

Religious Education Progression Map

Level Expected at the End of EYFS



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

Communication and Language (Listening and Attention)

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

(Understanding)

They answer 'how' and 'why' questions about their experiences and in response to stories or events

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

EYFS Coventry and Warwickshire Agreed Syllabus 2017-2022

Pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Stage 1 Coventry and Warwickshire Agreed Syllabus 2017-2022

Pupils will gain an understanding of all the six principal religions and recognise that many people hold secular (non-religious) views. Particular focus should be given to Christianity and two other religions chosen from Buddhism, Hinduism, Islam, Judaism and Sikhism. Pupils should develop an understanding of the role of religion in encouraging forgiveness, bridge building and reconciliation.

Literacy (Reading)

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

(Writing)

They write simple sentences which can be read by themselves and others.

The National Curriculum states the legal requirement that "Every state-funded school must offer a curriculum which is balanced and broadly-based, and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life." Also, "All state schools ... must teach religious education to pupils at every key stage ... All schools must publish their school curriculum by subject and academic year online." (DfE National Curriculum Framework, July 2013, p4)

Key Stage 2 Coventry and Warwickshire Agreed Syllabus 2017-2022

Pupils will develop a deeper understanding of all the six principal religions and appreciate that many people hold secular (non-religious) views. All six religions should be studied in this Key Stage but schools may choose to place greater emphasis on some, according to the school community and work in the previous key stage. Pupils might also look at religious groups and individuals who work to foster good moral behaviour and what it means to be 'good'. There is also scope to explore the work of religious groups that encourage peace and forgiveness, and the role of Coventry Cathedral.

Intent

At Rokeby, we are a diverse family that believes in celebrating individual uniqueness and in supporting students in understanding and embracing personal and worldviews. As a school underpinned by Global Virtues we want our students to feel supported in exploring individual beliefs, whether they be religious or non-religious, as well as developing a concrete understanding of other religious and non-religious views, enabling tolerance and mutual respect for others in the immediate, local and world community to develop. We believe Religious Education provides a fundamental platform for children to ask and challenge 'big' questions, explore real and abstract concepts through research, first-hand experience, debates and discussions, while enabling them to successfully and safely explore Global Virtues of democracy, individual liberty and rule of law required to embed successfully into society. It is our belief as a school that these creative and 'outside-the-box' ideas are vital for children to develop an inquisitive mind that seeks to challenge themselves and others in a way that seeks to understand and embrace differences.

We want our students to have the confidence and knowledge necessary to express themselves as fully informed individuals, who know the facts about and within different religions and worldviews. We want them to know...

A 'tolerant learner' knows about, has mutual respect for and understands a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

A 'reflective learner' can express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

A 'diplomatic learner' can gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Our Religious Education programme is underpinned by the Coventry and Warwickshire Agreed Syllabus 2017-2022 as well as the statutory guidance provided by the DFE.

Implementation

Religious Education is taught throughout the year as a discreet subject to enable all units of study to be explored. It is paramount that the Religious Education taught be meaningful by being linked to the immediate, local and national environment, this is enabled through the use of the Coventry and Warwickshire Agreed Syllabus. The syllabus which is the cornerstone of RE teaching within the school is clearly mapped out for each year group so that progression, development of skills and knowledge remains at the forefront of our broad and balanced curriculum. Over a student's life-time at Rokeby they will explore the six main religions and build upon their knowledge during their journey in school, learning first hand, with visits to local places of worship, what religion looks like in a modern British society and within the Midlands. Cross-curricular learning is vital for children to understand the depth of RE within and across learning; for example, in art- by creating and painting stained-glass windows linked to Christianity; in computing- researching key religious figures, such as Martin Luther King Jr. and using this to create and present information; in English- reading and writing religious stories, creating leaflets about faith groups and in geography- looking at people and locations linked to key religious developments.

To support our celebration of RE within the school we place a significant focus on embedding Global Virtues within the ethos of the school to enable children to grasp and develop concepts of: democracy, rule of law, individual liberty, tolerance and mutual respect. A yearly celebration of Global Virtues within and across the Stowe Valley Multi-Academy Trust Schools, celebrates these key virtues, which is further supported by our PHSE curriculum.

All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of this.

Impact

Believing

Reception F2	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
F1 Which stories are special and why? <u>Christian and Muslim</u>	1.1 Who is a Christian and what do they believe?	1.2 Who is a Muslim and what do they believe?	L2.1 What do different people believe about God? <u>Christians, Hindus</u>	L2.3 Why is Jesus inspiring to some people?	U2.1 Why do some people think God exists? <u>Christians and Humanists</u>	U2.3 What do religions say to us when life gets hard? <u>Christians, Hindus and Humanists</u>
F2 Which people are special and why?		1.3 Who is Jewish and what do they believe?	L2.2 Why is the Bible so important for Christians today?		U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	
		1.4 What can we learn from sacred books? <u>Christians, Jewish people</u>				
		1.9 Who is a Hindu and how do they live?				

Expressing

Reception F2	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
F3 Which places are special and why?	1.5 What makes some places sacred? <u>Christians, Muslims</u>		L2.4 Why do people pray? <u>Christians, Muslims</u>	L2.5 Why are festivals important to religious communities? <u>Christians, Muslims and Jewish people</u>	U2.4 If God is everywhere, why go to a place of worship? <u>Christians, Hindus and Jewish people</u>	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <u>Christians, Muslims and Humanists</u>
F4 Which times are special and why?	1.6 How and why do we celebrate special and sacred times? <u>Christians, Jewish people</u>			L2.6 Why do some people think that life is like a journey and what significant experiences mark this? <u>Christians, Hindus and Humanist</u>		

Living

Reception F2	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
F5 Where do we belong?	1.7 What does it mean to belong to a faith community? <u>Christians, Muslims and Jewish people</u>	1.8 How should we care for others and the world, and why does it matter? <u>Christians, Muslims</u>	L2.7 What does it mean to be a Christian in Britain today?	L2.9 What can we learn from religions about deciding what is right and wrong? <u>Christians, Jewish people and Humanist</u>	2.6 What does it mean to be a Muslim in Britain today?	U2.7 What matters most to Christians and Humanists?
F6 What is special about our world and why?			2.9 What does it mean to be a Hindu in Britain today?	2.10 What does it mean to be a Buddhist in Britain today?	What does it mean to be a Sikh in Britain today?	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? <u>Christians, Hindus and Muslims</u>

*Please note the highlighted units are where a trip to a place of worship will take place, linked to the religion being studied.

Reception				
<p>F1. Which stories are special and why? 8-10 lessons - Christian and Muslim</p> <ul style="list-style-type: none"> talk about some religious stories recognise some religious words, e.g. about God identify some of their own feelings in the stories they hear identify a sacred text e.g. Bible, Qur'an talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do 	<p>WALT: identify feelings in stories</p> <p>'What is your favourite story? What do you like about it, and why?'</p>	<p>WALT: listen to a story from the bible</p> <p>'Do you know any Bible stories? What stories do you know that are special to Christians? What do you think Jesus was (is) like?'</p>	<p>WALT: use some religious words in a story</p> <p>'What stories are special to Christians? What happens in a story from the Bible? Does the story tell you about God? What do you learn?'</p>	<p>WALT: talk about stories and Jesus</p> <p>'What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What do you learn?'</p>
	<p>WALT: know about Muslims</p> <p>'What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you about God?'</p>	<p>WALT: talk about the Qur'an</p> <p>'What is the holy book for Muslims?'</p>	<p>WALT: talk about religious stories</p> <p>'What are the similarities and differences between different people's special stories?'</p>	
<p>F2. Which people are special and why? 10 lessons- Christian and Sikh</p> <ul style="list-style-type: none"> talk about people who are special to them say what makes their family and friends special to them identify some of the qualities of a good friend recall and talk about stories of Jesus as a friend to others recall a story about a special person in Sikhism and talk about what can be learnt from it. 	<p>WALT: discuss the idea of 'special'</p> <p>'Who is special to you and why?'</p>	<p>Visitor needed: eg. <i>crossing patrol officer, midday assistant, caretaker, secretary, local police constable, doctor postman/woman or vet</i></p> <p>WALT: explore special roles</p>	<p>Visitor needed: eg. <i>crossing patrol officer, midday assistant, caretaker, secretary, local police constable, doctor postman/woman or vet</i></p> <p>WALT: explore special roles</p>	<p>Visitor – Christian vicar?</p> <p>WALT: explore special roles people have in the community</p>

		people have in the community 'Why are some people special?'	people have in the community 'Why are some people special?'	'Why are some people special?'
	WALT: retell a Sikh story x 2 lessons 'What story do Sikhs tell about a special person?'	WALT: explore what makes a good friend x 2 lessons 'What is a good friend like? How did Jesus make some very special friends?'	WALT: retell a bible story 'What can a Christian learn from actions in a story?'	WALT: explain how Jesus shows he is a friend 'What story shows Jesus being a friend and caring for others?'

F3. Which places are special and why? 9 lessons- Christian and Muslim <ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why be aware that some religious people have places which have special meaning for them talk about the things that are special and valued in a place of worship identify some significant features of sacred places recognise a place of worship get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. 	WALT: talk about a special place 'Where is special to me?'	Visitor- Vicar or minister WALT: recognise a church and what happens there 'Where is a special place for Christians to go'	Try and visit a church WALT: explore a church x1-2 lessons 'Where is a special place for Christians to go? What makes a church special?'	WALT: know who a Muslim is and where is holy to them x 2 lessons 'Where is a holy place for Muslims to go?'
	WALT: name parts of a mosque 'Where is a special place for Muslims to go? What makes a mosque special?'	WALT: compare places of worship 'What is important in a church and a mosque? How are holy buildings similar and different?'	WALT: say what makes a place really special for religious people 'What is needed to make a truly special place of our own?'	

<p>F4. Which times are special and why? 9 lessons – Christian, Hindu and Jew</p> <ul style="list-style-type: none"> • give examples of special occasions and suggest features of a good celebration • recall simple stories connected with Christmas/Easter and a festival from another faith • say why Christmas/Easter and a festival from another faith are special times for believers. 	<p>WALT: know how people celebrate x 2 lessons</p> <p>'What special times have you had? What do other people celebrate?'</p>	<p>WALT: learn about Jews and celebrating Sukkot x 2 lessons</p> <p>'What happens at Sukkot and why?'</p>	<p>WALT: retell the story of Diwali x 2 lessons</p> <p>'What story do Hindu people remember at Diwali? What happens at Diwali and why?'</p>	<p>WALT: talk about the birth of Jesus x 2 lessons</p> <p>'What happens at Christmas, and why?'</p>
	<p>WALT: discuss special religious festivals</p> <p>'What can we say about Christmas, Diwali and Sukkot?'</p>			
<p>F5. Where do we belong? 9 lessons- Christian, Hindu and Muslim</p> <ul style="list-style-type: none"> • re-tell religious stories making connections with personal experiences • share and record occasions when things have happened in their lives that made them feel special • recall simply what happens at a traditional Christian infant baptism and dedication • recall simply what happens when a baby is welcomed into Islam. 	<p>WALT: know what makes us feel special</p> <p>'What makes us feel special? What makes Christians feel special to God?'</p>	<p>WALT: retell a story about Jesus</p> <p>'How do Christians know that children are special to God?'</p>	<p>WALT: recognise how some people show they belong x 2 lessons</p> <p>'What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to?'</p>	<p>WALT: explain a Christian baptism</p> <p>'How do we show people they are welcome? How are babies welcomed into the Christian family?'</p>
	<p>WALT: recall how baby is welcomed as a Muslim x 2 lessons</p>	<p>WALT: talk about a Hindu brother and sister ceremony x 2 lessons</p>		

	'How is a baby welcomed into the Muslim religion'	'How do Hindu brothers and sisters show their love for each other at a festival?'		
F6. What is special about our world and why? 10 lessons – Christian and Muslim <ul style="list-style-type: none"> • talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • re-tell stories, talking about what they say about the world, God, human beings • think about the wonders of the natural world, expressing ideas and feelings • express ideas about how to look after animals and plants • talk about what people do to mess up the world and what they do to look after it 	WALT: explore our wonderful world x 2 lessons 'What are our favourite things about nature?'	WALT: talk about the world and ask questions 'Why do some people say the world is special? What do you think is special about the world?'	WALT: talk about the Christian story of creation 'What story do Christians tell about how the creation of the world?'	WALT: retell the Christian creation story 'How can we tell the Christian story of creation?'
	WALT: talk about a Muslim story of Muhammad 'What stories do Muslim people tell about God's creation?'	WALT: discuss what Islam can teach us about caring x 2 lessons 'How does Muhammad show Muslims how to behave in the story of Muhammad and the Kittens?'	WALT: think about how to care for our world x 2 lessons 'Is our world 'very good'?'	

Year 1- visit to a church					
<p>'Believing' -1.1 who is a Christian and what do they believe? 9 lessons- Christians</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). 	<p>WALT: describe simply some Christian beliefs (A1)</p> <p>'Who is a Christian and what do they believe?'</p>	<p>WALT: talk about what Christians believe about God (A1)</p> <p>'What do Christians believe about God?'</p>	<p>WALT: retell a story that shows what Christians believe about God (A2)</p> <p>'What does the bible teach us about God?'</p>	<p>WALT: ask some questions about believing in God and share what I think (C1)</p> <p>'What does the bible teach us about God?'</p>	<p>WALT: retell a story that shows what Christians believe about Jesus (A2)</p> <p>'Why is Jesus important to Christians?'</p>
	<p>WALT: describe some Christian beliefs about Jesus (A1)</p> <p>'Why is Jesus important to Christians?'</p>	<p>Christian visitor?</p> <p>WALT: talk about issues of good and bad, right and wrong (A2 C3)</p> <p>'What do the miracles of Jesus...'</p>	<p>WALT: share ideas about what praying means to Christians (A1)</p> <p>'Why do Christians pray?'</p>	<p>WALT: describe some important beliefs to Christians (A2)</p> <p>'Who is a Christian?'</p>	
<p>'Expressing' - 1.5 What makes some places sacred? 8 lessons - Christians and Muslims</p> <ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>church visit</p>	<p>WALT: identify some sacred places (A3)</p> <p>'Where do I feel safe? Where is a sacred place for believers to go?'</p>	<p>Visit to a church this lesson:</p> <p>WALT: ask good questions and identify special symbols/objects (A3 B1)</p> <p>'Which place of worship is sacred to Christians?'</p>	<p>Reflection lesson after visit</p> <p>WALT: talk about the importance of a church (B2)</p> <p>'Which place of worship is sacred to Christians?'</p>	<p>WALT: identify special objects and areas of a Mosque (A3)</p> <p>'Which place of worship is sacred to Muslims?'</p>	
	<p>WALT: talk about the importance of a Mosque' (B2)</p> <p>'Which place of worship is sacred to Muslims?'</p>	<p>WALT: compare places of worship (A3 B2)</p> <p>'How are places of worship similar and different?'</p>	<p>Christian visitor would be ace here</p> <p>WALT: ask questions about the importance of a church to Christians (B1)</p> <p>'Why are places of worship important to the community?'</p>	<p>WALT: express ideas about places of worship (A1 B2)</p> <p>'Why are places of worship important to the community?'</p>	

<p>'Expressing' -1.6 How and why do we celebrate special and sacred times? 9 lessons - Christians and Jewish People</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 	<p>WALT: talk about how people celebrate (A1)</p> <p>'What do you celebrate and why? What stories do your family tell?'</p>	<p>WALT: retell the events of Easter (A2) <i>This will need either 2 sessions or an RE morning</i></p> <p>'What happened at Easter and how does it make people feel?'</p>	<p>WALT: identify ways Christians celebrate Easter (A1)</p> <p>'How do Christians celebrate Easter?'</p>	<p>WALT: discuss Christian artefacts and symbols linked to Easter(C1)</p> <p>'What matters most at Easter?'</p>	
<p>'Living' -1.4 What does it mean to belong to a faith community? 8 lessons- Christian, Muslim and Jew</p> <ul style="list-style-type: none"> Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3). 	<p>WALT: recognise symbols of religious and non-religious belonging (A3)</p> <p>'Do we all belong to something?'</p>	<p>WALT: explore Christian symbols of belonging (A3)</p> <p>'How do Christians show they belong?'</p>	<p>WALT: explore the importance of symbols to Muslims (A3)</p> <p>'How do Muslims know that they belong?'</p>	<p>WALT: understand how Jews show belonging (A3)</p> <p>'How do Jewish people show they belong together as a community?'</p>	
	<p>WALT: explain what happens at a Christian baptism (A1)</p> <p>'How do Christians welcome a new baby? How do Muslims welcome a new baby?'</p>	<p>WALT: understand how a baby is welcomed in Islam (A1)</p> <p>'How do Christians welcome a new baby? How do Muslims welcome a new baby?'</p>	<p>WALT: talk about how two Christians show they belong to each other (A1 C2)</p> <p>'How do people show they belong to one another?'</p>	<p>WALT: compare how Jews show they belong to one another (A1 C2)</p> <p>'How do people show they belong to one another?'</p>	

Year 2- trip to a synagogue					
<p>1.2 Who is a Muslim and what do they believe? 10 lessons- Muslim</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Find out about and respond with ideas to examples of cooperation between people who are different (C2).</p>	<p>WALT: identify some ways Muslims might describe God (A1)</p> <p>'What do we think about God?'</p>	<p>WALT: retell a story about the Prophet Muhammad (A2)</p> <p>'Who was the Prophet Muhammad, and why is he so important to Muslims?'</p>	<p>Muslim visitor?</p> <p>WAT: understand the importance of the Prophet to Muslims (A1 A2)</p> <p>'What stories of the Prophet do Muslims love to tell?'</p>	<p>WALT: Recognise important Muslim objects (A2)</p> <p>'What makes a place or object special to us? And to Muslims?'</p>	<p>WALT: use the correct words to describe some things that are important to Muslims (A1 A2)</p> <p>'What is a Mosque and what happens in it?'</p>
	<p>WALT: describe features of a Mosque, using correct words (A1 A2 B1)</p> <p>'How and why do Muslims pray and worship at the Mosque?'</p>	<p>WALT: talk about a Mosque as a team (A2 C2)</p> <p>'Mosques near where we live: what can we find out?'</p>	<p>WALT: think about important Muslim beliefs (A1 A2)</p> <p>'What can we learn from Muslim holy words?'</p>	<p>WALT: identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (B1)</p> <p>'What happens at the celebration of Eid-ul-Fitr, and why?'</p>	<p>WALT: respond thoughtfully to what we have learnt about Muslims</p> <p>'Who is a Muslim, and what do they believe?'</p>
<p>1.3 Who is Jewish and what do they believe? 7 Lessons- Jew</p> <ul style="list-style-type: none"> Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2). <p>Trip to a synagogue</p>	<p>WALT: identify precious objects in a Jewish home (A3)</p> <p>'What is precious to us? What is precious to Jewish people?'</p>	<p>Jewish visitor?</p> <p>WALT: understand the importance of the mezuzah to Jews x2 lessons (A3)</p> <p>'What does a mezuzah remind Jewish people about?'</p>	<p>WALT: explain how and why Shabbat is celebrated (B1)</p> <p>'How and why do Jewish people celebrate Shabbat?'</p>	<p>WALT: retell a Jewish story (A2 B1)</p> <p>'How and why do Jewish people celebrate Shabbat?'</p>	<p>WALT: retell the Jewish story of Chanukah</p> <p>'What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?'</p>
	<p>WALT: discuss how actions at Chanukah help Jews reflect (A2)</p> <p>'What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?'</p>	<p>Trip to a synagogue</p> <p>WALT: ask questions</p>			

<p>1.4 What can we learn from sacred books? 9 Lessons – Christian, Muslim and Jew</p> <ul style="list-style-type: none"> Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3). 	<p>WALT: explain why a holy book is 'holy' 'What stories are special to us? What is a holy book?'</p>	<p>WALT: retell a parable (A2) 'What did Jesus teach about God in a story?'</p>	<p>WALT: discuss where sacred teachings come from (B3) (A2) (C3) 'What did Jesus say about how to treat others?'</p>	<p>WALT: compare how holy books are treated (might need x2) 'How are holy books treated?'</p>	<p>WALT: retell the story of the Exodus (A2) (B3) 'What story is special for Jewish people in the Torah?'</p>
<p>1.8 How should we care for others and the world, and why does it matter? 7 lessons- Christian and Jew</p> <ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). 	<p>WALT: retell religious stories about caring for the world (A2) 'Should we care for everyone?'</p>	<p>WALT: explain how religious stories help people to care (C3 A2) 'What do Christians believe about caring for people?'</p>	<p>WALT: think about how Jews care for the world (A2 C3) 'What do some religions say about caring for other people?'</p>	<p>WALT: explain what 'The Golden Rule' is X 2 lessons (C2) 'How have some people shown they cared? How is the golden rule an encouragement to care?'</p>	<p>WALT: use creative ways to express ideas X 2 lessons (C1) 'What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?'</p>
<p>1.9 Who is a Hindu and how do they live? 7 lessons - Hindu</p>	<p>WALT: identify the term Hindu (A2) 'Who is a Hindu? What objects are special or holy for Hindu people?'</p>	<p>WALT: talk about what Hindus believe about God (A1) (A2)</p>	<p>WALT: express creatively religious ideas (C1) 'What do Hindu people learn from</p>	<p>WALT: retell the story of Diwali (B1 C1) 'What do Hindus do at Diwali and why do</p>	<p>WALT: explore how Diwali is celebrated (B1 A2) 'What do Hindus do at Diwali and why do</p>

<ul style="list-style-type: none"> • Talk simply about what Hindus believe about God (e.g. one God in many forms) (A1). • Recognise some objects used by Hindus and suggest why they are important (A2). • Identify some ways Hindus celebrate Diwali and Holi and talk about how this might make them feel (B1). • Express creatively their own responses to the stories and celebrations studied, talking about what they have learned. (C1) 	What does 'holy' mean?'	'What ideas do Hindu people have about God?'	stories about the gods and goddesses?'	they celebrate this festival'	they celebrate this festival'
	WALT: identify ways Holi is celebrated (B1) 'What do Hindus do at Holi and why do they celebrate this festival?'	WALT: explain some ways Hindus show their beliefs 'How do Hindus worship?'			

Year 3- Hindu Mandir trip					
2.1 What do different people believe about God? 9-10 lessons- Christian, Hindu, Humanist <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). 	WALT: explore the idea 'believe' (B1 C1) 'Seeing is Believing' – is it? What do I think about believing in God?'	WALT: describe some ways Christians think about God (A1 C1 B1 B2) 2 lessons would be beneficial 'What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers'	WALT: ask questions and share ideas (A1 C1 B1 B2) What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity?	WALT: ask questions about Hindu gods (A1 C1) How do Hindu people show what they believe about gods and goddesses?	WALT: describe some ways Hindus talk about god (A1 C1) x2 lessons including an ICT one Why are three of the gods of the Hindu way especially important?
	WAL: talk about Humanism What difference does it make to life if you believe there is no God? Finding out about Humanism	WALT: compare different beliefs (A1 C1 B1) What are the similarities and differences between different ideas about God?	WALT: reflect on different beliefs (B2 C1 B1) What have we learned about ideas of God from Hindus, Christians, Humanists and Muslims? (you may have only studied two or three of these)		
2.7 What does it mean to be a Christian in Britain today? 6 lessons- Christians <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). 	WALT: compare Christian and non-Christian life (A1 B2) 'How do Christians show their beliefs in the home?'	WALT: describe how Christians show their faith at church (A1 A2) 'What do Christians do to show their beliefs at Church?'	WALT: explore Christian music (A2) 'How and why do different Christians use music in worship?'	WALT: find out about the different ways holy communion is celebrated A1 A2) 'How and why do different Christians celebrate holy communion?'	WALT: explore how Christians help others around them (B2 C2) 'How do Christians make a difference in their local community?'
	WALT: explore the importance of Christianity to Rosa Parks (A1 C2 B2)				

	'Why do people stand up against injustice because of their religion?'				
2.2 Why is the bible so important for Christians today? 8 lessons- Christians <ul style="list-style-type: none"> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). • Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). 	WALT: discuss ideas about the bible (B1 C3) 'Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible?'	WALT: explore the bible (B1 A1) 'The Bible is a big book. How is it put together? Why is it so popular?'	WALT: talk about what Christians may learn from the bible (A2 B1) 'What does the Bible teach Christian people about God, life, the universe and everything?'	WALT: learn about the creation (A2 B1) 'How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance?'	WALT: discuss how to put things right when mistakes happen (C3 A2) 'How can the Bible help people if they are tempted to do wrong things?'
	WALT: understand how bible stories influence Christians today (C3 A1 B1) 'Can Bible stories of lost and found help people today? What makes these stories so popular?'	Christian Visitor- Methodist church? WALT: ask questions about how Christians use the bible today (B1 A1 C3) 'What are the main ways Christians use the Bible? Which ones explain why it is so popular?'	WALT: talk about ideas you have learnt about Christians and the bible (C3 A1 B1 A2) 'What are your favourite wise words? What Bible ideas are your favourites? How can you express them?'		
2.4 Why do people pray? 9 lessons- Christian, Hindu and Muslim	WALT: understand what prayer means to different people (B2) 'What is prayer? Is prayer helpful? How could we answer this question?'	WALT: explain what happens in Islamic prayer (A2 A3) 'What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?'	WALT: show how Christians may choose to pray (A2 A3) 'How and why do Christians like to pray?'	WALT: discuss how Hindu's pray (A2 A3 B2) 'How do Hindus pray and worship at home and in the Mandir?'	WALT: compare how Muslims, Hindus and Christians pray (A2 B3) 'What is similar and different in the words of three prayers (Muslim, Christian, Hindu)'

<ul style="list-style-type: none"> Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). 	<p>WALT: explore the importance of reflection</p> <p>'Reflection: What more can we discover? Does reflection matter to me?'</p>	<p>WALT: understand why praying can be challenging (B2 B3)</p> <p>'Prayer and me: why do some people pray every day, but others not at all?'</p>	<p>WALT: explore the concept of light and dark (A3 B3)</p> <p>'What have we learned from Muslims, Hindus + Christians about prayer, symbols and worship?'</p>	<p>WALTT: ask questions and discuss ideas (A2 A3 B2 B3)</p> <p>'Concluding activities: ways of recording learning through making up and exploring their own questions'</p>	
<p>2.9 What does it mean to be a Hindu in Britain today? 9 lessons- Hindu- Hindu Mandir trip</p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>WALT: explore how Hindus show their faith</p> <p>X 2 lessons</p> <p>'How do Hindus show their faith? Faith in what?'</p>	<p>Hindu visitor</p> <p>WALT: understand some Hindu teachings and beliefs</p> <p>X 2 lessons</p> <p>'A Hindu life; what is important?'</p>	<p>WALT: know about Mahatma Gandhi (C2 A1)</p> <p>'Why is Mahatma Gandhi a Hindu Hero?'</p>	<p>WALT: discuss links between Hindu teaching and helping others (A1 B2 C2)</p> <p>'Why is Mahatma Gandhi a Hindu Hero?'</p>	<p>WALT: understand the role of Hinduism in Britain today x 2 lessons (A1 A2 B2 C2)</p> <p>'What is it like to be a Hindu in Britain today?'</p>
	<p>Hindu Mandir</p> <p>WALT: ask questions about Hinduism (B2 A1 A2)</p> <p>Children to go on a trip to a Hindu place of worship</p>				

Year 4- Buddhist Temple					
2.3 Why is Jesus inspiring to some people? 10 lessons- Christian <ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). 	WALT: explore the idea of Inspiration (A1) 'What does the word 'inspiring' mean? Who is inspiring?'	WALT: explore how people see Jesus creatively (A2) 'What do we know about Jesus' life story? Is his story inspiring for some people?'	WALT: understand why Jesus inspires Christians (A1) 'Was Jesus inspiring because of his actions?'	WALT: understand what some parables show about Jesus (A1) 'What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?'	WALT: talk about that values of Jesus that inspire Christians (A1) 'Did Jesus' teachings inspire people? How and why?'
	WALT: recount the events of Easter (B1 A1 A2) 'Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day?'	WALT: understand the importance of Jesus's resurrection (B1 A1 A2) 'Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day?'	Christian visitor WALT: ask a Christian questions about Holy Week (A1 A2) 'Is Jesus still important today? Why? Who to? How does it show?'	WALT: create an image to show the importance of Jesus 'What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others?'	WALT: identify what is important to Christians (A1) 'Does being inspired by Jesus make a person stronger?'
2.6 Why do some people think that life is a journey and what significant experiences mark this? 8-9 lessons- Christian, Jew, Hindu and Humanist <ul style="list-style-type: none"> • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). 	WALT: discuss the ideas of 'journey' and 'milestones' (A2 B2) 'What does a journey mean to us?'	WALT: understand the importance of Baptism to Christians (A3 B2) 'What is the significance of Baptism to Christians?'	WALT: explain how Jews begin their journey of commitment x 1-2 lessons (A3 B2) 'How do Jewish people mark becoming an adult?'	WALT: explore Hindu rituals and milestones x 2 lessons (A2 A3 B2) 'What ceremonies do Hindus mark in the journey of life?'	WALT: compare two religious marriage ceremonies (Hindu and Christian) (A3 B2 C1) 'Why do people choose to get married?'
	WALT: compare a religious marriage to a non-religious one (Jew and Humanism) (A3 B2 C1) 'Why do people choose to get married?'	WALT: reflect on religious journeys 'Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?'			

<p>2.10 What does it mean to be a Buddhist in Britain today? 9 Lessons- Buddhist -Buddhist Temple trip</p> <ul style="list-style-type: none"> Name and reflect on the 3 main divisions of the Noble Eightfold Path. Suggest at least 2 reasons why being a Buddhist is a good thing in Britain today and 2 reasons why it might be hard. Recognise the difference between monks and lay Buddhists. Explain what the key elements of a Buddhist shrine mean. Consider why the Buddha Rupa is important to Buddhists. 	<p>WALT: retell the story of the Buddha</p> <p>Trip to a Buddhist Temple</p> <p>WALT: ask questions</p>	<p>WALT: explore the Buddhist concept 'The Four Noble Truths' x 2 lessons</p> <p>WALT: explore the Wesak festival to Buddhists x 2 lessons</p>	<p>WALT: understand the elements used in a Buddhist Shrine</p>	<p>WALT: understand life as a monk x 2 lessons</p>	<p>WALT: discuss the life of a Lay Buddhist</p>
<p>2.9 What can we learn from religions about deciding between what is right and wrong? 7 lessons – Christian, Jew and Humanist</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p> <p>Give examples of ways in which some inspirational people have been guided by their religion (B1).</p> <p>Discuss their own and others' ideas about how people decide right and wrong (C3).</p>	<p>WALT: explore the importance of rules in life (B1)</p> <p>'What rules are important? How is the Golden Rule important?'</p> <p>WALT: explore how religion can shape someone's life (B1)</p> <p>'How have religious teachings helped to affect somebody's actions?'</p>	<p>WALT: discuss the rules Jews live by (B1 C3)</p> <p>'What important messages are in the Ten Commandments? How do they help Jewish people know how to live?'</p>	<p>WALT: understand right and wrong to Christians (B1 C3)</p> <p>'What does Christianity say about how to live a good life?'</p>	<p>WALT: explore how to make right choices without Gods help (B1 C3)</p> <p>'How can people decide what is right and wrong without God's help?'</p>	<p>WALT: discuss religious stories about temptation x 2 lessons (A2 C3)</p> <p>'What do religious stories tell believers about temptation?'</p>
<p>2.5 Why are festivals important to religious communities? 9 lessons- Christian, Jew and Muslim</p>	<p>WALT: explore what Christians celebrate at Easter (A2 B2 C1)</p> <p>'What do Christians celebrate at Easter?'</p>	<p>WALT: retell the last supper (A2 C1)</p> <p>'What was the meaning of Jesus' last meal with his friends?'</p>	<p>WALT: explore the term crucifixion to Christians (A2)</p> <p>'What does the crucifying of Jesus mean to Christians?'</p>	<p>WALT: research how different Christian branches celebrate the resurrection of Jesus</p>	<p>WALT: make connections between stories and celebrations (A2 B2 A3)</p>

<ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). 				<p>'What do Christians believe happened on Easter Sunday morning?'</p>	<p>'Why is Divali significant to Hindus?'</p>
	<p>WALT: explore how Diwali is celebrated in Britain (A2 B2 A3)</p> <p>'Why is Divali significant to Hindus?'</p>	<p>WALT: understand the festival Ramadan to Muslims (A2 B2 A3)</p> <p>'Why do Muslims celebrate at the end of Ramadan?'</p>	<p>WALT: discuss the importance of Pesach to Jews (A2 B2 C1)</p> <p>'Why do Jewish people celebrate Pesach every year?'</p>	<p>WALT: reflect on and compare religious festivals (B2 A3 C1)</p> <p>'What can we learn from celebrations and festivals?'</p>	

Year 5 - Gurdwara trip					
<p>2.1 Why do some people believe God exists? 5-9 (depending on debates) lessons- Christian and non-religious.</p> <ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas (C1). 	<p>WALT: debate and listen to others (C1)</p> <p>'How many people believe in God?'</p>	<p>WALT: discuss ideas on the existence of God x 1-2 lessons (B1 C1 A2 B2)</p> <p>'Is God Real? What do Christians think?'</p>	<p>WALT: explore the terms: belief, fact and opinion (A2 B2 C1)</p> <p>'How do we know what is true? Why do people believe or not believe in God?'</p>	<p>WLAT: understand that sacred texts can have different interpretations (B2 B1 C1) x 1-2 lessons</p> <p>'What do Christians believe about how the world began? Do they all share the same idea?'</p>	<p>WALT: present different religious and non-religious viewpoints x 1-2 lessons</p> <p>'Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist?' (C1)</p>
<p>2.4 If God is everywhere, why go to a palace of worship? 8-9 lessons- Christian, Hindu and Jew</p> <p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>	<p>WALT: discuss the main functions of a place of worship (B3)</p> <p>'What is a place of worship? What is it for?'</p> <p>WALT: reflect on places of worship in different religions (B3)</p> <p>'What is a place of worship? What is it for?'</p>	<p>WALT: compare the Christian branches: Anglican and Baptist (B3)</p> <p>'What is a Christian place of worship? What is it for?'</p> <p>WALT: research places of worship with a given religion (B2 A3) x 2 lessons</p> <p>'What does a place of worship mean to believers?'</p>	<p>WALT: explore what a Hindu place of worship needs (B3)</p> <p>'What is a Hindu place of worship? What is it for?'</p>	<p>WALT: compare orthodox and reform synagogues (B3)</p> <p>'What is a Jewish place of worship? What is it for?'</p>	<p>WALT: debate whether people or places make something more important (C1)- x 1-2 lessons</p> <p>'Are people more important than the place?'</p>

<p>2.6 What does it mean to be a Muslim in Britain today? 10 lessons -Muslim</p> <ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). 	<p>WALT: recall the Five Pillars of Islam (A2)</p> <p>'What helps you through the journey of life? What helps Muslims through the journey of life?'</p>	<p>WALT: describe key beliefs of Muslims (A2)</p> <p>'What is the key belief of Muslims? How does this affect their life?'</p>	<p>WALT: explore how Muslims pray (A2 A1)</p> <p>'Why does prayer matter to Muslims?'</p>	<p>WALT: compare how Muslims and Christians pray (A2 A1)</p> <p>'Why does prayer matter to Muslims?'</p>	<p>WALT: research Muslim generosity (A1 A2)</p> <p>'How is charity important to Muslims? How is charity important to you?'</p>
	<p>Invite a Muslim in to discuss</p> <p>WALT: ask questions</p> <p>'Why do Muslims fast?'</p>	<p>WALT: describe the importance of a pilgrimage to Muslims (A2)</p> <p>'Why do Muslims want to go on pilgrimage?'</p>	<p>WALT: consider the role of the Qur'an in a Muslim's life (B1 A2)</p> <p>'Where do people get advice and guidance from?'</p>	<p>WALT: explore the design of a mosque (A1)</p> <p>'What is a special place for Muslims?'</p>	<p>WALT: identify similarities between myself and Islamic beliefs (A2)</p> <p>'Can you think of similar commitments to the five pillars in your life? What matters to Muslims?'</p>
<p>2.2 What would Jesus do? Can we live by the values of Jesus in the 21st century? 8 lessons- Christian</p> <ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). 	<p>WALT: explore key teachings of Jesus (A2 B1)</p> <p>'Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement'?''</p>	<p>WALT: consider Christian ideas of love (A2 B1)</p> <p>'What is the importance of the value of love? How did Jesus teach his followers to love?'</p>	<p>WALT: interpret Christian parables (B3 C3)</p> <p>'What do Jesus' parables about forgiveness teach to Christians today?'</p>	<p>WALT: explore a moral dilemma (B1 C3)</p> <p>'How do Christians today try to follow Jesus' teaching about justice and fairness? The example of Mother Teresa'</p>	<p>WALT: understand how Jesus influences Christians today (A2 B1 C3)</p> <p>'What did Jesus teach about being generous and being greedy?'</p>
	<p>WALT: discuss how Jesus's teachings help in a moral dilemma (C3) x 2 lessons</p> <p>'What does the teaching of Jesus</p>	<p>WALT: reflect on why Christians try to follow Jesus in modern life</p> <p>'What have we learned about</p>			

	have to say about some problems people face today? What would Jesus do?’	living by the values of Jesus in the modern world?’			
<p>What does it mean to be a Sikh in Britain today? 9 lessons- Sikh - Gurdwara trip</p> <ul style="list-style-type: none"> • Make connections between the lives of at least one of the Gurus and some actions Sikhs take today (A1). • Describe and reflect on the significance of the Guru Granth Sahib to Sikhs (B1). • Describe the forms of guidance a Sikh uses and compare them to forms of guidance experienced by the pupils (A2). • Explain why equality, service and honest work are so important to Sikhs and apply these ideas to what matters in the local area and the wider world today (C3). 	<p>WALT: discuss the beginning of the Sikh faith (A1 C3)</p> <p>‘Why is ‘Guru’ special in Sikhism? Who was Guru Nanak and why is he significant for Sikhs?’</p>	<p>WALT: know what value are important to Sikhs (A1 C3)</p> <p>‘What did Guru Nanak teach about God?’</p>	<p>WALT: explore a Gurdwara and holy scriptures (B1 A2)</p> <p>‘Why is the Gurdwara a special place for the Sikh community?’</p>	<p>Visit to a Gurdwara</p> <p>WALT: ask questions (B1 A2)</p> <p>‘Why is the Gurdwara a special place for the Sikh community?’</p>	<p>WALT: learn about a significant Sikh development (B1 A2) x 2 lessons</p> <p>‘What happened when Guru Gobind Singh called the Sikhs in 1699?’</p>
	<p>WALT: understand the importance of the 6th Guru (A2)</p> <p>‘How do Sikhs remember the 6th Guru?’</p>	<p>WALT: reflect on important Sikh practices and beliefs (B1) x 2 lessons</p> <p>‘What values are important in Sikhism?’</p>			

Year 6 - Mosque trip					
<p>2.3 What do some religions say to us when life gets hard? 7 -9 lessons- Christian, Muslim, Hindu and Humanist</p> <ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). 	<p>WALT: debate 'Big' questions and ideas (B1)</p> <p>'What questions have you got about what happens when we die?'</p>	<p>WALT: explore the impact a 'soul' might have on how we live our life (B2 A1) x 1-2 lessons</p> <p>'What do some people think carries on after we have died? What is our soul?'</p>	<p>WALT: explore the concept of reincarnation (A1 B2)</p> <p>'Do some people believe that you come back to life as a different thing? What is reincarnation?'</p>	<p>WALT: compare Muslim and Christian ideas of heaven (A1 B2 B3)</p> <p>'Do you get to heaven if you do things wrong?'</p>	<p>WALT: explore how faith can help us through difficult times (B2 A1)</p> <p>'What do Christians think happens when we die?'</p>
	<p>WALT: explore a Humanist approach (A1 B2 B3) x 2 lessons</p> <p>'What do people who don't believe in God think happens when we die?'</p>	<p>WALT: reflect on and compare different religious ideas (A1 B2 B3)</p> <p>'What different ideas are there about what happens when we die? What do I think?'</p>			
<p>2.7 What matters most to Christians and Humanists? 7 lessons- Christian and Humanist</p> <ul style="list-style-type: none"> Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Describe some Christian and Humanist values simply (B3). Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). 	<p>WALT: express ideas about moral concepts (C3)</p> <p>'Do rules matter? Why? What is a code for living?'</p>	<p>WALT: describe some Humanist values (B3 C3)</p> <p>'Who is a humanist? What codes for living do non-religious people use?'</p>	<p>WALT: discuss and debate dilemmas involving right and wrong (B3 C3)</p> <p>'What can we learn from discussion and drama about good & bad, right & wrong?'</p>	<p>WALT: use Christian concepts (A2 B2)</p> <p>'What codes for living do Christians try to follow?'</p>	<p>WALT: describe different values and their importance (B3 C3)</p> <p>'What can we learn from a Values Game?'</p>
	<p>WALT: understand that religions are similar in their values (B3 C3)</p>	<p>WALT: reflect on how values can improve our lives</p>			

	'Peace: is it more valuable than any money?'	'Can we create a code for living that would help the world?'			
2.8 What difference does it make to believe in ahimsa (harmlessness), grace and or Ummah (community)? 10 lessons- Christian, Muslim and Hindu- <ul style="list-style-type: none"> • Make connections between beliefs and behaviour in different religions (A1). • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). • Consider similarities and differences between beliefs and behaviour in different faiths (B3). 	WALT: make connections between beliefs and behaviours (A1 B3) 'What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?'	WALT: talk about the story of Prophet Muhammad (Pbuh) (A1) 'How do Muslim people build their community, the Ummah, by following their Prophet?'	WALT: consider how Muslim practices work in Britain today (A1) 'How do Muslim people build their community, the Ummah, by following their Prophet?'	WALT: explore how the Muslim Ummah is world wide (A1 B2) 'How does it feel to be a part of the Muslim Ummah? What difference does it make?'	WALT: explore belief and behaviour in Hinduism (A1 B2) 'What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?'
	WALT: research Hindu Sewa (A1 B2) 'How do Hindus show their commitment to ahimsa through acts of service or sewa?'	WALT: understand Christian teachings of generosity (A1 B2) 'What did Jesus teach about God's grace and forgiveness?'	WALT: explore images of Jesus (A1) 'Why did Jesus share bread & wine with his disciples, the night of his arrest? How did Jesus show the meaning of grace?'	WALT: explore the Christian Martin Luther King (A1 B2) x 2 lessons How can the life of a great Christian person show us the meaning of grace?'	
2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 10 lessons- Christian and Muslim -Mosque trip	WALT: understand why sacred spaces are a 'work of art' (A1 B3 C2) 'What makes a place special? What is a sacred place? Are all places sacred? What is the	Trip to a Mosque WALT: understand how mosques express Islamic beliefs (A1 B3 C2) How do mosque buildings express Islamic beliefs and values? What	WALT: make connections between art and beliefs (A1 B3) 'Muslim calligraphy, painting and poetry: what is inspiring?'	WALT: explore great Christian works of art (A1 B3 C2) 'How do Christians use art in worship and in remembering Jesus? What do you admire about	WALT: represent Christian beliefs creatively (A1 B3 C2) 'How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art?'

<ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures to the title question (C2). 	value of a sacred place?’	makes a fine mosque?’		some works of art?’	
	<p>WALT: show an understanding of sacred buildings (A1 B3 C2)</p> <p>‘Can a Christian place of worship be a building for the ‘glory of God’? What does this mean?’</p>	<p>WALT: discuss Muslim ideas of charity (B2 C2)</p> <p>‘How and why do Muslim charities try to change the world?’</p>	<p>WALT: research a Muslim charity (B2 C2)</p> <p>‘How and why do Muslim charities try to change the world?’</p>	<p>WALT: compare generosity to sacred buildings (B2 C2)</p> <p>‘How and why does Christian Aid try to change the world?’</p>	<p>WALT: reflect on different religious views</p> <p>‘What matters more to Christians & Muslims: art and architecture or generosity and charity? What matters more to you?’</p>