Why do Christians call Jesus Saviour and how does this link to the Easter story?”</p> <p><b>Key concept:</b> Salvation</p> <p><b>Vocabulary for Key Concepts:</b> Samaritans: People from Samaria who were</p>	<p><b><u>Christianity: The Bible and Following Jesus</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•Consider why the Bible is a special book for Christians. They will reflect upon reasons why Christians follow the Bible and how this may influence their behaviour.</li> </ul> <p><b>Key concept:</b> Discipleship.</p> <p><b>Key inquiry questions:</b> “How &amp; why is the Bible a source of inspiration for Christians?”, “How does the Bible help Christians live their lives as disciples?”</p> <p><b>Vocabulary for Key Concepts:</b> Bible: The holy book for Christians Genre: A type of writing Reference: a method of finding part of the Bible</p>	<ul style="list-style-type: none"> <li>•Learn about the origins of the Torah, how it was given by God to Moses, and about ways in which Jews show respect for the Torah. They will learn about key events in a Jewish person’s life, such as their Bar or Bat Mitzvah. They will also learn about the covenant God made with the Jewish people through Abraham.</li> </ul> <p><b>Key enquiry questions:</b> “How and why is the Torah important to Jews?” “What are the significant points in a Jew’s life and how are they celebrated?” “Why do Jews have Bar/Bat Mitzvah?”</p> <p><b>Vocabulary for Key Concepts:</b> Yahweh: the Jewish name for God</p>

<p><b>Key concepts:</b> Devotion and Belonging.</p> <p><b>Vocabulary for key concepts:</b></p> <p>Brahman: God</p> <p>Hindu: someone who follows the religion of Hinduism</p> <p>Sacred: something holy and precious to a religion</p> <p>Aum: the sacred sound with which Brahman sang the universe into existence.</p> <p>Ritual: a religious activity through which people worship God.</p> <p>Worship: to show love and devotion to God</p> <p>Festival: a religious celebration</p> <p>Diwali: a festival of Light.</p>	<p><b>Vocabulary for key concepts:</b></p> <p>Benevolent: Kind, compassionate and loving</p> <p>Omnipotent: All-powerful</p> <p>Omnipresent: Everywhere at once</p> <p>Omniscient: All-seeing</p> <p>Eternal: No beginning or ending</p> <p>Monotheism: belief in only one God.</p> <p>Sacred: connected with God and deserving of respect.</p> <p>The Qur'an: The Islamic sacred text.</p> <p>Revelation: God showing special knowledge to humans.</p>	<p>Omnipotence: unlimited power</p> <p>Omniscience: all-knowing</p> <p>Paralysed: unable to move</p> <p>Outcast: A person who is rejected by others.</p> <p>Leprosy: A contagious disease that affects the skin and limbs.</p>	<p>generally not liked by Jews</p> <p>Saviour: Someone who saves someone from something</p> <p>Tax Collector: Someone who gathers money from people for the rulers of the country</p> <p>Prejudice: When people are disliked without a real reason</p> <p>Sin: wrong choices</p> <p>Consequences: The result of our actions</p> <p>Forgiveness: When wrong choices are wiped away and a person becomes clean in their heart.</p>	<p>Devotion: dedicating oneself to God</p> <p>Old Testament: the part of the Bible before Jesus was born</p> <p>New Testament: the second part of the Bible after Jesus was born</p> <p>Psalm: a song to God</p> <p>Disciple: someone who follows something.</p>	<p>Torah: The sacred text for Jews</p> <p>Moses: a prophet of Yahweh, who brought the Torah to the Jews</p> <p>Bar Mitzvah: a Jewish "coming of age" ceremony for boys</p> <p>Bat Mitzvah: a Jewish "coming of age" ceremony for girls.</p> <p>Ark: a sacred wooden chest in which the Torah is kept.</p> <p>Synagogue: a Jewish religious building.</p> <p>Covenant: A promise or contract between Yahweh and the Jewish people.</p>
<p>Assessment:</p> <p><b>H3:</b> Identify key Hindu symbols and explain their meaning: Aum</p> <p><b>H5:</b> Compare / contrast Hindu ways of welcoming a child with all religious/ non-religious views previously studied.</p> <p><b>H4:</b> Describe how and suggest why Hindus celebrate Diwali</p>	<p>Assessment:</p> <p>I1: Explain how Muslims describe Allah, eg: using 99 names.</p> <p>I2: Know all Muslims believe Muhammad (pbuh) to be a 'messenger of God'(Prophet of God).</p> <p>I3: Recall 5 key facts about the story of "The Night of Power": Muhammad's (pbuh) first revelation.</p>	<p>Assessment:</p> <p><b>C8:</b> Begin to explain Christians see God as "Three in One", Father, Son and Holy Spirit, Known as the Trinity. (Ie: as demonstrated in Jesus' omnipotence revealing his incarnate nature as "God the Son", through these miracles.) NB: Teaching about the Holy Spirit will come in later.</p>	<p>Assessment:</p> <p><b>C10:</b> Describe and suggest reasons why Christians call Jesus "Saviour", using references from Key texts studied, eg: The story of Zacchaeus and Easter.</p> <p><b>C14:</b> Describe and explain how Christians live their lives as disciples. Make a link between: New Testament stories / teaching, love and</p>	<p>Assessment:</p> <p>C12: Explain how the Bible is used in the local church by Christians for guidance, devotion and inspiration.</p> <p><b>C14:</b> Describe and explain how Christians live their lives as disciples.</p>	<p>J5: Explain the key events in a Jew's life (e.g.Bar / Bat Mitzvah) and suggest why they are important to Jews.</p> <p>J7: Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses. Identify ways in which Jews show respect for the Torah.</p> <p>J6: Explain at least 2 key aspects of the 'covenant'</p>

<p><b>H2:</b> Outline some stories of Rama and Sita and explain their significance for a Hindu.</p>	<p>I4: Recognise a Qur'an and identify it with Islam. Explain how Muslims treat it with respect and believe it to be the exact words of Allah (God). I6: Explain how Muslim organisations help those in need.</p>		<p>forgiveness stories, The parable of the Good Samaritan etc.</p>		<p>God made with the Jews making reference to key texts eg Abraham.</p>
<b>Year Four</b>					
<p><b><u>Judaism: Festivals</u></b> <b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•Learn about the origins and practices of several Jewish festivals. They will investigate how these customs honour Yahweh, and inform the practices of Jewish believers. They will reflect upon ideas regarding forgiveness, new beginnings, commemoration and emancipation.</li> </ul> <p><b>Key inquiry questions:</b> What is new about Jewish New Year? How and why do Jews celebrate?</p> <p><b>Key concepts:</b> Atonement / Forgiveness / Sanctification.</p> <p><b>Vocabulary for Key Concepts:</b></p>	<p><b><u>Christianity: Advent and Christmas</u></b> <b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•Learn about the significance for Christians of Advent and the meaning of some advent practices. They will learn details of the Christmas story and analyse the importance of certain aspects. They will investigate reasons behind certain names given to Jesus, especially at Christmas.</li> </ul> <p>Key inquiry questions: <b><i>How do the different nativity stories show the importance of Jesus for Christians? Why do Christians give titles to Jesus at Christmas time?</i></b></p>	<p><b><u>Christianity: The Trinity and Baptism</u></b> <b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•Investigate the Christian concept of God as Three-in-one: God the Father, God the Son and God the Holy Spirit. They will analyse a series of symbols and metaphors to understand these three persons and their roles in a Christian's life. They will find out about the baptism of Jesus and how Christians show repentance and new life through believer's baptism. They will contrast this with the custom in some churches of welcoming a baby into the Christian life by infant baptism.</li> </ul>	<p><b><u>Christianity: Worship</u></b> <b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•Investigate why Christians go to church and how this relates to identity, diversity and belonging. They will examine diverse expressions of Church and worship, coming to an understanding that the expression "Church" relates as much to the people that gather as the building they gather in (or absence of one).</li> </ul> <p><b>Key Enquiry Question:</b> "How do members of a church community live out their lives as disciples?" "What can we find out about Christianity</p>	<p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•Investigate how Muslims worship through preparation, prayer, through gathering in a mosque and the way in which they treat others, at home and in the wider community. They will investigate individual and corporate worship and the deep significance of words and actions for Muslims.</li> </ul> <p><b>Key concept:</b> Worship</p> <p><b>Key enquiry questions:</b> "How and why do some Muslim organizations help those in need?", "Why is going to mosque important to Muslims?", "What can we find about Islam by exploring a mosque?"</p>	<p><b><u>Islam: Ceremonies and Festivals</u></b> <b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•Learn about the festivals of Ramadan and Eid-Al-Fitr and the significance of these events for believers. They will learn about Islamic birth rituals and express how this creates a sense of identity and belonging for believers.</li> </ul> <p>Key Concept: Identity, diversity and belonging</p> <p>Key enquiry questions: <b><i>How is a child welcomed into a Muslim community?</i></b></p>

<p>Rosh Hashana: Jewish New Year  Yom Kippur: the day of atonement  Shavot: A festival of thankfulness to Yahweh  Passover: A festival where Jews remember a time when God spared the Jews from judgement.  Yahweh: The Jewish name for God  Atonement: Making amends to God for wrong done by asking for forgiveness  Ceremony: a religious activity  Sin: a wrong action against God or a person.</p>	<p><b>Vocabulary for key concepts:</b>  Messiah: A person sent by God to save people.  Advent: A time of looking forward to Christmas, meaning "The arrival".  Prophet: A person who speaks a message from God, usually in advance.  Prophecy: A foretelling of something.  Angel: a messenger from God.  Gospel: A book recording the life of Jesus in the Bible, meaning: "Good News".  The Trinity: God the father, God the Son and God the Holy Spirit.</p>	<p>Key inquiry questions:  <b>Why do Christians believe God can be Father, Son and Holy Spirit? What important events in Jesus' life shape who he was? Why is it important to some Christians to mark their faith journey with believer's baptism?</b></p> <p>Vocabulary for key concepts:  Trinity: One God, with three equal persons  The Holy Spirit: One person of God, empowering and comforting on earth  Empower: to give power to  Anoint: to pour oil or blessing on a person  Repent: to turn from sinful ways  Baptise: to dip under water signifying a new life</p>	<p>through the creative arts?"  <b>Key concept:</b> Worship.  Vocabulary for Key Concepts:  Identity: understanding who we are  Belonging: when you feel you are a part of a group  Encouragement: helping each other keep going  Global: all around the world  Diverse: different  Physical: something you can see, taste, feel or touch  Spiritual: something that affects your spirit, that you may not see.  Worship: showing devotion to God  Salvation: being saved from being separated from God, having a renewed friendship with God.</p>	<p><b>Vocabulary for Key Concepts:</b>  Salah: Prayer  Wudu: washing to prepare for prayer  Mecca: A place of devotion for Muslims  Mosque: Place of collective worship for Muslims  Zakat: Charity  Worship: The feeling or expression of reverence and adoration for a deity.  Religious practices to show love for God  Devotion: Love, loyalty, or enthusiasm for a person or activity.  Religious worship.  Ritual: A religious or solemn ceremony consisting of a series of actions performed according to a prescribed order.  Deity: A God.</p>	<p><i>Why do most Muslims fast during Ramadan?</i></p> <p><i>How do Muslims celebrate Eid-al-Fitr?</i></p> <p><b>Vocabulary for Key Concepts:</b>  Ramadan: A time of fasting and devotion for Muslims  Allah: the Muslim name for God.  Qu'ran: the holy book for Muslims.  Fast: to go without food or drink in order to devote oneself to God.  Eid-Al-Fitr: a time of celebration at the end of Ramadan.  Prayer mat: a mat Muslims use when they are praying.</p>
<p><b>Assessment:</b>  J4: Describe three ways in which Jews celebrate. Explain why at least one festival is important.</p>	<p><b>Assessment:</b>  C8: Explain Christians see God as "Three in One" (Father, Son and Holy Spirit known as the Trinity)</p>	<p><b>Assessment:</b>  <u>C8:</u> Explain Christians see God as "Three in One", Father, Son and Holy Spirit, Known as the Trinity,</p>	<p><b>Assessment:</b>  <u>C11:</u> Explain with reference to the creative arts how God has a salvation plan for humans.</p>	<p><b>Assessment:</b>  I12: Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.</p>	<p>I4: recognise a Qur'an and identify it with Islam. Explain how Muslims treat it with respect and believe it to be the exact words of Allah.</p>

	C9: Explain what Christians can learn about Jesus from the nativity stories, (ie: God with us: 'Emmanuel'.)	C13: Compare & contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians.	<b>C14:</b> Describe and explain how Christians live their lives as disciples. Make a link between: examples from global / local church communities and church worship.	I14: Analyse how the main features of a mosque explain Muslim key beliefs.	I5: Make a link between two Muslim artefacts (e.g. Qu'ran stand and prayer mat); fasting during Ramadan and the celebration of Eid-Al-Fitr.
<b>Year Five</b>					
<p><b><u>Christianity: The Teaching of Jesus</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Explore who Christians think Jesus is and why he died. They will explore Jesus' teachings on mercy and peace through the Sermon on the Mount and consider how these affect the behaviour of Christians. They will also look at Jesus' teaching on pride, forgiveness and the value of knowing God through parables.</li> </ul> <p>Key inquiry questions: <b><i>Who did Jesus say he was? What do Christians believe about Jesus? What did Jesus teach?</i></b></p> <p>Vocabulary for key concepts:</p>	<p><b><u>Christianity: Prophecy and Fulfilment</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Learn about the events surrounding Jesus' birth and how it was foretold in prophecy, many times in the Bible, hundreds of years before it happened. They will look at ways in which Jesus birth was controversial, in that it completely "upside down, inside out and back to front", when compared with some of the Jewish expectations for their Messiah. They will think about how these things might influence the views and behaviour of Christians.</li> </ul> <p>Key inquiry questions: <b><i>How was Jesus' birth</i></b></p>	<p><b><u>Hinduism: Worship and Celebration</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Investigate beliefs about the Trimurti. They will understand how Hindus worship individually, in families and in community groups in a Mandir. They will explore the exuberance and customs of the Holi Festival and analyse the story of Prahlad and Holika. They will express this learning through drama, presentation and written work.</li> </ul> <p>Key inquiry questions: <b><i>What do Hindus believe about God? How do Hindus show devotion to God? How and why do Hindus celebrate?</i></b></p>	<p><b><u>Christianity: Practices and Ways of Life</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Examine Jesus' teaching on prayer and the practise of believers. They will sort myth from genuine Christian belief about life after death.</li> </ul> <p><b>Key Enquiry Questions:</b> "What did Jesus teach about prayer?" "Why do Christians pray?"</p> <p><b>Key concept:</b> Discipleship</p> <p>Vocabulary for Key Concepts: The Kingdom of God: Life as it would be if people lived for God. Prayer: communicating with God God's Presence: knowing God is with you</p>	<p><b><u>Christianity: Miracles of Jesus</u></b></p> <p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Investigate some Biblical accounts of miracles Jesus performed and reflect upon how this informs Christian values regarding the omnipotence and incarnation of God.</li> </ul> <p>Children will consider how this might express the Kingdom of God and the miraculous. They will analyse how these accounts of Jesus' miracles in the Bible might inspire Christians to believe that God can also help them – giving them peace in hard times.</p> <p><b>Key Concept:</b> Incarnation</p>	<p><b>Objectives:</b> <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Investigate devotion to Allah in the light of daily deeds and the thought of eternity. They will reflect on beliefs about images of Allah and how Muhammad is revered as the last and final Prophet, communicating a consistent message about Allah with the preceding Prophets, such as Musa (Moses). Children will consider why Islam reveres so many Prophets, with special reverence for Muhammad and how beliefs affect their lives, in areas such as marriage.</li> </ul> <p>Key Concepts: Beliefs and Teaching.</p>

<p>Incarnate: God in human form.  Sin: Wrong choices people make  Salvation: God restoring Humanity's friendship with him.  Beatitude: Blessings  Blessed: To be happy or favoured by God  Pharisee: A Jewish religious leader  Repentance: Turning away from doing wrong.  Reconcile: To restore a friendship.</p>	<p><b>foretold? How might Jesus be like Mr Topsy Turvy?</b>  Vocabulary for key concepts:  Messiah: A person sent by God to save people.  Advent: A time of looking forward to Christmas, meaning "The arrival".  Prophet: A person who speaks a message from God, usually in advance.  Prophecy: A foretelling of something.  Angel: a messenger from God.  Magi: Kingly stargazers from the East.</p>	<p>Vocabulary for key concepts:  Brahman: The Hindu name for one God who may be known in many forms.  Trimurti: Three Gods that express Brahman in three different ways.  Puja: worship  Mandir: A Hindu Temple  Faith: Trust in God</p>	<p>Miracle: An amazing, good event that may be attributed to the intervention of God  Eternal: Never ending  Spirit: A person's inner being  Reconciliation: A friendship that has been fixed.  Salvation / Redemption: A renewed friendship with God.</p>	<p><b>Key enquiry questions:</b>  "What do Christians think about the Kingdom of God?", "What can Christians learn about faith from the New Testament?", "What are some ways in which Christians think God can give them peace in hard times?"  <b>Vocabulary for Key Concepts:</b>  Omnipotent: All-powerful  Provision: Providing what someone needs  Miracle: an event unexplained by natural means, usually attributed to a Deity  Kingdom of God: A place (whether spiritual or material) where God reigns  Faith: trust in God  Incarnation: God in human form</p>	<p>Key enquiry questions:  What do Muslims believe about life after death?  Why does Islam have so many prophets?  What does submission to Allah mean in everyday life?  Why do Muslims have no images of God?  <b>Vocabulary for Key Concepts:</b>  Prophet: A messenger sent by Allah (or God)  Mosque: Muslim place of worship  Revelation: An understanding about something shown to a person.  Reverence: Having a deep respect for something or someone considered holy.  Eternal: Never ending  Spiritual: Relating to the inner part of a person, that you cannot see. The part of life that may live after death.  Judgement: An evaluation of the good or bad choices made in life.</p>
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<p><u>Assessment:</u>  <u>C16:</u> Describe why Christians say Jesus is the “Son of God”; the “Christ” and “both God and man”.  <u>C18:</u> Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven and in a relationship with God. (sacrifice and reconciliation).  <u>C21:</u> Explain using key texts (eg Parables of the Kingdom, Beatitudes) the Christian idea of “The Kingdom of God” and how Christians seek to live to advance the Kingdom on earth.</p>	<p><u>Assessment:</u>  C17: Identify ways in which Christians believe the Old Testament prophecies speak about Jesus.  C15: Explain the roles of “Father, Son and Holy Spirit” (Trinity) in the Christian View of God.</p>	<p><u>Assessment:</u>  <u>H1:</u> Describe various forms of worship that happen in the Hindu Temple, including Puja.  <u>H2a:</u> Outline some of the stories of Vishnu and explain their significance for a Hindu.  <u>H4:</u> Describe how and suggest why Hindus celebrate Holi.</p>	<p><u>Assessment:</u>  <u>C18:</u> Explain how the celebration of Easter links with the idea of Jesus reconciling people to God so that Christians can live in a forgiven relationship with God (sacrifice and reconciliation) (assembly)  <u>C20:</u> Identify ways in which Christians believe God is with them: prayer; worship; peace in hard times  <u>C21:</u> Explain using key texts, the Christian idea of “The kingdom of God” and how Christians seek to advance the Kingdom on Earth. Example text: The Lord’s Prayer.</p>	<p><u>Assessment:</u>  C20: Identify ways that Christians believe God is with them (peace in hard times)  C21: Explain, using key texts (eg: miracles) the Christian idea of “the Kingdom of God”.  C16: describe why Christians say Jesus is the “Son of God”.</p>	<p><u>Assessment:</u>  I11: Identify, describe and explain key Muslim beliefs related to Allah (God), marriage and life after death.  I7: Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message.  I8: Explain how Muslims believe Muhammad is the last and final prophet.</p>
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**Year Six**

<p><b><u>Hinduism: Hindu Beliefs</u></b></p> <p><b>Objectives:</b>  <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Learn about Hindu values towards the environment, honesty and moksha. They will</li> </ul>	<p><b><u>Secularism: Introduction to Humanism</u></b></p> <p><b>Objectives:</b>  <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Learn about the origins and basis for the Humanist belief system.</li> </ul>	<p><b><u>Islam: The Five Pillars of Islam</u></b></p> <p><b>Objectives:</b>  <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Investigate the Five Pillars of Islam and consider the significance of these practices on the</li> </ul>	<p><b><u>Christianity: The Resurrection</u></b></p> <p><b>Objectives:</b>  <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Learn the events of Jesus’ death and resurrection. They will consider the significance of these events for</li> </ul>	<p><b><u>Christianity: Styles of Worship</u></b></p> <p><b>Objectives:</b>  <b>In this unit, the children will:</b></p> <p>Examine various signs of salvation in different churches and will analyse how these</p>	<p><b><u>Buddhism: Beliefs and Teaching</u></b></p> <p><b>Objectives:</b>  <b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Investigate the life and teachings of Siddhartha Gautama. They will analyse Buddhist teachings in the light of</li> </ul>
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<p>read Hindu tales to gather information and link this to Hindu beliefs. Children will reflect on how these concepts originate from and how they may differ within the religion.</p> <p>Key inquiry questions:  <b>Why is the environment important to Hindus?</b>  <b>What do Hindus believe happens in the afterlife? Why is honesty important to Hindus?</b></p> <p>Key concepts: <b>Moksha, karma, reincarnation</b></p> <p><b>Vocabulary for key concepts:</b>  Environment: the natural world  Karma: the sum of the actions we make, good or bad, and the effect that has on future lives.  Moksha: liberation from the cycle of reincarnation  Reincarnation: a cycle of dying and being reborn  Samsara: the suffering of constant reincarnation</p>	<p>They will learn about the “Golden Rule” and the importance for Humanists of empirical, scientific evidence, respect for the individual choice of all beings and individual responsibility. They will discuss the basis of a moral code which sees no need for a foundation in theology or the belief in any sort of Deity. They will investigate the ways in which a Humanist seeks to achieve and promote fulfilment.</p> <p>Key inquiry questions:  <b>How do Humanists decide what to believe? What are Humanist views of happiness? What do humanists value in life? How do humanists believe we can live a good life?</b></p> <p>Vocabulary for key concepts:  Empirical evidence: Evidence received by the senses, through testing and documentation.  Deity: A God  Atheism: the belief that there is no God.</p>	<p>faith and devotion of Muslims.</p> <p>Key inquiry questions:  <i>How does the Qur’an affect a Muslim’s daily life? What do Muslims believe about caring for others? Why are the 5 pillars important to Muslims?</i></p> <p>Vocabulary for key concepts:  Creed: A statement of faith expressing what is believed.  Fasting: Going without something in order to be devote oneself to God.  Devotion: Living in a worshipful way.  Honour: Showing respect through actions  Faith: A belief that affects the way someone lives.</p>	<p>Christians through analysis of visual arts and music. They will consider conspiracy theories regarding the genuineness of Christian views on Jesus’ death and resurrection and give their own point of view regarding these issues.</p> <p><b>Key Enquiry Questions:</b>  How can we answer questions raised by Jesus’ Resurrection? Do Christians think it does not matter if people sin? Do Christians believe they can also have eternal life?</p> <p><b>Key concepts:</b>  Resurrection / Redemption.</p> <p><b>Key Vocabulary:</b>  Crucifixion: Roman method of execution by death on a cross  Resurrection: becoming alive again after death  Forgiveness: The wiping away of the wrong people commit  Eternal: never-ending  Grace: undeserved favour  Sin: Wrong choices made  Redemption: Being “bought back”, having a</p>	<p>reinforce the Christian idea of forgiveness. They will investigate varied forms of Christian worship and will examine how these diverse expressions reinforce faith and belief.</p> <p><b>Key enquiry questions:</b>  Does worship make Christians happy?  Why are signs of salvation important in a Church community?  Why do Christians celebrate the same thing in different ways?</p> <p><b>Key concepts:</b> identity, diversity.</p> <p><b>Key Vocabulary:</b>  Salvation: Being saved by God from the wrong things we have done and being brought back into a relationship with him.  Worship: The act of giving reverence to God.  Exuberant: Loud and joyful.</p>	<p>several metaphors and begin to analyse the Four Noble Truths, as well as the Eightfold Path.</p> <p><b>Key Concept:</b> Beliefs and Teaching  <b>Key enquiry questions:</b>  <i>Who is the founder of Buddhism?</i></p> <p><i>What is the Buddhist idea of God?</i></p> <p><i>Why are the 3 jewels important to Buddhists?</i></p> <p><i>How do symbols help Buddhist understand the teachings of the Buddha better?</i></p> <p><b>Vocabulary for key concepts:</b>  Renounce: to let go of your rights to something, or to distance yourself from something  Buddha: the title given to Siddharta Gautama, the founder of Buddhism  Enlightenment: a spiritual discovery of the truth  Dharma: truth  Eightfold path: the eight practices of Buddhism</p>
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<p>Ahimsa: the practice of non-injury and benevolence toward all living beings          Brahman: God          Atman: the self, “breath”, the soul.</p>	<p>Ethical Code: An understanding of right and wrong that informs behaviour.          Belief System: A fixed, coherent set of beliefs.          Fulfilment: The achievement of satisfaction or happiness.</p>		<p>price paid, to repair friendship with God          Salvation: To be “saved” from life without God.</p>	<p>Crucifix: a cross depicting the crucified body of Jesus.          Meditative: thinking very deeply about something          Reflective: relating to deep thought          Expressions: ways of communicating things.          Votive: when something honours or thanks God          Dynamic: full of energy and enthusiasm          Stimulating: encouraging interest and enthusiasm.          Adoration: deep love and respect</p>	<p>Symbolism: the use of an image to convey ideas or qualities.</p>
<p>Assessment:          H6: Analyse Hindu beliefs about reincarnation, vegetarianism and caring for the environment.          H7: Compare and contrast Hindu ways of understanding the family with other religious/ non-religious views about family.          H8: Explain the Hindu idea of “Karma” and</p>	<p>Assessment:          HU1: I can understand how Humanists decide what to believe.          HU2: I can understand Humanist views about happiness.          HU3: I can understand what Humanists value in life.</p>	<p>Assessment:  <u>I9:</u> Understand that Muslims believe to have “inner peace with God” humans must follow and submit to Allah’s guidance and will.  <u>I10:</u> Explain and assess how all Muslims are part of the “ummah” by showing how the five pillars enable Muslims to have peace with God.</p>	<p>Assessment:  <u>C11:</u> Explain with reference to the creative arts how God has a salvation plan for humans.          C19: Answer questions the resurrection of Jesus may raise.          C18: Explain how the celebration of Easter links with the idea of Jesus</p>	<p><u>C22:</u> Describe how signs of salvation in a church reinforce the Christian idea of forgiveness.  <u>C23:</u> Analyse how diverse expressions of Christian worship can reinforce faith &amp; belief</p>	<p>Assessment:          B1: I can understand Buddha’s Great Renunciation and how he founded Buddhism          B2: I can understand the basis of the Four Noble Truths.          B3: I can begin to analyse the Eightfold Path.</p>

<p>“how actions have consequences”. Compare and contrast with similar values found in other religious / non-religious viewpoints studied.</p>	<p>HU4: I can understand how Humanists believe we can live a good life.</p>	<p><u>I12</u>: Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.</p>	<p>reconciling people to God so that Christians can live forgiven in relationship with God (sacrifice and reconciliation). C16: Describe why Christians say Jesus is the ‘Son of God’; the ‘Christ’ and both ‘God and man’.</p>		
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