



<p>Y1 and Y2.</p>	<p>AUT 1 Hindu dharma (Yr1 unit) Focus question <i>What do Hindus believe about God?</i> <u>Key religious themes</u> One God in many forms God in all things Expressing ideas about God <u>End points</u> <u>Beliefs and values</u></p> <ul style="list-style-type: none"> •know that Hindus believe in one God in many forms •know that Hindus believe that God is present in all living things •suggest what Hindus might learn about God from the story of the blind men and the elephant <p><u>Living religious traditions</u></p> <ul style="list-style-type: none"> •talk about how and why Hindus might use statues and images (murtis) in their worship •suggest symbolic meanings expressed in the images <p><u>Shared human experience</u></p> <ul style="list-style-type: none"> •talk about the different ways that people can be seen and described •consider how people might have multiple roles <p><u>Search for personal meaning</u></p> <ul style="list-style-type: none"> •reflect on how others might see them •talk about the different roles that they might have (friend, child, brother/sister etc.) 	<p>SPRING 1 Judaism (Yr1 unit) Focus question <i>Why might some people put their trust in God?</i> <u>Key religious themes</u> God’s promise Noah Abraham Trusting in God <u>End points</u> <u>Beliefs and value</u></p> <p>Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham)</p> <ul style="list-style-type: none"> •Give an example of a core value or commitment (trusting that God will keep his promise) <p><u>Living religious traditions</u></p> <ul style="list-style-type: none"> •Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival) •Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises) <p><u>Shared human experience</u></p> <ul style="list-style-type: none"> •Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot) •Notice that for many people, trust is an important part of human life <p><u>Search for personal</u></p>	<p>SUMMER 1 Hindu dharma (Yr2 unit) Focus question <i>How might people express their devotion?</i> <u>Key themes</u> Devotion Worship in the home and temple <u>End points</u> <u>Beliefs and value</u></p> <ul style="list-style-type: none"> * know that Hindus believe in one God (Brahman) who can be worshipped in many forms * know that these forms (the deities) have different qualities and are portrayed in different ways * suggest why Hindus might believe that it is important to show devotion to the deities <p><u>Living religious traditions</u></p> <ul style="list-style-type: none"> * know that Hindus might worship at a Mandir and/or the home shrine * suggest why worship in the home might be important * describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray) <p><u>Shared human experience</u></p> <ul style="list-style-type: none"> * talk about qualities that make some people special * identify ways in which humans show their gratitude to the people who matter in their lives <p><u>Search for personal meaning</u></p> <ul style="list-style-type: none"> * talk about who is special to them and why * reflect on who they should be grateful to and how they might show this in words and actions <p><u>Key questions</u> What really matters? Who and what is special to us? What qualities do special people and special objects have? How do we show gratitude, respect and devotion to the people that really matter? Who and what is really special to me?</p>
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	<p><u>Key questions</u> What different roles do people have? Why might people seem different in different situations? Can we know anything about people by just looking at them? What symbols might people use to show their identity? What different roles do people have? Who am I? How can I express my identity?</p> <p>AUT 2 Christianity (Jesus) (Yr1 unit with UC for Y2) Focus question <i>Why is Jesus special to Christians?</i> Key themes The nativity story Beliefs about Jesus as God Incarnate Christmas End points <u>Beliefs and values</u></p> <ul style="list-style-type: none"> * know a simple version of the nativity story. * Talk about why Christians would say that Jesus is a special baby. * Talk about how different characters in the nativity welcome the baby Jesus <p><u>Living religious traditions</u></p> <ul style="list-style-type: none"> * Identify religious aspects of Christmas celebrations *Talk about why Christmas is a special time for Christians <p><u>Shared human experience</u></p> <ul style="list-style-type: none"> * Consider how and why babies might be special – and why they need love and care. 	<p><u>meaning</u>•Ask questions (about the importance of trust and who they can trust/rely on in their own lives)</p> <p><u>Key questions</u> Why do people make promises? What type of promises might we make? What is trust? What makes someone trustworthy? Who can we trust in? Why do people make promises? It is important to keep promises? Who do I really trust?</p> <p>SPRING 2 Judaism (Yr2 unit) Focus question <i>What aspects of life really matter?</i> <u>Key themes</u> Moses Ten Commandments The Sabbath <u>End points</u> <u>Beliefs and value</u></p> <ul style="list-style-type: none"> • retell the story of Moses being given the Ten Commandments • know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father • suggest ways in which the Ten Commandments might influence the life of a believer <p><u>Living religious traditions</u></p> <ul style="list-style-type: none"> • talk about how keeping the Sabbath day holy might influence a Jewish person 	<p>Am I devoted to anyone or anything? How do I show gratitude for the things that really matter?</p> <p>SUMMER 2 Christianity (God) (Yr1 unit** Y2 extra needed) Focus question <i>Why do Christians say that God is a 'Father'?</i> Key themes God the Father Prayer End points <u>Beliefs and value</u></p> <ul style="list-style-type: none"> * know that Christians refer to God as 'Father' * talk about why Christians might compare God to a loving parent <p><u>Living religious traditions</u></p> <ul style="list-style-type: none"> * talk about how and why Christians might want to talk to God * suggest symbolic meanings of rituals and items used in Christian prayer <p><u>Shared human experience</u></p> <ul style="list-style-type: none"> * talk about the importance of love in families * talk about the ways in which they are cared for and supported by family members <p><u>Search for personal meaning</u></p> <ul style="list-style-type: none"> * reflect on their own role within the family * discuss who they can talk to when they are happy/sad/worried <p><u>Key questions</u> Why is love important in families? How is love shown? What roles might people have in families? How do families care for and support one another in good times and bad? Who do we talk to about the good and bad things at the</p>
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	<p>* Talk about the importance of looking after those who cannot help themselves <u>Search for personal meaning</u> * Talk about their own beginnings and how they were welcomed into the family. * Reflect on who has helped them in life so far.</p> <p>Key questions Why are babies special? Why should we give babies love and care? Who is vulnerable and why? Do all people need help sometimes? Why should we help others who cannot take care of themselves? Who or what is special to me? Who helps me when I'm in need? How is new life celebrated?</p>	<ul style="list-style-type: none"> ● talk about how the Sabbath is a way of making time for God and family ● know about the Jewish tradition of Friday night dinner <p><u>Shared human experience</u></p> <ul style="list-style-type: none"> ● talk about why some people are particularly special to us ● suggest how and why it is important to make time for the people who really matter in our lives <p><u>Search for personal meaning</u></p> <ul style="list-style-type: none"> ● talk about the people who are special to them and identify the importance of these relationships in their lives ● give examples of why it is important to spend quality time with the people who matter <p><u>Key questions</u> Who or what matters to us? How do we show people that they are important to us? How and why should we make time for the people that really matter to us? How do I benefit from spending time with my family? Who really matters to my life? Who should I always make time for?</p>	<p>end of each day? What is the role of the family? How do I support the people I care about? Who can I always talk to?</p>
<p>Y3 and Y4</p>	<p>AUT 1 Christianity (Church) Yr 4 <u>Focus question</u> <i>What does 'love your neighbour' really mean?</i> <u>Key themes</u> Parables Love for all End points</p>	<p>SPRING 1 Christianity (Jesus) Yr 4 <u>Focus question</u> <i>Is sacrifice an important part of religious life?</i> <u>Key themes</u> Jesus in the Wilderness Lent Sacrifice</p>	<p>SUMMER 1 Hindu dharma Yr 3 <u>Focus question</u> <i>Why is family an important part of Hindu life?</i> <u>Key themes</u> Religious duty Hindu scriptures (the Ramayana) Raksha Bandhan</p>



	<p><u>Beliefs and values</u></p> <ul style="list-style-type: none"> •retell some of the main parables of Jesus •explain how and why these might be an important source of guidance for Christians •suggest ways that Christians might put these teachings into action in the 21st century <p><u>Living religious traditions</u></p> <ul style="list-style-type: none"> •describe and explain (with examples) Christian attitudes about how to treat others •explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed <p><u>Shared human experience</u></p> <ul style="list-style-type: none"> •explain (with examples) how and why people might use stories to pass on wisdom and guidance •discuss how and why fables might be an important aspect of human history and culture <p><u>Search for personal meaning</u></p> <ul style="list-style-type: none"> •discuss examples of wisdom and guidance that they have learnt from stories •consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this <p><u>Key questions</u></p> <p>How and why do we use stories to teach to teach important values? What do we mean by the moral of the story? How should we live our lives? How should we behave towards others? What wisdom</p>	<p>End points</p> <p><u>Beliefs and values</u></p> <ul style="list-style-type: none"> •retell the story of Jesus in the wilderness •identify Christian beliefs about Jesus reflected in this story •suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) <p><u>Living religious traditions</u></p> <ul style="list-style-type: none"> •describe what a Christian might do during Lent and why •explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this •Discuss Christians who have been examples of sacrificial love (eg. Oscar Romero) and how they were motivated by their faith <p><u>Shared human experience</u></p> <ul style="list-style-type: none"> •consider differing attitudes and responses to the concept of sacrifice (both positive and negative) •discuss why many people are willing to make sacrifices for the people they love •discuss why some people may be willing to make a sacrifice for someone they don't even know <p><u>Search for personal meaning</u></p> <ul style="list-style-type: none"> •give examples of acts of sacrifice that have been done by or for them •discuss who or what they would be prepared to make sacrifices for •consider the value of sacrifice – as an expression of love and commitment 	<p>End points</p> <p><u>Beliefs and values</u></p> <ul style="list-style-type: none"> •develop an understanding of the importance of duty and commitment to many religions •know that following dharma (religious duty) is an important part of Hindu life •suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family <p><u>Living religious traditions</u></p> <ul style="list-style-type: none"> •describe how and why Hindus might celebrate Raksha Bandhan •identify aspects of the celebration which remind Hindus of their dharma •identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?) <p><u>Shared human experience</u></p> <ul style="list-style-type: none"> •identify sources of authority and inspiration •consider what our 'duties' as human beings are <p><u>Search for personal meaning</u></p> <ul style="list-style-type: none"> •reflect on their own duties – to themselves, to their families, to their communities •discuss who or what they follow – and why <p>Key questions</p> <p>Do all people have duties? What are our duties to one another? Why is family so important to many humans? What responsibilities do family members have towards one another? What duties do I have towards other people? How do I know what my duties are? What rights and responsibilities do I have in my family?</p>
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	<p>have I gained from others? How should I show love for all? What wisdom would I pass on?</p> <p>AUT 2 Christianity (Jesus) Yr 3 Focus question <i>What does it mean to be a disciple of Jesus?</i> Key themes Discipleship Following the example of Jesus Helping others End points <u>Beliefs and values</u> * know what is meant by discipleship * know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus * identify beliefs and values within religious teachings (eg. ‘Follow me and I will make you fishers of men’ – Matt 4:19) <u>Living religious traditions</u> * describe how and why Christians might try to follow the example of Jesus through mission and charity work * describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs <u>Shared human experience</u> * talk about what it means to have charisma * describe what makes a good leader and why people might want to follow him/her * discuss what motivates people to want to make a difference <u>Search for personal meaning</u> reflect on their own leadership abilities</p>	<p>Key questions Why do we make sacrifices for the people we love? What types of things might we give up? What is involved with making a sacrifice? How might making a sacrifice be a positive thing? Who has made sacrifices for me? Is sacrifice an expression of love? Who or what would I make a sacrifice for?</p> <p>SPRING 2 Christianity (God) Yr 4 Focus question <i>How and why might Christians use the Bible?</i> Key themes The Bible Christian life guided by wisdom, teachings and authority End points <u>Beliefs and value</u> explore different Christian beliefs about the Bible as the word of God * explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible * describe why some Christians might view the Bible as an important source of authority and moral guidance <u>Living religious traditions</u> * explain why Christians might have different views about how to interpret and apply the Bible * explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience) <u>Shared human experience</u></p>	<p>SUMMER 2 Hindu dharma Yr 4 Focus question <i>What might a Hindu learn through Celebrating Diwali?</i> Key themes Vishnu Rama and Sita Diwali End points <u>Beliefs and values</u> explore teachings about good and evil in the story of Rama and Sita * describe what moral guidance Hindus might gain from the story of Rama and Sita * make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma <u>Living religious traditions</u> use subject specific language to describe how and why Hindus celebrate Diwali * explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil <u>Shared human experience</u> discuss (with relevant examples) the importance of the belief that good overcomes evil * suggest people, words or stories that might be inspiring when trying to overcome difficulties in life <u>Search for personal meaning</u> reflect on their own concept of ‘goodness’ * discuss what gives them hope during difficult times</p>
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	<p>* discuss their own desires to make a difference in the world/in their communities</p> <p>Key questions What qualities should we look for in a good leader? What do we mean by Charisma? What motivates people to make a difference? Are there shared human values that should affect the way we should treat others? Who should I decide to follow and why? Would I make a good leader? How can I make a difference?</p>	<p>discuss why people might have different views about what is right and wrong – and where these views might come from</p> <p>* describe the different sources of authority that humans might look to when making decisions about how to live their lives</p> <p><u>Search for personal meaning</u> reflect on their own understanding of morality and where it comes from</p> <p>* raise questions and discuss responses to different ideas about how to live well</p> <p><u>Key questions</u> How should we live our lives? Why do people have different views about right and wrong? What do we mean by source of authority? What authorities do we follow and why? Does it matter if I am a moral person? Who or what should I obey? How should I live my life?</p>	<p>Key questions Why is light so important to humans? Does good always overcome evil? Where do we see goodness in the world? What makes a good story? Why do so many stories tell of a battle between good and evil? Is life sometimes like a battle between good and evil? Do I think that good should always win? Why? What does goodness mean to me? What gives me hope during difficult times?</p>
<p>Y5 AND Y6</p>	<p>AUT 1 Hindu dharma Yr 5 unit</p> <p><u>Focus question-</u> What might Hindus learn from stories about Krishna?</p> <p><u>Key themes:</u> Krishna Holi</p> <p><u>End point</u> <u>Beliefs and values</u></p> <p>make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty</p>	<p>SPRING 1 Judaism Yr 5</p> <p><u>Focus question</u> Do people need laws to guide them?</p> <p><u>Key themes</u> The Torah The synagogue</p> <p><u>End point</u> <u>Beliefs and values</u></p> <p>• Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers</p>	<p>SUMMER 1 Hindu dharma Yr 6</p> <p><u>Key themes:</u> Is there one journey or many? Reincarnation Karma The 4 ashramas</p> <p><u>End point</u> <u>Beliefs and values</u></p> <p>analyse Hindu beliefs about samsara, karma and moksha and how these are linked</p> <p>* explain how belief in reincarnation might affect the way in which a Hindu views the ‘journey of life’</p> <p>* explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</p>



<p>* explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</p> <p>* explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</p> <p><u>Living religious tradition</u> describe and explain a variety of ways that Hindus might celebrate the festival of Holi</p> <p>* suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</p> <p>* explain how Holi celebrations might express Hindu beliefs about equality</p> <p><u>Shared human experience</u> explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions</p> <p>* consider the different ways that myth and stories are and used</p> <p>* explain how a 'truth' might be contained within a story</p> <p><u>Search for personal meaning</u> consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</p> <p>* discuss and debate things that they consider to be true that others might disagree with</p>	<p>• Explain the impact of Jewish beliefs and values – including reasons for diversity</p> <p><u>Living religious tradition</u> • Explain differing forms of expression within the context of Jewish worship.</p> <p>• Describe diversity of religious practices and lifestyle within t</p> <p>Interpret the deeper meaning of symbolism – contained in stories, images and actions</p> <p><u>Shared human experience</u> • Explain (with appropriate examples) where people might seek wisdom and guidance</p> <p>Consider the role of rules and guidance in uniting communities</p> <p><u>Search for personal meaning</u> • Discuss and debate the sources of guidance available to them</p> <p>Consider the value of differing sources of guidance</p> <p><u>Questions to be covered</u> What rules guide my behaviour? Who makes the rules? Should other people make rules for us to follow? What organisations exist to help others? How much control do I have over the rules that I follow? How do I know what is the right thing to do?</p>	<p><u>Living religious tradition</u> * describe and explain the four ashramas (stages of life) in the life of a Hindu * explain how a person might change as they move from one ashrama to the next * consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama</p> <p><u>Shared human experience</u> discuss the special milestones that we might celebrate during a person's lifetime * discuss how our rights, responsibilities and relationships with others might change as we go through life</p> <p><u>Search for personal meaning</u> * ask and respond thoughtfully to questions about their own journey of life * consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future</p> <p>SUMMER 2 <u>Christianity (Church) Yr 6</u> <u>Key themes:</u> <i>If life is like a journey, what's the destination?</i> Salvation Forgiveness <u>End point</u> <u>Beliefs and values</u> • explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian • explain (simply) Christian beliefs about salvation • explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life</p> <p><u>Living religious tradition</u></p>
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	<p><u>Questions to be covered</u></p> <p>How do I decide what is true? What are my truths? How should I discuss my ideas with others? What do we learn from stories? How might stories teach important truths for all people? Why are festivals important for communities? How do we pass on traditions and values through celebrating together?</p> <p>AUT 2 Christianity (Jesus) Yr 5 <u>Key themes:</u> <i>What do we mean by a miracle?</i> Miracles of Jesus Pilgrimage <u>End point</u> <u>Beliefs and values</u></p> <ul style="list-style-type: none"> •describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus •retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus <p><u>Living religious tradition</u></p> <ul style="list-style-type: none"> •describe why some Christians might go on pilgrimage to places associated with miraculous events •explain the impact that belief in miracles and the power of prayer might have on a Christian 	<p>SPRING 2 Christianity (God) Yr6 <u>Key themes:</u> <i>How do Christians mark the ‘turning points’ on the journey of life?</i> Christian rites of Passage Denominational differences <u>End point</u> <u>Beliefs and values</u></p> <ul style="list-style-type: none"> *Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God *Explain how these rituals might differ between different denominations (eg. infant baptism and believer’s baptism) <p><u>Living religious tradition</u></p> <ul style="list-style-type: none"> * Analyse the importance of Christian rites of passage as an expression of faith and commitment *Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies <p><u>Shared human experience</u></p> <ul style="list-style-type: none"> *Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life *Consider the value of celebrating landmarks in life – for individuals and communities <p><u>Search for personal meaning</u></p> <ul style="list-style-type: none"> *Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change 	<ul style="list-style-type: none"> •explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) •analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice <p><u>Shared human experience</u></p> <ul style="list-style-type: none"> •discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others •discuss the importance of saying sorry and forgiveness in maintaining relationships with others <p><u>Search for personal meaning</u></p> <ul style="list-style-type: none"> •raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) •reflect on the benefits and difficulties of forgiveness
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	<p><u>Shared human experience</u></p> <ul style="list-style-type: none">• explain the difference between fact, opinion and belief• consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God <p><u>Search for personal meaning</u></p> <ul style="list-style-type: none">• discuss their own beliefs – is there anything that they accept as truth which others may not agree with?• reflect on how they make decisions about what is/is not true	<p>*Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life</p>	
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