WHIMPLE PRIMARY SCHOOL

RELIGIOUS EDUCATION CURRICULUM OVERVIEW

Following the Devon Agreed Syllabus

Making sense of beliefs Understanding the impact Making connections

"Every time you break down that narrative of otherness, the narrative of togetherness grows." **Brendan Cox**	**VISION** Our vision for Religious Education is to inspire a curiosity about people through exploring worldviews so that pupils can gain knowledge, understanding and the skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. R.E. has an important place in the curriculum: it provides a safe space for young people to develop their understanding and respect of people, cultures, religious and non-religious world views. Children will gain a coherent understanding, thus preparing them for their journey through education and life in twenty-first century Britain. R.E. will contribute to children's personal and academic development. As well as gaining knowledge and understanding of religions and beliefs, the children will develop their own understanding of the world and how to live. R.E. will make a significant contribution to children's spiritual, moral, social and cultural development.

ELM R/Y1	Autumn Cycle A		Spring Cycle A		Summer Cycle A
Lesson Sequence	**Why is the word 'God' special to Christians?**	**Why is Christmas special for Christians?**	**Being special: Where do we belong?**	**Why is Easter special for Christians?**	**How should we care for others and the world?**
	1. What does the word 'God' mean? 2. Which people believe in God? 3. Which people believe God is the Creator of everything? 4. What is amazing about the world? 5. What do Christians say about God as Creator? 6. What is the story that Christians and Jews use to think about the Creator? 7. What do Christians and other people (including non-religious) think about the world and how we should treat it?	1. What special stories about Jesus are in the Bible? 2. Why do Christians perform Nativity plays at Christmas? 3. Why do Christians celebrate Jesus' birthday? 4. What special things do Christians do at Christmas to share God's love? 5. What makes every single person unique and precious? 6. How does the Christmas story tell Christians they are precious to God?	1. What makes us feel special? What makes many Christians believe they are special to God? 2. Why do many Christians believe that children are special to God? 3. Where do you belong? How do you know you belong? What groups do religious people belong to? 4. How do we show people they are welcome? How are babies welcomed into the Christian family? 5. How are some babies welcomed in the Muslim tradition? 6. How do Hindu brothers and sisters show their love for each other at a festival?	1. What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again? 2. What do Christians believe happened to Jesus? 3. Why do Christians think this is such an important story? 4. What do Christians do at Easter? 5. Why do we have Easter eggs?	1. Should we care for everyone? 2. What do Christians believe about caring for people? 3. What do Jewish people believe about caring for people? 4. How have some people shown they cared? 5. How is the golden rule an encouragement to care? 6. What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?
Learning Outcomes	Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Retell stories, talking about what they say about the world, God, human beings. Think about the wonders of the natural world, expressing ideas and feelings. Say how and when Christians like to thank their Creator. Talk about what people do to mess up the world.	Talk about people who are special to them. Say what makes their family and friends special to them. Recall simply what happens at a traditional Christian festival (Christmas). Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. Retell religious stories, making connections with personal experiences.	Retell 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 a religion other than Christianity.	Recognise and retell stories connected with celebration of Easter. Say why Easter is a special time for Christians. Talk about ideas of new life in nature. Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter.	Identify a story or text that says something about each person being unique and valuable. Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. Give examples of how Christians and Jews can show care for the natural earth. Say why Christians and Jews might look after the natural world. Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
Key Vocabulary	creation, bible, God, nature, thankfulness,	Jesus, Christmas, Mary, Joseph, Shepherds, Angel, Star, Manger, incarnation	baptism, welcome, Christian, Muslim, Hindu	Jesus, God, Salvation, Easter, Hosanna, Palm, Good Friday, Donkey, Sunday, Disciples	Jewish, community, world, religious, Christian

ELM R/Y1	Autumn Cycle B		Spring Cycle B		Summer Cycle B
	Which stories are special and why?	**Why do Christians perform Nativity plays at Christmas?**	**Which places are special and why?**	**Why do Christians put a cross on their Easter Garden?**	**What do Christians believe God is like?**
Lesson Sequence	1. What is your favourite story? What do you like about it, and why? 2. Do you know any Bible stories? What do Christians think Jesus was (is) like? 3. What stories are special to Christians and Jews? 4. How can a story from the Bible show a Christian how to treat other people? 5. What story shows Jesus being a friend and caring for others? 6. What are the similarities and differences between different people's special stories?	1. Who was Jesus and why is he important to Christians? 2. Who were the first visitors to baby Jesus? 3. What does incarnation mean to Christians? 4. Why do Christians perform nativity plays at Christmas? 5. Why did the Magi bring gifts to Jesus? 6. Why do Christians return to the original Christmas story in the Bible?	1. Where is special to me? 2. Where is a special place for Christians to go? 3. What makes a church special to Christians? 4. Where is a holy place for Muslims to go? 5. What makes a mosque holy for Muslims? 6. How are holy buildings similar and different? 7. How could we make a special place of our own?	1. Why did people shout "Hosanna" to Jesus on Palm Sunday? 2. Why do some Christians use palm crosses at Easter? 3. Why is the cross an important symbol for Christians? 4. Why are eggs a symbol of new life at Easter? 5. Why is Easter a special celebration for Christians? 6. Why do some Christians put a cross on their Easter Garden?	1. What is a parable? 2. What are the main events in the story of the Lost Son? 3. What do Christians learn from parables? 4. What can we do when we've done something wrong? 5. What are some of the different prayer types used by Christians? 6. What does the story of Jonah tell Christians about what God is like?
Learning Outcomes	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, Torah Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.	Talk about people who are special to them. Say what makes their family and friends special to them. Recall simply what happens at a traditional Christian festival (Christmas). Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. Retell religious stories, making connections with personal experiences.	Talk about somewhere that is special to themselves, saying why. Recognise 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. Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world.	Recognise and retell stories connected with celebration of Easter. Say why Easter is a special time for Christians. Talk about ideas of new life in nature. Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter.	Identify what a parable is. Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others). Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. Give a reason for the ideas they have and the connections they make.
Key Vocabulary	Bible, Torah, Jesus, Christians, Jews	Incarnation, Christmas, Jesus, Mary, Joseph, Shepherds, Angel, Star, Magi, Manger	Special, holy, church, mosque, Christian, Muslim	Jesus, God, Salvation, Easter, Hosanna, Palm, Good Friday, Donkey, Sunday, Disciples	Parable, forgiveness, Bible, Jonah

ASH Y1/2	Autumn Cycle A		Spring Cycle A		Summer Cycle A
	Who do Christians say made the world?	**Why does Christmas matter to Christians?**	**What does it mean to belong to a faith community?**	**Why does Easter matter to Christians?**	**Who is Muslim and how do they live?**
Lesson Sequence	1. What do you think a creator of the world might be like? 2. What are the key events in the creation story from Genesis? 3. Do all Christians believe the same thing about how the world was made? 4. What do Christians believe about looking after the world? 5. How might Christians say thank you to God? 6. Why do churches have stained glass windows of the creation story?	1. Who do Christians believe Jesus is? 2. What happened in the story of the birth of Jesus? 3. Was Jesus born where people would have expected? 4. Why is waiting and preparing for Christmas important to many Christians? 5. What do some people like to say thank you for at Christmas? 6. How do people use the story of the nativity to guide their beliefs at Christmas?	1. Do we all belong to something? 2. How do Christians know that they belong? 3. How do Muslims know that they belong? 4. How do Jewish people show they belong together as a community? 5. How do Christians and Muslims welcome a new baby? 6. How do some people show they belong with one another?	1. What are the main events of the Bible story of Holy week and Easter? 2. What are the six biggest moments in the story of Easter? 3. How do Christians feel about the main events of the Bible stories of Holy week and Easter? 4. What does it mean to say Jesus saved people by dying for them? 5. What impact does the Easter story have on many Christians? 6. Why does Easter matter to Christians?	1. What do people think about God? What do Muslims think about God? 2. What do Muslims call God? 3. What is whispered to a Muslim baby? 4. Who was Muhammad? What was he like? 5. Why is the Prophet Muhammad so important to Muslims? 6. How do Muslims show respect for the Qur'an? 7. Why do Muslims pray? 8. Why does a Muslim need commitment for praying? 9. How does praying make Muslims feel?
Learning Outcomes	Retell the story of creation from Genesis. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say 'thank you' to God for Creation. Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	Recognise that stories of Jesus' life come from the Gospels. Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas.	Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action. Think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.
Key Vocabulary	creation, creator, nature, thankfulness, Genesis, Christian, Jewish, harvest	Incarnation, Jesus, Mary, Joseph, Shepherds, Advent, Birth, Celebration	Christians, Muslims, Jews, community, belonging, ceremony, mezuzah	Jesus, God, Salvation, Easter, Hosanna, Palm, Good Friday, Donkey, Sunday, Disciples	Allah, Muslim, prayer, Muhammad, Qur'an , Shahada

ASH Y1/2	Autumn Cycle B		Spring Cycle B		Summer Cycle B
Lesson Sequence	**What is the 'good news' Christians believe Jesus brings?** 1. Who were the disciples? 2. What was the 'good news' that Jesus brought? 3. What did Jesus teach about forgiveness? 4. What did Jesus teach about peace? 5. How do Christians bring the 'good news' to others? 6. How can artwork share the good news Jesus brings? 7. What makes a good prayer? 8. How do people share Jesus' good news today?	**What good news did the angels bring?** 1. What happened in the story of the birth of Jesus? 2. What good news did the angels bring? 3. How do Christians prepare for Christmas? (Advent) 4. What good news would you like to bring to the world this Christmas?	**Special places: Exploring the importance of pilgrimages.** 1. Which places are special to me? 2. Where is a sacred place for a believer to go? 3. What is a pilgrimage? 4. Why do Christians go on pilgrimage? 5. Why do Hindus go to the River Ganges? 6. How are special journeys similar and how are they different?	**Why and how was Jesus treated like a celebrity? (Palm Sunday)** 1. Why did people shout "Hosanna" to Jesus on Palm Sunday? 2. Why do some Christians use palm crosses at Easter? 3. Why is the cross an important symbol for Christians? 4. Why are eggs a symbol of new life at Easter? 5. Why is Easter a special celebration for Christians? 6. Why do some Christians put a cross on their Easter Garden?	**Who is Jewish and how do they live?** 1. What is precious to Jewish people? 2. What does a mezuzah remind Jewish people about? 3. How and why do Jewish people celebrate Shabbat? 4. What stories do Jewish people tell from the Torah? 5. Why does building a Sukkot teach Jewish people to be thankful? 6. What might the story of Chanukah make Jewish people think about 7. How and why do Jewish people remember the story of Chanukah?
Learning Outcomes	Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	Recognise that stories of Jesus' life come from the Gospels. Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas.	Recognise that there are special places where sometimes people go to get closer to God. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. Give examples of pilgrimages and their importance to the pilgrims. Talk about why some people like to belong to a sacred building or a community Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations (e.g. Chanukah). Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.
Key Vocabulary	Gospel, Christian, Jesus, forgiveness, bible disciples, peace, friendship,	Incarnation, Jesus, Mary, Joseph, Shepherds, Advent, Birth, Celebration	journey, sacred, pilgrimage, pilgrim, God belief	Jesus, God, Salvation, Easter, Hosanna, Palm, Good Friday, Donkey, Sunday, Disciples	Jewish, Judaism, Sukkot, Torah, thanking, synagogue, Mezuzah, Shabbat, Shema, God, Chanukah, Dreidel, Star of David

OAK Y3/4	Autumn Cycle A		Spring Cycle A		Summer Cycle A
	Does completing Hajj make a person a better Muslim?	**What is the Trinity and why is it important for Christians?**	**How and why do people mark the significant events of life?**	**What was the impact of Pentecost?**	**What is it like for Christians to follow God?**
Lesson Sequence	1. What did you take on a special journey? Where did you go? 2. What question would you ask the owner of the mystery suitcase? 3. Why is the Grand Mosque in Makkah important to Muslims? 4. What is the Kab'bah? 5. Retell a story that links to the Hajj pilgrimage. 6. Name at least three things that happen on Hajj. 7. Does completing Hajj make a Muslim a better person?	1. What is the Trinity? What happens in the biblical story of the baptism of Jesus? 2. How is the Trinity shown in the biblical story of the baptism of Jesus? 3. Why is the biblical story of the baptism of Jesus important for many Christians? 4. Why do Christians get baptised? 5. What might affect a Christian's decisions about baptism? 6. What is the Trinity and why is it important for Christians	1. How is life like a journey? 2. What is the significance of baptism for Christians? What happens and what does it mean? 3. How do many Jewish people mark becoming an adult? 4. What ceremonies do many Hindus mark in the journey of life? 5. Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises?	1. What can we remember about the Easter story? 2. What was the story of Pentecost? 3. Can we create our own Pentecost artwork? 4. What do Christians believe about the Holy Spirit? 5. What is the importance of the Lords Prayer? 6. What was the impact of Pentecost?	1. Which information about Bible stories can we get from different types of texts? 2. What can we say about Noah from reading the biblical story? 3. What is the link between the story of Noah and the idea of covenant? 4. What is the link between a Christian wedding ceremony and the idea of covenant? 5. Did Abram show he trusted in God? 6. Is it always easy for Christians to try to follow God?
Learning Outcomes	Identify some beliefs about God in Islam. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) Give examples of ibadah (worship) in Islam (e.g. hajj) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship. Think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.	Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.	Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Give good reasons why they think ceremonies of commitment are or are not valuable today.	Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. Describe how Christians show their beliefs about the Holy Spirit in worship. Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	Make clear links between the story of Noah and the idea of covenant Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make links between the story of Noah and how we live in school and the wider world.
Key Vocabulary	Hajj, Makkah, Kab'bah, commitment, pilgrimage	Trinity, Holy spirit, Messiah, John the Baptist, Believer's Baptism, Father, Jesus	Significant, Journey, Baptism, Commitment, Marriage, Bar Mitzvah, Bat Mitzvah, Sacred thread	Pentecost, Holy Spirit, Disciples, Lord's Prayer, Baptised, Tongues, Acts, Trinity, Apostles	Noah, promise, covenant, Old Testament, righteous, prophets, Abraham, Abram, Wedding, Christians

OAK Y3/4	Autumn Cycle B		Spring Cycle B		Summer Cycle B
Lesson Sequence	**What do Hindus believe God is like?**	**How do people from religious and non-religious communities celebrate key festivals? (Christmas)**	**The story of Moses and Pesach (Passover)**	**Why do Christians call the day Jesus died 'Good Friday'?**	**What kind of world did Jesus want?**
	1. How do many Hindus describe ultimate reality? 2. How might the idea of Brahman being in everything affect how you live? 3. What can we find out about some Hindu deities? 4. How do many Hindus understand deities? 5. What can we learn about deities from Ganesh? 6. What do Hindus believe God is like?	1. When and how do we celebrate? 2. Do we all celebrate Christmas in the same way? How could we find out? 3. How do Christians celebrate Christmas? 4. Is Christmas for Christians or for everyone?	1. What is your favourite celebration meal? 2. Why was Moses found in the bulrushes? 3. Who told Moses what to do? Where was he? 4. What is the story of the ten plagues? 5. How does the Seder plate retell the stories of Moses? 6. Does Pesach make Jewish people think about forgiveness, gratefulness, freedom and justice?	1. What were the events of 'Holy Week'? 2. How would Mary and the disciples have felt at different stages of the Easter story? 3. What happened on Good Friday? 4. How might Christians feel at Easter? 5. What is the most important part of the Easter Story and why? 6. Why do Christians call the day Jesus died 'Good Friday'?	1. What was the Gospel? 2. What did Jesus ask the disciples to do? 3. What is an evangelist? 4. How did Jesus want people to act? 5. What do Christians learn from the Parable of the Good Samaritan? 6. What kind of world did Jesus want?
Learning Outcomes	Identify some Hindu deities and say how they help Hindus describe God. Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. Offer informed suggestions about what Hindu murtis express about God. Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship. Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.	Identify and describe some core beliefs, values and stories remembered at festivals. Make simple links between stories, teachings and values behind festivals and how people remember these when celebrating. Describe how people show what is important to them at a festival in how they mark it. Identify some differences in how people within and between different religious and non-religious worldviews celebrate festivals (e.g. different approaches to celebrating Christmas). Raise questions and suggest answers about how far beliefs and different practices studied might make a difference to how pupils think and live.	Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. Offer informed suggestions about the meaning of the Exodus story for Jews today Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians. Give examples of what Christians say about the importance of the events of Holy Week. Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways. Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.
Key Vocabulary	Hindu, Brahman, Deity, Namaste, Shiva, Aum, Atman, Lakshmi, Vishnu, Brahma	Celebrate, communities, tradition, belief, religious, non-religious, sociologist	Moses, Pesach, Exodus, Seder plate, freedom	Salvation, Jerusalem, Resurrection, Forgiveness, Crucifixion, Palm Sunday, Disciples, Sin, Easter, Calvary	Jesus, Disciples, Follower, Clergy, Galilee, Vicar, Parable, Samaritan, Gospel, Evangelist

BEECH Y4/5	Autumn Cycle A		Spring Cycle A		Summer Cycle A
Lesson Sequence	**How do festivals and worship show what matters to Muslims?**	**For Christians, what kind of king is Jesus?**	**What do Christians learn from the creation story?**	**Why do some people believe in God and some people not?**	**How and why do religious and non-religious people try to make the world a better place?**
	1. How do festivals and family life show what matters to a Muslim? 2. What does the opening chapter of the Qur'an teach Muslims about God?' 3. Why does prayer matter to Muslims? 4. Why is the mosque a special place for Muslims? 5. Why do Muslims celebrate at the end of Ramadan? 6. What matters most to Muslims?	1. In Jesus' parables, who is invited into God's kingdom? 2. According to Jesus' teachings, how important is forgiveness in God's kingdom? 3. How does Christian Aid try to make the world more like God's kingdom? 4. How do Christians see God's kingdom as being now and in the future? 5. For Christians, what are the features of God's kingdom and Jesus' kingship? 6. How do Christians try to live in God's kingdom?	1. Where does Creation belong in the 'Big Story' of the Bible? 2. What kind of world do Christians believe in? What do we mean by good? 3. How have Christians interpreted looking after the world? 4. How do different Christians think about and look after the environment? 5. What do Christians mean by 'The Fall'? 6. What do many Christians learn from the stories of Creation and the Fall?	1. Belief in God: what patterns can we see in our local area, our country and our world? 2. What do we mean by agnostic, atheist or theist? Introducing the lens of philosophy 3. How can psychology help us understand what people mean when they think about the idea of God? 4. What can we learn from theology about the idea of God? 5. Why do some people believe that God does not exist? 6. Why do some people believe in God and some people not? Where do I stand?	1. What is wrong with the world? 2. How can the 'Golden Rule' help people to work out how to make the world a better place? 3. Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place? 4. Who is inspired by Jesus' example of sacrifice? 5. How do Muslims try to make the world a better place? 6. How do non-religious people try to make the world a better place?
Learning Outcomes	Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (e.g.how God is worth worshiping; how Muslims submit to God) Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	Explain connections between biblical texts and the concept of the kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. Show how Christians put their beliefs into practice in different ways. Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. Articulate their own responses to the idea of the importance of love and service in the world today.	Place the concepts of God and Creation on a timeline of the Bible's 'big story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways). Describe how and why Christians might pray to God, say sorry and ask for forgiveness. Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.	Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God Make clear connections between what people believe about God and the impact of this belief on how they live Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. Make connections between belief and behaviour in their own lives, in the light of their learning.	Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations). Identify some differences in how people put their beliefs into action Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas. Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
Key Vocabulary	Prophet, Muhammad, Allah, Fasting, Tawhid, Quran, Salah, Ramadan, Sawm, Eid	Parable, Unjust, Kingdom, Salvation, Forgiving, Unforgiving, Banquet, Biblical, Inheritance, Social,	Creation, Big Story, Responsibility, Sin, Steward, Interpret, Genesis, Fall, Temptation	Theist, Atheist, Evidence, Agnostic, Humanist, Philosophy, Reason	Love, forgiveness, honesty, kindness, generosity, service, Tikkun Olam, Zakah

BEECH Y4/5	Autumn Cycle B		Spring Cycle B		Summer Cycle B
Lesson Sequence	**What does it mean to be a Hindu in Britain today?**	**How do Christians decide how to live? What would Jesus do?**	**How do festivals and family life show what is important to Jewish people?**	**What do Christians believe Jesus did to save people?**	**Green religion? What do religious and non-religious worldviews teach about caring for the Earth?**
	1. What is Hindu Dharma? 2. How and why do many Hindus perform Puja? 3. What is dharma? What can we learn from the story of King Yudhishtira? 4. What does the Ramayana tell Hindus about dharma? 5. How and why do many Hindus celebrate Diwali?	1. How does the Bible how help Christians decide how to live? 2. What can Christians learn from the Parable of the Wise and Foolish Builders? 3. What can Christians learn from the Sermon on the Mount? 4. In what ways do Christians use the words of Jesus as a foundation for living? 5. How do Christians show generosity to those in need?	1. How do Jewish people examine their deeds from the past year and look to make a fresh start for the next one? (Rosh Hashanah) 2. When and how do Jews repent? (Yom Kippur) 3. How do Jews celebrate the importance of Freedom? (Pesach) 4. Why are the Ten Commandments important to Jewish people? 5. Is gratitude important?	1. What happened during Holy Week? 2. Who was responsible for Jesus' death? 3. What does it mean to Christians if Jesus' death was a sacrifice? 4. How do Christians remember Jesus' death? 5. How much should people sacrifice for something they believe in?	1. Does the Earth belong to God? Or to humanity? Or to every living thing? 2. What do Muslims think and do about caring for the earth and working to improve the environment? 3. What do Christians think and do about caring for the earth and working to improve the environment? 4. What do Hindu people think and do about caring for the earth and working to improve the environment? 5. What do Jewish people think and do about caring for the earth and working to improve the environment? 6. What have we been learning about the different ways to make religions 'greener'? 7. What are we learning? How can we display our new knowledge about 'green religion' and express our own ideas?
Learning Outcomes	Describe how Hindus show their faith within their families in Britain today (e.g. home puja). Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali). Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma). Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. Articulate their own responses to the issues studied, recognising different points of view.	Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.	Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice in different ways. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Articulate their own responses to the idea of sacrifice, recognising different points of view.	Identify and explain at least three examples of ways in which people from religious and non-religious worldviews respond to environmental issues. Describe examples of ways in which people use religious texts/sources of authority to respond to environmental issues. Make clear connections between what people from religious and non-religious worldviews believe about the world and environment and how this impacts their actions. Reflect on and articulate lessons people might gain from beliefs about the environment and people's responses to environmental issues they have studied, recognising that people may think differently about these. Consider and weigh up different ideas about and responses to environmental issues and use this reasoning to help articulate personal responses on caring for the world.
Key Vocabulary	Hindu, Puja, Ramayana, Shrine, Rama, Dharma, Deity, Mandir, Diwali, Sita	Commandments, foundations, prayer, justice, generosity	Rosh Hashanah, Yom Kippur, Pesach/Passover, Exodus, commandment	Holy Week, responsible, salvation, saviour, sacrifice	Activism, Climate justice, Worldview, Natural world, Global warming, Species extinction, Sustainability

WILLOW Y5/6	Autumn Cycle A		Spring Cycle A		Summer Cycle A
Lesson Sequence	**What does it mean to be a Muslim in Britain today?**	**Why do Christians believe that Jesus is the Messiah?**	**Creation and science: conflicting or complimentary?**	**Can faith help when life gets hard?**	**What matters most to Humanists, Christians?**
	1. Who are the Muslims in our region? 2. What helps Muslims through the journey of life? 3. Why is Zakah/charity important to Muslims? 4. Why do Muslims want to go on pilgrimage? 5. Where do Muslims get guidance for living? 6. What does it mean to be a Muslim in Britain today?	1. The 'Big Story' 2. What qualities would a saviour need? 3. What does the Bible say about Jesus being the Messiah? 4. Why is Christmas so important to Christians? 5. Why do Christians believe Jesus was the Messiah?	1. What can we find out about the creation story in Genesis 1? 2. What might many Christians see as important in Genesis 1? 3. What relationships do scientists have with religious worldviews? 4. How and why do some Christians see both science and religion as important? 5. What are some different Christian views about the relationship between science and religion? 6. Science and religion: conflicting or complementary?	1. What is life like? Exploring the ups and downs. 2. What questions have you got about what happens when you die? 3. What is Christian teaching about life after death? 4. Why do some people believe that we do not only live once? What is reincarnation? 5. How do Christian's mark when someone dies? 6. What do people who don't believe in God think happens when we die? 7. What different ideas are there about what happens when we die? What do I think?	1. Do rules matter? Why? 2. What codes for living do non – religious people use? 3. What do we know about good & bad, right & wrong? 4. What codes for living do Christians try to follow? 5. What do we value? 6. Can we create a code for living that will help the world?
Learning Outcomes	Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message). Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art). Give evidence and examples to show how Muslims put their beliefs into practice in different ways. Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today Consider and weigh up the value of e.g. submission, obedience, generosity, self control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives. Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.	Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist). Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') Make clear connections between Christian and Humanist ideas about being good and how people live. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Raise important questions and suggest answers about how and why people should be good. Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
Key Vocabulary	Ibadah, Submission, Ramadan, Shahadah, Salah, Sawm, Zakah, Hajj,	Incarnation, trinity, gospel, prophecy, Messiah, saviour, advent, Christmas	Science, Genesis, Big bang theory, Complementary, Creation, Literal, Creator, Conflicting, Interpretation, Theory	Faith, resilience, suffering, hope, life, death, after-life, Atman, Samara, Moksha, Brahman	Forgiveness, peace, honesty, integrity, responsibility, reciprocity, atheism, choice, morality, consequences

WILLOW Y5/6	Autumn Cycle B		Spring Cycle B		Summer Cycle B
Lesson Sequence	**Why do Hindus try to be good?**	**What does it mean if God is holy and loving?**	**Why is the Torah so important for Jewish people?**	**What difference does the resurrection make to Christians?**	**What can be done to reduce racism? Can religion help?**
	1. Who or what is Brahman? 2. What is atman? What can be learned about atman through a Hindu story? 3. What is samsara? Why is atman important? What else is important? 4. How might dharma affect the way someone lives their life? 5. What is ahimsa and how does it affect the lives of Hindu people? 6. Why do Hindus want to be good?	1. What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God? 2. What does the Bible say God is like? 3. How can ideas of God be expressed in art? 4. How do some Christians respond to a holy and loving God? 5. How do churches and cathedrals reflect Christian ideas about God? 6. What does it mean if Christians believe God is holy and loving?	1. What do Jewish people believe about God? 2. How do Jewish people try to remember their beliefs about God? 3. What is a Sefer Torah and how is it used? 4. Are there particular laws that Jewish people need to follow? 5. What happens during worship at a synagogue? 6. Why is the Torah important to Jewish people?	1. Why do Christians believe Jesus was resurrected? 2. How do many churches mark Good Friday and Easter Sunday? 3. What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt? 4. When and why might a Christian have to stand up for their beliefs? 5. Why do Christians have hope even when someone dies? 6. What difference does the resurrection make to Christians?	1. Racism: what is it and why is it unfair? 2. What can we learn from the stories of two statues in Bristol? 3. How did St Peter learn that God has no favourites? 4. Can following the Golden Rule reduce racism? 5. What can we learn from anti racist people from different religions? 6. How can I express my own vision for justice and equality?
Learning Outcomes	Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways. Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.	Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	Identify and explain Jewish beliefs about God. Give examples of some texts that say what God is like and explain how Jewish people interpret them Make clear connections between Jewish beliefs about the Torah and how they use and treat it. Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws). Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice in different ways. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Articulate their own responses to the idea of sacrifice, recognising different points of view.	Describe examples of ways in which people use texts/teachings to make sense of responses to racism and how to approach the challenges it presents. Make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both within and beyond their own communities. Interpret case studies of how people holding both religious and non-religious worldviews have approached racism, reflecting on and articulating lessons people might gain from these. Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own.
Key Vocabulary	Dharma, Samsara, Reincarnation, Atman, Duty, Karma, Moksha, Brahman, Ahimsa, Deity	Divine, loving, forgiveness, justice, mercy	Torah, Shema prayer, Mezuzah, Tefillin Kosha, Shabbat, Sefer Torah, Orthodox, Progressive, Yad	Salvation, Resurrection, Interpret, Sacrifice, Biblical, Theological, Gospel, Eternal life, Incarnation, Funeral	Equity, justice, race, racism, discrimination, prejudice, hatred