

## Curriculum Overview

## Years F2-6

## Subject: Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Title F2	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world?
Strand	Believing	Believing	Expressing	Expressing	Living	Living
Knowledge	<p><u>To know some Bible stories</u> (compiled by Nick Butterworth).</p> <p>-e.g. David and the shepherd boy or the story of Ruth. -Jesus healing the sick. -Jesus choosing his disciples -Prophet Muhammad - stories the night of power.</p>	<p><u>To understand that everyone is special.</u></p> <p>-Looking after visitors, each other and respect. -Meet a religious person e.g. a vicar or parent. -Key (special) religious leaders– <u>-The Prophet Muhammad – the thirsty camel.</u> <u>-Guru Nanak story.</u> <u>-Jesus making friends Zacchaeus story.</u></p>	<p><u>To know that places of worship area special.</u></p> <p>- Church visit or study of churches and their features. - Compare with synagogue or mosque and set up own sacred place for quiet reflection e.g. forest school - Consider other special places, such as Mecca (Makkah) for Muslims.</p>	<p><u>To understand how people with different religions celebrate special times.</u></p> <p>-Look at making cards in celebration during children’s own lives – e.g. birthdays and mother’s day etc. -Look at Special times- Christening, Christmas, Eid, Sukkot, Diwali and link to stories and activities</p>	<p><u>To understand how people are welcomed into a religion (feeling of belonging).</u></p> <p>-Christian baptism. -Islam Aqiqah ceremony, whispering of Shahadah (Islamic statement of Faith) and cutting of hair. -Humanist naming ceremony. -The Hindu festival - Rakshan Bandhan, celebrating the special bond between brothers and sisters.</p>	<p><u>To know about some of the ‘wonders’ of the natural world.</u></p> <p>- look at its beauty, life cycles, new life etc. - Explain some people believe God made the world and everything – look at Creation stories -Muhammad and the ants and the seven kittens (caring for life)</p>
Skills	<p><u>Recognise</u> some religious words e.g. about God <u>Identify</u> a sacred text e.g. Bible or the Koran Re-tell stories <u>Explain</u> the meaning or message from the stories i.e. caring for others.</p>	<p><u>Listen attentively &amp; respond</u> with relevant comments or <u>ask questions.</u> <u>To begin to understand</u> someone’s religious beliefs. <u>Recall</u> a story about a special person. <u>Identify qualities</u> of a good friend or special person.</p>	<p><u>Talk</u> about somewhere that is special to themselves, saying <u>why (Reasoning).</u> <u>Be aware</u> that some religious people have places which have special meaning for them. <u>Recognise</u> a place of worship &amp; <u>identify</u> significant features.</p>	<p><u>Give examples</u> of special occasions. <u>Explain</u> why Sukkot or Christmas or Eid etc are special to those faiths. <u>Recall</u> stories and ceremonies or <u>act</u> them out (Drama).</p>	<p><u>Act out</u> scenarios – (baby baptism). <u>Compare</u> what happens in different religions, and <u>talk/discuss</u> what happens.</p>	<p><u>Re-tell stories</u>, talking about what they say about the world, God, human beings. <u>Think, talk &amp; express feelings</u></p>
Key Vocabulary	Bible, Jesus, disciples, Koran, Prophet Muhammad	Respect, Guru Nanak, Zacchaeus, Jesus Christ,	Church, Christian, Synagogue, Jewish, mosque, Muslim, Islam	Christening, Christmas, Eid, Diwali, Sukkot	Baptism, Islam, Aqiqah, Shahadah, Humanist, Hindu, Rakshan Bandhan	Garden of Eden, Creation, Muhammad
Enquiry Title Y1	1.7 What does it mean to belong to a faith community?	1.1 Who is a Christian and what do they believe?	1.6 How and why do we celebrate special and sacred times?	1.5 What makes some places sacred?		
Strand	Living	Believing	Expressing		Expressing	
Knowledge	<p><u>To know about some symbols of belonging.</u></p> <p>- Christian symbols –e.g. fish, cross, Christian dolls, Bibles. -The story of the lost coin. Baby baptism. -Islam symbols, picture of hajj pilgrimage, Islamic Art &amp; calligraphy for Allah. -Story of Muhammad and the farmer boy. -Welcoming a baby in Islam.</p>	<p><u>To know some Christian beliefs about God and this religion.</u></p> <p>-Introduce Elizabeth, Grace &amp; James &amp; Frederick Fisher. -The good shepherd, the lost sheep &amp; the story of Jonah. -The story of Zacchaeus and Jesus making friends with his disciples.</p>	<p><u>To know how people celebrate special &amp; sacred times (Christian, Muslim or Jewish).</u></p> <p>-Look at celebration &amp; remembrance in children’s own lives. -Meaning of Jewish rituals for example during Pesach, Shabbat and Chanukaah and Sukkot. <u>Day 1 –</u> Pesach (Passover) or Shabbat, Chanukaah, Sukkot. Jewish visitor (Rabbi or Jewish person)</p>	<p><u>To know how people celebrate special &amp; sacred times (Christian, Muslim or Jewish).</u></p> <p>-Celebration&amp; remembrance in children’s own lives. -Easter story timeline. Easter gardens and sad times and happy times -To know some symbols of Easter – Kim’s game.  <u>Day 2 –</u> Easter</p>	<p><u>To understand what makes a place of worship sacred to different religions.</u></p> <p>-Church visit -Explore key features of a - Church and how key parts help with worship: e.g. altar, cross, stained glass windows, font, pulpit, baptismal pool.  <u>Day 1 –</u> Church Day</p>	<p><u>To understand what makes a place of worship sacred to different religions.</u></p> <p>-Look at virtual tour of mosques and look for similarities and differences. -Look at key features of prayer in a mosque -prayer mat , wudu, prayer beads, calligraphy.  <u>Day 2 –</u> Mosque</p>

Skills	<u>Recognise &amp; name</u> some symbols of belonging for Christians and one other religion. <u>Explain</u> what these symbols mean to believers. <u>Recount</u> what happens at a traditional Christian infant baptism/dedication & <u>compare</u> to ceremonies in other faiths. <u>Identify similarities/ differences</u> between the ceremonies studied (Exceeding)	<u>Describe</u> some simple Christian beliefs about God and Jesus. <u>Re-tell</u> a Christian story in <u>words, drama</u> and/or <u>pictures</u> and suggest what it means. <u>Understand</u> and <u>discuss</u> issues of right & wrong, arising from the stories. <u>Ask questions</u> about believing in God.	<u>Describe</u> how a festival is celebrated – Pesach, Shabbat, Chanukaah, Sukkot, Easter <u>Retell</u> stories connected with Easter and say why these are important to Christians. <u>Consider</u> questions such as how might these foods help people remember this festival? <u>Reasoning</u> : Give reasons why people like to celebrate important events. <u>Describe links</u> between artefacts and or symbols to a known festival e.g. Pesach (Passover) or Easter.		<u>Explain</u> why places of worship are important to the local community. <u>Identify</u> objects in a church or mosque and say how they are used and what they mean to believers. <u>Questioning</u> : Ask appropriate and respectful questions of believers.	
Key Vocabulary	Symbol, Bible, Christian, baptism, Islam, Muslim, calligraphy, Allah, hajj pilgrimage, Muhammad	Christian, God, Jesus, Jonah, Zaccheaus, disciples	Pesach (Passover), Shabbat, Chanukaah & Sukkot, Rabbi	Easter, crucifixion, cross, resurrection, Last Supper.	Altar, cross, stained glass windows, font, pulpit, baptismal pool	Wudu, Mihrab, Minaret, calligraphy, prayer beads & mat, Mecca (Makkah)
Enquiry Title Y2	1.8 How should we care for others and the world, and why does it matter?	1.6 How and why do we celebrate special and sacred times?	1.2 Who is a Muslim and what do they believe?		1.4 How can we learn from sacred books?	
Strand	Living	Expressing	Believing		Believing	
Knowledge	<u>To understand that different religions teach people to care about each other and the world.</u>  -Friendship Bible – good Samaritan, healing of paralysed man. -The story of Mary & Martha. - Giving to charity: Zakat in Islam and Christian charities. -Visit from salvation army. -Read stories of how people live their life in a Christian way: -Mother Teresa, Dr Barnardo and a local Christian.	<u>To understand how and why people celebrate special and sacred times.</u> (different festival foci).  <u>Focus on Eid</u> -Four main parts of Christmas, Ramadan, Eid and charity. -What are similarities & differences between each festival?  -Meaning of Jewish rituals during Sukkot.	<u>To know some Muslim beliefs about God and this religion.</u>  -Dogger Shirley Hughes draw a place where God/ Allah is – Allah is NEVER a person as Allah is too great for pictures. -Prophet Muhammad PBUH hiding in cave & discovering Qu’ran. -Whispering into a baby’s ear. -Special place – a mosque, pictures & virtual tour, minaret, dome, prayer mat Mecca, washing, patterns prayer hat  -Leaders in your life and religion Moses and the red sea, Jesus calming the storm.  or 1.3 Who is Jewish and what do they believe? Shabbat		<u>To know about some of the lessons or morals written in sacred and holy texts of different religions (compare Christian, Islam).</u>  -Sacred and holy books – Christians and the Bible and the Qu’ran and Islam. -How is the Qu’ran treated and has only one Arabic version, compared with how the Bible has many versions.  -Read act out a parable of sewer and the seed and the lost son.  -Jesus’s teachings e.g. love one another.  -The Old Testament - Story of David & Goliath OR Noah. Joseph and his dreams story.	
Skills	<u>Re-tell stories</u> from the Bible and another faith. <u>Identify</u> two examples of religious believers caring for people. <u>Reasoning</u> : Give simple reasons why Jesus told the story of the Good Samaritan	<u>Describe</u> what happens & what is being celebrated at Eid-ul Fitr. <u>Describe</u> what happens during Ramadan. <u>Reasoning</u> – think why people choose to fast at Ramadan. <u>Comparing – identifying</u> similarities and differences.	<u>Talk about</u> some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. <u>Re-tell a story</u> about the life of the Prophet Muhammad. <u>Recognise</u> some objects used by Muslims and suggest why they are important (reasoning). <u>Identify</u> some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.		<u>Reasoning</u> : Why a holy book is considered to be ‘holy’. <u>Re-tell/Act out</u> stories from Holy Books e.g. David and Goliath. <u>Give opinions</u> and talk about issues of good and bad, right and wrong arising from the teachings from sacred books. <u>Understand &amp; recognise</u> that sacred texts contain stories which are special to many people and should be treated with respect.	
Key Vocabulary	Samaritan, Zakat, Moher Teresa, Dr. Barnado.	Ramadan, Eid, Sukkot	God, Allah, Prophet, Muhammad, PBUH (Peace Be Upon Him), Ramadan, Eid-ul Fitr		Bible, Christian, Islam, Muslim, Qu’ran, Old Testament.	
Enquiry Title Y3	L2.7 What does it mean to be a Christian in Britain today?		L2.1 What do different people believe about God?	L2.5 Why are festivals important to religious communities?	L2.4 Why do people pray?	L2.2 Why is the Bible so important for Christians today?
Strand	Living		Believing	Expressing	Expressing	Believing

Knowledge	<p><u>To understand how Christians show their faith in their everyday lives today.</u></p> <ul style="list-style-type: none"> <li>-Christian family rituals and non- religious family rituals.</li> <li>-Rituals in your house.</li> <li>-Christian everyday activities e.g. food bank.</li> <li>-Look at Christian churches notice board and see how activities linked to everyday life are influenced by being Christian.</li> <li>-Local Christian visit to share their life.</li> <li>-Pope Francis leading by example – non-materialism.</li> <li>-Story of Rosa parks.</li> <li>-Bible quotes,</li> <li>-Christian music in worship and bread and wine.</li> </ul>	<p><u>To understand what people believe about God/s from different religions (Christians, Hindus or Muslims).</u></p> <ul style="list-style-type: none"> <li>-Christian focus and either or both Hindus and Muslims.</li> <li>-Christians Trinity, Moses and the burning bush and Paul’s conversion.</li> <li>-The story of first revelation of the Qur’an to Prophet Muhammad [PBUH].</li> <li>-Explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses including beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer);</li> <li>-Similarities &amp; differences between varied ideas about God.</li> </ul>	<p><u>To understand why festivals are important to religious communities (Christianity, Hinduism).</u></p> <ul style="list-style-type: none"> <li>-Easter focus possibly an RE week.</li> <li>-Comparing what MATTERS most TO BELIEVERS IN FESTIVALS of Diwali and spring festival of Holi (story of Lakshmi and Rama and Sita in Hinduism)-</li> <li>-Symbols of Easter -washing the disciples feet.</li> <li>-The last supper and the Eucharist.</li> <li>-Rejoicing and weeping, crucifixion of Jesus and conscience alley Roman soldier.</li> </ul>	<p><u>To understand how and why people pray.</u></p> <ul style="list-style-type: none"> <li>-Christian prayer, the Lord’s prayer comparing with Hindu Mantra prayer 7, the Muslim first Surah prayer.</li> <li>-Sorry please thank you prayers.</li> <li>-Hannah story and brief touch on Jonah story.</li> <li>-Hindu shrines, prayer objects &amp; music.</li> <li>-Prayer as a pillar of Islam.</li> <li>-Tools for prayer –prayer beads.</li> </ul>	<p><u>To understand that Christians still use the Bible today because it serves as a guide on how to live their life and be close to God.</u></p> <ul style="list-style-type: none"> <li>-New and old testament, metaphors for the Bible.</li> <li>Creation, the fall, incarnation and the salvation.</li> <li>-The creation story and Adam and eve.</li> <li>-The lost son –God wants sinners to turn back to him.</li> <li>-Special books display – Torah, Bible, Qu’ran, favourite wise words.</li> </ul>
Skills	<p><u>Describe</u> two things that Christians do to show their faith <u>making connections</u> to a Christian belief or teaching for each.</p> <p><u>Reason</u> of two things that might be hard or a challenge about being a Christian.</p> <p><u>Make comparisons</u> - note similarities and differences between the reasons that religious people and on religious people give for helping people.</p>	<p><u>Create metaphors</u> about God and give reasons (<u>reasoning</u>). <u>Reasoning and conjecture</u> - Supply reasons why some people believe in God and some do not.</p> <p><u>Discover</u> what Christians mean when they say ‘Father, Son and Holy Spirit’ for God.</p>	<p><u>Make links</u> between beliefs about Jesus and the celebration of Easter.</p> <p><u>Make links</u> between symbols and their corresponding celebration e.g. Easter.</p> <p><u>Identify similarities and differences</u> between the celebration of two festivals.</p>	<p><u>Describe and outline</u> some ways Christians pray, Muslims and Hindu’s pray.</p> <p><u>Make connections</u> between what Christians, Muslims and Hindus believe about prayer and what they do to pray.</p> <p><u>Explain</u> any similarities and/or differences.</p>	<p><u>Describe</u> what Christians and/or people from other religions believe makes their book sacred or holy.</p> <p>Research and discover more about the ways Christians think of God and see the world</p>
Key Vocabulary	Rituals, non-materialism,	Holy Trinity, Hindu, Muslim, conversion, revelation, Trimurti, Brahma, Vishnu, Shiva.	Diwali, Holi, Lakshmi, Rama, Sita, Symbol, disciple, Eucharist, Crucifixion	Hindu Mantra, Ohm, First Surah, prayer beads, pillars of Islam	Metaphor, creation, incarnation, salvation, sinner, Torah, Biblr, Qu’ran
Enquiry Title Y4	L2.8 What does it mean to be a Hindu in Britain today?	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious communities?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
Strand	Living	Living	Believing	Expressing	Expressing
Knowledge	<p><u>To understand how Hindus show their faith in their everyday lives today.</u></p> <ul style="list-style-type: none"> <li>-Puja at home and the Mandir.</li> <li>-Shrine deities, incense, sacred text, om, arti ceremony.</li> <li>-Karma and the cycle of birth, rebirth and incarnation.</li> <li>-Moral aims for other moral teachings in action – Mahatma Gandhi</li> <li>-Hindu birth ceremony and weddings.</li> </ul>	<p><u>To understand how religions aim to teach people about what is right and wrong.</u></p> <ul style="list-style-type: none"> <li>-The fall in Genesis Adam &amp; Eve,</li> <li>-Jesus resisting temptation in the wilderness.</li> <li>-Inspirational religious people - Desmond Tutu Martin Luther the beatitudes</li> </ul>	<p><u>To understand why some people are inspired by Jesus and his teachings.</u></p> <ul style="list-style-type: none"> <li>-Metaphors for Jesus e.g. the bread of life, the vine.</li> <li>-The Beatitudes.</li> <li>-The gospels of Jesus, parables of the two houses.</li> </ul>	<p><u>To understand why festivals are important to religious communities (Islam/Judaism).</u></p> <ul style="list-style-type: none"> <li>-Eid focus possibly an RE week.</li> <li>Fasting as one of the five pillars of Islam.</li> <li>-Things that matter most least to me and a Muslim child. -</li> <li>Comparing what MATTERS TO</li> </ul>	<p><u>To understand why some people see life as a journey.</u></p> <ul style="list-style-type: none"> <li>-Ceremonies as part of the journey.</li> <li>-Christian communion, adult baptism, confession -- Roman Catholic.</li> </ul>

			-Rules to humanists, Christians and Jews. -The ten commandments. -Spirited Arts –stained glass windows linked to golden rules diamond 9 board.	-Magic tricks and Jesus and miracles – feeding the 5,000, turning water into wine. - Healing Jairus’s daughter, compare Jesus as the hero and Moses as the leader in the Jewish faith.	BELIEVERS IN FESTIVALS -Passover and Eid. -Eid in Islam. Does fasting make you a better person? -Pesach (Passover) – Look at symbols on a seder plate. -The story of Moses and the plagues. -Talk to/meet a MUSLIM CHILD or adult visitor.	-Sacred thread ceremony (coming of age ceremony – Hindu). -Jewish Barmitvah (Batmitvah) – what do they mean to the families? -Compare ‘lots of commitment’ to ‘little commitment’ in a religious and non- religious wedding. -Hindu belief about the journey of life - Karma.
Skills	<u>Describe</u> some ways in which Hindus express their faith. <u>Reasoning</u> – suggest why being a Hindu in Britain today could be a good thing or a hard thing. <u>Discuss links</u> between Hindus helping others and other faiths.	<u>Give examples</u> of how the ten commandments might show Jewish people how to live. <u>Describe</u> what temptation is and give examples.	<u>Make connections</u> between lessons from Bible stories and real life as a Christian. <u>Define &amp; illustrate</u> Christian terms from Easter & Holy week.	<u>Make connections</u> to festivals and how they behave in real life. <u>Identify</u> similarities and differences between the celebrations of two festivals.	<u>Describe</u> how life is seen as a journey by some people. <u>Explain</u> - Think of reasons why some people have rituals to mark important life events. <u>Compare</u> ceremonies form different religions.	
Key Vocabulary	Hindu, Puja, Mandir, shrine, deities, incense, sacred, om, arti, karma, rebirth, incarnation. Mahatma Gandhi.	Genesis, Adam, Eve, Desmond Tutu, Martin Luther, beatitudes, commandments	Metaphor, Beautitudes, Gospels, parables, miracles, Jesus, Moses, Jews, Judaism	Eid, Islam, Ramadan, fasting, Pesach, Passover, sedar plate	Communion, baptism, confession, Barmitvah, Karma	
Enquiry Title Y5	U2.1 Why do some people think God exists?	U2.4 If God is everywhere, why go to a place of worship?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.6 What does it mean to be a Muslim in Britain today?		
Strand	Believing	Expressing	Believing	Living		
Knowledge	<u>To understand why some people believe God exists (Christians).</u> (Compare to non-believers)  -Is God real? -Investigation file?  -Gather information and ideas about the religious make-up of the world, the UK and their local area. -Learn definitions of the terms; theism, atheism and agnosticism. Express their own ideas about the terms above. -Understanding the difference between a fact, belief and opinion.	<u>To understand why people visit places of worship. (Hindus, Jews).</u>  -Worship- vicar visit. - <u>Hindu</u> - tube- virtual tour of the Mandir. Compare worship at home with Hindu worship in the Mandir. - <u>Judaism</u> - Clips of synagogue compare orthodox and reform synagogues. -Explore ‘silence, nature, community’ linked to worship. -Why do people go on pilgrimage to sacred places?	<u>To understand why some people follow Jesus’ teachings about how to live today.</u>  -Use food bank & gateway furniture resource here. -The Corinthians and love. -The story of the vineyard workers and widow’s offerings. -Moral dilemmas and religious dilemmas and mission statements.  Day 1 - unit on responsibility for our earth before this unit day  Day 2 - Beautiful meadow book.	<u>To understand how Muslims show their faith in their everyday lives today.</u>  Day 1 : -The 5 pillars of Islam. Shahadah – one God and baby whispering. -The story of Bilal – what matters most to you and to Bilal. -The story of the women at the gates of Mecca.  Day 2: -Similarities between Muslim & Christian prayer and pilgrimage. -Pilgrimage to Mecca compared with Christian pilgrimage. -Story of Bernadette, sacred pilgrimage places. The steps of pain, Lourdes etc. Pilgrimage postcard.		

Skills	<p><u>Give examples</u> of how believing in God can affect people's lives and how it can be challenging too (<u>applying</u>).</p> <p><u>Express own ideas</u> about theism, atheism and agnosticism.</p> <p><u>Consider</u> how facts, beliefs and opinions come about and how they are interpreted.</p> <p><u>Theorise</u> - Suggest answers to some of the Big Questions about the existence of God</p>	<p><u>Describe and explain</u> differences within Anglican and Baptist churches.</p> <p><u>Make links</u> between Christian beliefs and features of these places of worship.</p> <p><u>Explain</u> how and some people see the place of worship as being more about the people than the building.</p>	<p><u>Describe</u> Jesus' teaching on how his followers should live.</p> <p><u>Interpret</u> the widow's offering and the story of Zaccheus saying what they show Christians about how they should handle wealth.</p> <p><u>Explore and explain</u> the impact of Jesus' teaching on some examples of major Christian charities in the UK today.</p> <p><u>Discuss, argue about</u> and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.</p> <p><u>Applying knowledge</u> - Give examples of how following the example of Jesus might have on Christians and other communities.</p>	<p><u>Make links</u> between Muslim practice of the five pillars and Muslim beliefs about God and the Prophet Muhammad.</p> <p><u>Describe and reflect</u> on how the Qur'an is significant to Muslims.</p> <p><u>Identify and explain connections</u> between the main functions of the Mosque and Muslim beliefs.</p>	
Key Vocabulary	God, exist	Anglican, Baptist, Hindu, Mandir, Judaism, synagogue	Corinthians, dilemmas	Pillars of Islam, Shahadah, Mecca,	Qu'ran, Bible, Mecca (Makkah), pilgrimage
Enquiry Title Y6	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?	U2.7 What matters most to Christians and Humanists? Codes for living good & bad characters e.g. scar lion king.		U2.3 What do religions say to us when life gets hard?
Strand	Expressing	Living	Living		Believing
Knowledge	<p><u>To understand why some believers see expressing beliefs through generosity and charity as more important than through buildings and art.</u></p> <ul style="list-style-type: none"> <li>-Art work –calligraphy and 99 names of Allah.</li> <li>-Muslim poetry and charity.</li> <li>-Bible quotes and art work to match</li> <li>-Amazing sacred places e.g. Christchurch new Zealand cathedral built to replace one in earth quake.</li> <li>-Designing own sacred places.</li> <li>-Visit to Sikh temple</li> </ul>	<p><u>To understand how the world can benefit from people's beliefs in ahimsa (Hindus), grace (Christians) and Ummah (Muslims).</u></p> <p><u>3 religions –</u></p> <ul style="list-style-type: none"> <li>-Hindu –ahimsa, reincarnation &amp; Karma.</li> <li>-Gandhi and ahimsa –believing in a harmless existence.</li> <li>-Christianity –grace, unconditional love and forgiveness.</li> <li>-Muslim – worldwide Ummah community – equal in eyes of God.</li> </ul>	<p><u>To understand and talk about which values and beliefs are most important to Christians and Humanists.</u></p> <ul style="list-style-type: none"> <li>-Comparing Humanist and Christian naming ceremonies and weddings. Make up your own vows.</li> <li>-Values game –what matters most to me matters and least to me. - Charity talk.</li> <li>-Peace lovers and peacemakers.</li> <li>-Ten commandments.</li> </ul>		<p><u>To understand how religions can help people through difficult times in life.</u></p> <p>Big questions about life, death and suffering. Is death the end or is there an afterlife?</p> <p><u>Christian</u> –judgement, heaven and salvation.</p> <p><u>Hindus</u> –karma, soul, reincarnation.</p> <p>Humanism - Nonreligious views of life after death.</p> <p>Look at lots of prayers said about death – what questions do they evoke?</p> <p>(Unit to pre-empt 2.3 – comparison of religions studied so far).</p>
Skills	<p><u>Consider, discuss and weigh up</u> different views about why mosques, churches are important &amp; why religious art is important.</p> <p><u>Suggest reasons, quoting religious sources</u>, why Muslims consider charity and generosity important.</p> <p><u>Notice, list and explain</u> similarities and differences</p>	<p><u>Make connections</u> between beliefs and behaviour in different religions.</p> <p><u>Describe the impact</u> of some of Gandhi's principles.</p> <p><u>Explain the connection</u> between the work of Sewa UK to the Hindu concepts of sewa and ahimsa.</p> <p><u>Outline the challenges</u> of being a Hindu, Christian or Muslim in Britain today.</p>	<p><u>Describe</u> what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</p> <p><u>Describe</u> some Christian and Humanist values simply.</p> <p><u>Express their own ideas</u> about some big moral concepts e.g. honesty and fairness.</p> <p><u>Suggest reasons</u> why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p>		<p><u>Make judgements</u> - Describe the impact that the belief that we have a soul might have on the way someone might live their life.</p> <p><u>Describe ideas</u> about life after death from different religions e.g. reincarnation, Heaven, Hell etc.</p> <p><u>Make comparisons</u> – find similarities and differences between different religions</p>

	<p>between different sacred buildings.</p> <p><u>Apply ideas about worship and belief for themselves in a creative activity.</u></p>	<p><u>To debate and give reasons</u> for decisions about a religious issue.</p>			<p>about what happens after death.</p>
Key Vocabulary	Allah, calligraphy, Sikh,	Hindu, Ahisma, reincarnation, karma, Ghandi, Ummah	Humanist, commandments		Afterlife, salvation, karma, reincarnation, heaven,