

The Craylands School KS1 Long term subject: RE

Year 1 Term 1	What does it mean to belong to a faith community?	
Link to prior learning		
Vocabulary	Belonging symbol baptism marriage ceremony Christian Jesus	
Learning objectives	Context	Skills Knowledge
To understand that we all belong to something and belonging is an important part of our lives.	<i>Do we all belong to something?</i>	<ul style="list-style-type: none"> • Think about why symbols of belonging matter to believers • Recognise symbols of belonging from their own experience (A3) • Recognize symbols of belonging for Christians (A3) <ul style="list-style-type: none"> • Recognize symbols of belonging for Jews or Muslims (A3)
To describe what Christians believe about God caring for them.	<i>How do Christians show they belong?</i>	<ul style="list-style-type: none"> • Recognise symbols of belonging from their own experience (A3) • Recognize symbols of belonging for Christians (A3) • Think about why symbols of belonging matter to believers (A3)
To describe what a story about the prophet shows about belonging to the Muslim community	<i>How do Muslims know that they belong?</i>	<ul style="list-style-type: none"> • Recognise symbols of belonging from their own experience (A3) • Recognize symbols of belonging for Muslims (A3) • Think about why symbols of belonging matter to believers (A3)

To describe what happens at Shabbat	<i>How do Jewish people show they belong together as a community?</i>	<ul style="list-style-type: none"> • Recognise symbols of belonging from their own experience (A3) • Recognize symbols of belonging for Jewish people(A3) • Think about why symbols of belonging matter to believers (A3)
To understand the similarities and differences between baptism in Christianity and belonging ceremonies in Islam.	<i>How do Christians welcome a new baby? How do Muslims welcome a new baby?</i>	Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).
To understand why people choose to make promises to one another when they get married	<i>How do some people show they belong to one another?</i>	Identify two ways people show they belong to each other when they get married (A1).
Year 1 Term 2	What do you celebrate and why? What stories do your family tell?	
Vocabulary	Temple festival celebrate community Christmas Easter Harvest resurrection	
To identify a special time they celebrate and describe its importance.	<i>What do you celebrate and why? What stories do your family tell?</i>	<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 Easter and a festival in another religion and say why these are important to believers (A2).
To describe why Christmas is an important	<i>What happened at Christmas and how does it make people feel?</i> https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zdjif4j	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Easter some ways a • festival is celebrated in another religion (A1).

festival to Christians		<ul style="list-style-type: none"> • Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers (A2).
To identify some ways Christians celebrate Christmas	<p><i>How do Christians celebrate Christmas?</i> https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zdjff4j</p>	Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (A1).
To understand the meaning of symbols used at Christmas	<p><i>What matters most at Christmas?</i> https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zdjff4j</p>	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Easter and some ways a <ul style="list-style-type: none"> • festival is celebrated in another religion (A1). • Re-tell stories connected with Easter and a festival in another <ul style="list-style-type: none"> • religion and say why these are important to believers (A2).

Year 1 Term 3	Who is a Christian and what do they believe?		
Link to prior learning	Year 1 terms 1 & 2		
Vocabulary	Symbol belief loving forgiving parable miracle praise		
Learning objectives	Context	Skills	Knowledge
To describe what they think about what Christians believe and think is important	<i>Who is a Christian and what do they believe?</i>	Talk about some simple ideas about Christian beliefs about God and Jesus	
To talk about why God is important for Christian people	<i>What do Christians believe about God?</i>	Talk about some simple ideas about Christian beliefs about God and Jesus (A1).	
To understand what Christians might think about God	<i>What does the Bible teach us about God?</i>	<ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). 	

		<ul style="list-style-type: none"> • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2)
To retell stories told by Jesus and about Jesus in words, drama and pictures	<i>Why is Jesus important to Christians?</i>	Talk about some simple ideas about Christian beliefs about God and Jesus (A1).
Year 1 Term 4		
Year 1 Term 4	Who is a Christian and what do they believe?	
Link to prior learning	Year 1 terms 1-3	
Vocabulary	Symbol belief loving forgiving parable miracle praise	
Learning objectives	Context	Skills Knowledge
To understand why Christians pray.	<i>Why do Christians pray?</i>	Talk about some simple ideas about Christian beliefs about God and Jesus (A1).
To describe some beliefs and stories that are important to Christians.	<i>Who is a Christian?</i>	<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
Year 1 Term 5		
Year 1 Term 5	What makes some places sacred?	
Link to prior learning	Year 1 term 3 & 4	
Vocabulary	Worship starving pray artefact safe mosque sacred minaret ceremony	

To consider places that make them feel safe.	<i>Where do I feel safe? Where is a sacred place for believers to go?</i>	Recognise that there are special places where people go to worship, and talk about what people do there (A1).
To describe places of worship whilst considering why they are important to believers.	<i>Which place of worship is sacred for Christians?</i> https://classroom.thenational.academy/lessons/where-do-christians-worship	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).
To describe key areas of the synagogue and talk about why they are important to believers	<i>Which place of worship is sacred for Jewish people?</i> https://classroom.thenational.academy/lessons/where-do-jews-worship-today	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).
To describe the mosque and its features.	<i>Which place of worship is sacred for Muslims?</i>	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).
To describe places of worship and their features.	<i>How are places of worship similar and different?</i>	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).
To understand why places of worship are important to the community.	<i>Why are places of worship important to our community?</i>	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).
Year 2 Term 1	How should we care for others and the world, and why does it matter?	
Link to prior learning	Year 1 term 1	
Vocabulary	Zakat tzedekah charity Samaritan respect valuable unique devoted loyal	

To recognise how everyone is unique	<i>Should we care for everyone?</i>	Re-tell Bible stories and stories from another faith about caring for others and the world (A2).
To recognise what stories teach us about caring	<i>What do Christians believe about caring for people?</i>	<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).
To describe how Jewish people might help people making links to the festival of Sukkot	<i>What do some religions say about caring for other people?</i>	<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).
To understand how people have cared for others	<i>How have some people shown they cared? How is the golden rule an encouragement to care?</i>	<ul style="list-style-type: none"> • Identify ways that some people make a response to God by caring for others and the world (B1). • 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)
To understand why people look after the world	<i>What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?</i>	<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). • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).
Year 2 Term 2	Who is Jewish and what do they believe?	
Link to prior learning	Year 1 terms 4 & 5	

Vocabulary	Mezuzah Challah bread Chanukah Shabbat Sedar plate synagogue shema	
To recognise objects that can be found in many Jewish homes	<i>What special objects do we have at home?</i>	Talk about how the mezuzah in the home reminds Jewish people about God (A3).
To understand what some of the words inside a mezuzah mean	What is a Mezuzah and what do the words inside mean?	Talk about how the mezuzah in the home reminds Jewish people about God (A3).
To understand what Shabbat is	What is Shabbat? What do Jews do on this day?	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 Shabbat might think about God, suggesting what it means (A2).
To understand the story of Chanukah	What is Chanukah? https://classroom.thenational.academy/lessons/what-are-the-jewish-festivals	Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2).

Year 2 Term 4	How & why do we celebrate special and sacred times	
Link to prior learning	Year 1 term 4	
Vocabulary	Holy week disciples Palm Sunday Last supper symbols passover	
To identify a special time they celebrate and describe its importance.	<i>What do you celebrate and why? What stories do your family tell?</i>	<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 Easter and a festival in another religion and say why these are important to believers (A2).

		<ul style="list-style-type: none"> • 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).
To retell stories connected with Easter and say why these are important to Christians	<p><i>What happened at Easter and how does it make people feel?</i> https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6</p>	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Easter some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Easter 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).
To identify some ways Christians celebrate Easter;	<p><i>How do Christians celebrate Easter?</i> https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6</p>	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (A1). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). <ul style="list-style-type: none"> • 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).
To suggest meanings for some symbols used in the Christian celebration of Easter;	<p><i>What matters most at Easter?</i> https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6</p>	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Easter 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).

<p>To describe the link between a selection of Pesach symbols and the story of Pesach 2 lessons</p>	<p><i>Why do Jewish people tell the story of Passover (Pesach) every year?</i> https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382</p>	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Easter 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). <ul style="list-style-type: none"> • 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>Year 2 Term 5</p>	<p>What can we learn from sacred books?</p>	
<p>Link to prior learning</p>	<p>Year 1 term 5</p>	
<p>Vocabulary</p>	<p>Sacred parable Qu'ran Torah Bible Prophet Muhammed</p>	
<p>To know that some books are holy, and what this means</p>	<p><i>What stories are special to us? What is a holy book?</i></p>	<p>Independently give reasons why a holy book is considered to be 'holy'. (A2)</p>
<p>To understand the meanings behind stories that Jesus told</p>	<p><i>What did Jesus teach about God in a story?</i></p>	<ul style="list-style-type: none"> • Re-tell The Lost Sheep; suggest the meaning(s) of this story (A2). • Ask and suggest answers to questions arising from The Lost Sheep (C1).
<p>To understand some of the lessons taught by Jesus in the Sermon on the Mount</p>	<p><i>What did Jesus say about how to treat others?</i></p>	<ul style="list-style-type: none"> • Recognise that sacred texts contain teachings which are special to many people (B3). • Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition (A2).

		<ul style="list-style-type: none"> • Talk about issues of good and bad, right and wrong arising from the teachings (C3).
Year 2 Term 6	What can we learn from sacred books?	
To understand that holy books are treated in special ways	<i>How are holy books treated?</i>	<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).
To know that the Torah contains stories and teachings.	<i>What story is special for Jewish people in the Torah?</i> https://classroom.thenational.academy/lessons/what-is-the-torah	<ul style="list-style-type: none"> • Re-tell the story of the Exodus (A2). • Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments (C3).
story about the Prophet Muhammad	<i>Which story do Muslims tell about the Prophet Muhammad?</i> https://classroom.thenational.academy/lessons/how-did-the-religion-of-islam-begin	Suggest a meaning for the story of Prophet Muhammad and the Black Stone (A2)

The Craylands School KS2 Long term subject: RE

Year 3 Term 1							
What does it mean to be a Christian in Britain today?							
Link to prior learning	Year 1 term 4						
Vocabulary	Crucifix	ritual	faith	Anglican	Baptist	worship	Holy Communion
Learning objectives	Context		Skills	Knowledge			
To look for similarities and differences between a Christian and a non- Christian family home	<i>How do Christians show their beliefs in the home?</i>		<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). • 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). 				
To describe what happens in church at different times of the week	<i>What do Christians do to show their beliefs at Church?</i> https://classroom.thenational.academy/lessons/where-do-christians-worship		Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).				
To describe how different Christians use music to worship God	<i>How and why do different Christians use music in worship?</i>		<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). 				
To describe what happens during holy communion and why	<i>How and why do different Christians celebrate holy communion?</i>		Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).				

it is regularly celebrated by most Christians		
Year 3 Term 2	What does it mean to be a Christian in Britain today?	
Links to prior learning		
Vocabulary	Crucifix ritual faith Anglican Baptist worship Holy Communion	
Learning objectives	Context	Skills Knowledge
To describe some ways in which the local church help the surrounding community	<i>How do Christians make a difference in their local community?</i>	<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). • 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).
To think of reasons why some people think it important to do things to support people who are being badly treated or need some help.	<i>Why do people stand up against injustice because of their religion?</i>	<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). • 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). • 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).

Year 3 Term 3	What do different people believe about God?	
Links to prior learning	Year 1 term 4, Year 2 term 2, Year 3 term 1,	
Vocabulary	Belief trinity creator merciful generous murtis Trimurti	
Learning objectives	Context	Skills/Knowledge
To consider questions such as: what is God like? If God is invisible, can we imagine what God is like?	'Seeing is Believing' – is it? What do I think about believing in God?	Ask questions and suggest some of their own responses to ideas about God (C1). Identify how and say why it makes a difference in people's lives to believe in God (B1).
To discover what Christians mean when they say 'Father, Son and Holy Spirit' for God	<i>What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers</i> https://classroom.thenational.academy/lessons/what-is-the-holy-trinity	<ul style="list-style-type: none"> • Describe some of the ways in which Christians describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Identify how and say why it makes a difference in people's lives to believe in God (B1). • Suggest why having a faith or belief in something can be hard (B2).
To ask questions about the feelings and emotions of a story.	<i>What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity?</i>	<ul style="list-style-type: none"> • Describe some of the ways in which Christians 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).

		<ul style="list-style-type: none"> Identify how and say why it makes a difference in people's lives to believe in God (B1).
To think about some simple Muslim beliefs about God based on 12 of the 99 Names of Allah	<p><i>What do Muslims believe about Allah? (The Arabic word for God is Allah)</i></p> <p>https://classroom.thenational.academy/lessons/what-do-muslims-believe</p>	<ul style="list-style-type: none"> Describe some of the ways in which 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).
To understand that the Qur'an guides Muslims in their daily life and teaches them about Allah / God.	<p><i>What do Muslims believe about the Holy Quran, Allah's gift to humanity?</i></p> <p>https://classroom.thenational.academy/lessons/what-do-muslims-believe</p>	<ul style="list-style-type: none"> Describe some of the ways in which 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).
To examine similarities and differences between different views of God.	<p><i>What have we learned about ideas of God from Christians, and Muslims?</i></p>	<ul style="list-style-type: none"> Ask questions and suggest some of their own responses to ideas about God (C1). Identify how and say why it makes a difference in people's lives to believe in God (B1).
Year 3 Term 4	Why are festivals important to religious communities	

Links to prior learning	Year 2 term 2, year 3 term 1	
Vocabulary	Crucifixion Maundy Thursday weeping rejoicing service Pilate Barabbas	
Learning objectives	Context	Skills/Knowledge
To look for similarities and differences between religious and non-religious celebrations	<p><i>What is worth celebrating?</i> https://classroom.thenational.academy/lessons/what-are-the-christian-celebrations</p>	<ul style="list-style-type: none"> • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).
To describe three things that make Holy Week a special time for Christians	<p><i>What do Christians celebrate at Easter?</i> https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6</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 (B2). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).
To give simple reasons for and describe the last supper and make a link to the idea of sacrifice	<p><i>What was the meaning of Jesus' last meal with his friends?</i> https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6</p>	<ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).
To describe the events of the crucifixion	<p><i>What does the crucifying of Jesus mean to Christians?</i></p>	<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p>

To find out more about what the story of Easter might mean to a Christian today	What do Christians believe happened on Easter Sunday morning? https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6	<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 (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3).
Year 3 Term 5	Why do people pray?	
Links to prior learning	Year 2 term 2, Year 3 term 1	
Vocabulary	Prayer symbols confession worship shrine offering precious meditation	
Learning objectives	Context	Skills/Knowledge
To understand how and why people in different religions pray or meditate.	What is prayer? Is prayer helpful? How could we answer this question?	Describe ways in which prayer can comfort and challenge believers (B2).
To find out about the practice of prayer as a Pillar of Islam	What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?	<ul style="list-style-type: none"> • Describe the practice of prayer in Islam (A2). • Make connections between what Muslims believe about prayer and what they do when they pray (A3).
To find out about some varied ways in which Christians pray	How and why do Christians like to pray?	<ul style="list-style-type: none"> • Describe the practice of prayer in Christianity (A2). • Make connections between what Christians believe about prayer and what they do when they pray (A3).
To find out about reasons for Hindu	How do Hindus pray and worship at home and in the Mandir?	<ul style="list-style-type: none"> • Describe the practice of prayer in Hinduism (A2).

practices of prayer and worship		<ul style="list-style-type: none"> • Make connections between what Hindus believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge Hindus (B2).
To be able to describe three different prayers from three different religions	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 Hinduism, Islam and Christianity (A2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).
Year 3 Term 6		
	Why is the Bible important for Christians today?	
Links to prior learning	Bible salvation wise Genesis temptation forgiveness reconciliation	
Learning objectives	Context	Skills Knowledge
To think of reasons why some people value the ancient wisdom of the Bible	<p><i>Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible?</i></p> <p>https://classroom.thenational.academy/lessons/what-is-the-sacred-text-of-christianity</p>	<ul style="list-style-type: none"> • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).
To be able to describe how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.'	<p><i>The Bible is a big book. How is it put together? Why is it so popular?</i></p> <p>https://classroom.thenational.academy/lessons/what-is-the-sacred-text-of-christianity</p>	<ul style="list-style-type: none"> • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).
To be able to describe the 'big	<i>What does the Bible teach Christian people about God, life, the universe and everything?</i>	<ul style="list-style-type: none"> • Give examples of how and suggest reasons why Christians use the Bible today (B1).

story' of the Bible simply.	https://classroom.thenational.academy/lessons/what-is-the-sacred-text-of-christianity	<ul style="list-style-type: none"> Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).
To be able to describe the story of Adam and Eve and think and talk about the meaning of temptation.	<i>How can the Bible help people if they are tempted to do wrong things?</i>	<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). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).
To be able to describe how Christians use the Bible in their everyday life	<i>What are the main ways Christians use the Bible? Which ones explain why it is so popular?</i>	<ul style="list-style-type: none"> 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).
Year 4 Terms 1 & 2	What does it mean to be a Hindu in Britain today?	
Link to prior learning	Year 2 term 2, year 3 term 1	
Vocabulary	Faith karma punusharthas deities	Dharma mandir murtis Puja
Learning objectives	Context	Skills Knowledge
To be able to describe Hindu beliefs about God	<p style="text-align: center;"><i>How do Hindus show their faith? Faith in what?</i></p> <p>https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p</p>	<p style="text-align: center;">Describe some examples of what Hindus do to show their faith,</p> <p style="text-align: center;">Describe some ways in which Hindus express their faith through puja,</p>

To be able to describe two of the four aims in Hindu life; Dharma and Moksha	<i>A Hindu life; what is important?</i> https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p	<ul style="list-style-type: none"> • Make connections with some Hindu beliefs and teachings about aims and duties in life (A1).
To be able to describe the Hindu belief in Karma To think of reasons why Gandhi behaved in the way he did. How does this show Hindu beliefs	<i>Why is Mahatma Gandhi a Hindu Hero?</i>	<ul style="list-style-type: none"> • Make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • 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
To be able to describe examples of where the life of a Hindu can be seen in Britain	<i>What is it like to be a Hindu in Britain today?</i> https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p	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).

Year 4 Term 3	What can we learn from religions about deciding what is right and wrong?		
Links to prior learning	Year 2 term 2, year 3 term 6		
Vocabulary	Ten commandments	right	wrong rules guidance temptation
Learning objectives	Context	Skills	Knowledge
To recognise that the Golden Rule can be found	<i>What rules are important? How is the Golden Rule important?</i>	Give examples of rules for living and suggest ways in which the Golden Rule might have an impact on the behaviour of those who try to keep it and people	

in the thinking of many different groups of people		with whom they deal (B1).
To understand how the Ten Commandments might affect the way a Jewish person lives their life	<i>What important messages are in the Ten Commandments? How do they help Jewish people know how to live?</i>	<ul style="list-style-type: none"> • Give examples of rules for living from Judaism and suggest ways in which they might help believers act in particular situations (B1). • Discuss ideas about how people decide right and wrong (C3).
To understand that many Christians are guided by words of Jesus, including the Beatitudes and two great commandments.	<i>What does Christianity say about how to live a good life?</i>	<ul style="list-style-type: none"> • For living from Christianity and Judaism and suggest ways in which they might help believers with difficult decisions (B1). • Discuss ways in which Christian and Jewish people might decide what is right and wrong (C3).
To understand how Humanists come to decisions about how to act.	<i>How can people decide what is right and wrong without God's help?</i>	<ul style="list-style-type: none"> • Give examples of rules for living from Humanism and suggest ways in which they might help believers with difficult decisions (B1). • Discuss their own and others' ideas about how people decide right and wrong, including ideas that come from Humanism and religious traditions (C3).
To recognise how temptation is part of religious stories.	<i>What do religious stories tell believers about temptation?</i>	<ul style="list-style-type: none"> • Make connections between stories of temptation in Judaism and Christianity and why people can find it difficult to be good (A2). • Discuss their own and others' ideas about how people decide right and wrong and how this can be affected by temptation (C3).

To consider who Jesus considered to be blessed by God;	<i>Did Jesus' teachings inspire people? How and why?</i> https://classroom.thenational.academy/lessons/what-are-the-parables-of-jesus	Make connections between some of Jesus' teachings and the way Christians live today (A1).
To understand the symbolic language used for Jesus in the Gospel of John.	<i>Who did Jesus say he was? Why is he so important to Christians?</i> https://classroom.thenational.academy/lessons/what-are-the-parables-of-jesus	Make connections between some of Jesus' teachings and the way Christians live today (A1).
Year 4 Term 5		
Year 4 Term 5	Why are festivals important to religious communities	
Link to prior learning	Year 3 term 4	
Vocabulary	Divali temptation Lakshmi Ramadan festivals Eid-ul-fitr	
Learning objectives	Context	Skills Knowledge
To look for similarities and differences between religious and non-religious celebrations	<i>What is worth celebrating?</i>	<ul style="list-style-type: none"> • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).
To retell the story of Rama and Sita, identifying the experiences and feelings of Rama and Sita at different points and explaining the significance of this story to Hindu	<i>Why is Divali significant to Hindus?</i> https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zjpp92p	<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 (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3).

beliefs/celebrations about Divali 2 lessons		
To describe ways in which Ramadan and Eid show commitment to Allah 2 lessons	<i>Why do Muslims celebrate at the end of Ramadan?</i> https://classroom.thenational.academy/lessons/what-are-the-festivals-of-islam	<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 (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3).
To look for similarities and differences between the beliefs that festivals express	<i>What can we learn from celebrations and festivals?</i>	<ul style="list-style-type: none"> • Ask questions and give ideas about what matters most to believers in festivals (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).
Year 4 Term 6	Why do some people think that life is a journey? What significant experiences mark this?	
Links to prior learning	Year 2 term 2, Year 3 term 1	
Vocabulary	Milestone	ceremony commitment marriage journey baptism Bar Mitzvah
Learning objectives	Context	Skills Knowledge

<p>To be able to describe how life is seen as a journey by some people</p>	<p><i>What does a journey mean to us?</i></p>	<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). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).
<p>To be able to describe two different Christian celebrations of belonging/initiation</p>	<p><i>What is the significance of Baptism to Christians?</i></p>	<ul style="list-style-type: none"> • Describe what happens in Christian ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Christians, Hindus
<p>To be able to describe what happen at a Jewish Bar or Bat Mitzvah ceremony</p>	<p><i>How do Jewish people mark becoming an adult?</i></p>	<ul style="list-style-type: none"> • Describe what happens in Jewish ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Jewish people (B2).
<p>To be able to describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha.</p>	<p><i>What ceremonies do Hindus mark in the journey of life?</i></p>	<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 Hindu ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Hindus (B2).

<p>To be able to describe a wedding ceremony for two different religions</p>	<p><i>Why do people choose to get married?</i></p>	<ul style="list-style-type: none"> • 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
<p>To look for similarities and differences between the description of the journey of life for two different groups</p>	<p><i>Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?</i></p>	<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).
<p>Year 5 Term 1</p>	<p>Why do some people believe God exists?</p>	
<p>Links to prior learning</p>	<p>Year 2 term 2, Year 3 term 1, year 4 term 1, year 4 term 4</p>	
<p>Vocabulary</p>	<p>God beliefs metaphors existence atheist agnostic</p>	
<p>Learning objectives</p>	<p>Context</p>	<p>Skills Knowledge</p>

<p>To understand some reasons why some people believe in God, some people do not believe in God and some people have not decided.</p>	<p><i>How many people believe in God?</i></p>	<p>Present different views on why people believe in God or not, including their own ideas</p>
<p>To be able to give reasons why some people believe in God and some people do not</p>	<p><i>Is God Real? What do Christians think?</i></p>	<ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Present different views on why people believe in God or not, including their own ideas (C1). • Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). • 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).
<p>To consider how facts, beliefs and opinions come about and how they are interpreted.</p>	<p><i>How do we know what is true? Why do people believe or not believe in God?</i></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). • Present different views on why people believe in God or not, including their own ideas (C1).

To express and explain similarities and differences between Christian beliefs about how the world began.	<i>What do Christians believe about how the world began? Do they all share the same idea?</i>	<ul style="list-style-type: none"> • 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).
To give reasons why some people believe in God and some people do not	<i>Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist?</i>	Present different views on why people believe in God or not, including their own ideas (C1).
Year 5 Term 2	If God is everywhere, why go to a place of worship?	
Links to prior learning	Year 3 term 5, Year 3 term 1, Year 4 term 1, Year 2 term 2	
Vocabulary	Mandir synagogue lectern congregation Torah pilgrimage	
Learning objectives	Context	Learning objectives Context
To explain what places of worship are for.	<i>What is a place of worship? What is it for?</i>	Select and describe the most important functions of a place of worship for the community (B3).
To recognise differences within Anglican and Baptist churches	<i>What is a Christian place of worship? What is it for?</i> https://classroom.thenational.academy/lessons/where-do-christians-worship	Select and describe the most important functions of a place of worship for the community (B3).

To recognise the key features Hindu of worship at home and worship in a mandir.	<i>What is a Hindu place of worship? What is it for?</i>	Select and describe the most important functions of a place of worship for the community (B3).
To recognise key features of a Jewish synagogue	<i>What is a Jewish place of worship? What is it for?</i> https://classroom.thenational.academy/lessons/where-do-jews-worship-today	Select and describe the most important functions of a place of worship for the community (B3).
To understand about the most important function of a place of worship.	<i>What is a place of worship? What is it for?</i>	Select and describe the most important functions of a place of worship for the community (B3).
Year 5 Term 3 & 4	What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	
Links to prior learning	Year 4 term 4, Year 4 term 3	
Vocabulary	Love forgiveness justice fairness	generosity parable greed
Learning objectives	Context	Learning objectives Context
To explore Jesus' teachings and example and how they inspire Christians today.	<i>Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement'?</i>	<ul style="list-style-type: none"> Outline Jesus' teaching on how his followers should live (A2). Explain the impact Jesus' example and teachings might have on Christians today (B1).
To consider Christian ideas about Love,	<i>What is the importance of the value of love? How did Jesus teach his followers to love?</i> https://classroom.thenational.academy/lessons/what-are-the-parables-of-jesus	<ul style="list-style-type: none"> Outline Jesus' teaching on how his followers should live (A2). Explain the impact Jesus' example and teachings might have on Christians today (B1).

<p>To use some of Jesus' stories, teachings and example to understand why he saw forgiveness as so important. Think for themselves about generosity and greed.</p>	<p><i>What do Jesus' parables about forgiveness teach to Christians today?</i></p> <p><i>What did Jesus teach about being generous and being greedy?</i></p> <p>https://classroom.thenational.academy/lessons/what-are-the-parables-of-jesus</p>	<ul style="list-style-type: none"> • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). • Outline Jesus' teaching on how his followers should live (A2). • 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>To learn from the example of Mother Teresa.</p>	<p><i>How do Christians today try to follow Jesus' teaching about justice and fairness? The example of Mother Teresa</i></p>	<ul style="list-style-type: none"> • 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>To discuss, argue about 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><i>What does the teaching of Jesus have to say about some problems people face today? What would Jesus do?</i></p> <p>https://classroom.thenational.academy/lessons/what-are-the-parables-of-jesus</p>	<p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>

Year 5 Terms 5 & 6		What does it mean to be a Muslim in Britain today?	
Links to prior learning	Year 2 term 2, Year 3 term 1, Year 4 term 1		
Vocabulary	Pillar of Islam	Ibadah	Shahadah Prayer mat almsgiving prophet Mecca Qu'ran
Learning objectives	Context		Learning objectives Context
To describe what people might need to support them on the journey of life.	<i>What helps you through the journey of life? What helps Muslims through the journey of life?</i> https://classroom.thenational.academy/lessons/what-are-the-five-pillars-of-islam		Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).
To describe the key belief of Muslims and explain how it affects their life	<i>What is the key belief of Muslims? How does this affect their life?</i> https://classroom.thenational.academy/lessons/what-are-the-five-pillars-of-islam		Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).
To describe how and why Muslim people pray	<i>Why does prayer matter to Muslims?</i> https://classroom.thenational.academy/lessons/where-do-muslims-worship		<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). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).

<p>To describe the pillar of Zakah and explain who money is given away to and why</p>	<p><i>How is charity important to Muslims? How is charity important to you?</i> https://classroom.thenational.academy/lessons/what-are-the-five-pillars-of-islam</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). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1).
<p>To describe reasons for the practice of fasting in Islam</p>	<p><i>Why do Muslims fast?</i> https://classroom.thenational.academy/lessons/what-are-the-festivals-of-islam</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). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1).
<p>To describe what happens on pilgrimage to Mecca and at the celebration of Eid ul Adha</p>	<p><i>Why do Muslims want to go on pilgrimage?</i></p>	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p>
<p>To describe the key functions of the Mosque and explain how they link to the key beliefs of Muslims</p>	<p><i>What is a special place for Muslims?</i> https://classroom.thenational.academy/lessons/where-do-muslims-worship</p>	<p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>
<p>To describe and explain what it means to be a Muslim</p>	<p><i>Can you think of similar commitments to the five pillars in your life? What matters to Muslims?</i></p>	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p>

Year 6 Terms 1 2		Is it better to express your religion in arts and architecture or in charity and generosity?	
Links to prior learning	Year 2 term 2, Year 3 term 1, Year 4 term 1, Year 5 term 5		
Vocabulary	Architecture	charity	generosity scriptures Sacred place values inspiring
Learning objectives	Context	Learning objectives	Context
To express their own thoughts and feelings about some special places	What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?	<ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings) (A1). Show understanding of the value of sacred buildings and art (B3). Apply ideas about values and from scriptures to the title question (C2). 	
To understand why mosques matter to the Muslim community	<i>How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?</i>	<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 (B3). Apply ideas about values and from scriptures to the title question (C2). 	
To find out about some great examples of Muslim creativity and present their reasons for choosing those they find most impressive;	Muslim calligraphy, painting and poetry: what is inspiring?	<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). 	

<p>To discuss Muslim ideas (e.g. from scriptures and from charities with an Islamic character) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about</p>	<p>How and why do Muslim charities try to change the world?</p>	<ul style="list-style-type: none"> • 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).
<p>To suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.</p>	<p><i>What matters more to Muslims: art and architecture or generosity and charity? What matters more to you?</i></p>	<ul style="list-style-type: none"> • 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).
<p>Year 6 Terms 2 & 3</p>	<p>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p>	
<p>Links to prior learning</p>	<p>Year 1 term 1, Year1 term 6, Year 4 term 1</p>	
<p>Vocabulary</p>	<p>Commitment Prophet Ummah ahimsa sewa grace forgiveness</p>	
<p>Learning objectives</p>	<p>Context</p>	<p>Learning objectives Context</p>
<p>To use a speaking and</p>	<p>What can we learn from the game ‘Everyone’s Committed’? What does it mean for Hindus, Muslims and Christians to</p>	<ul style="list-style-type: none"> • Make connections between beliefs and behaviour in different religions (A1).

<p>listening strategy to clarify your own commitments and understand others' commitments;</p>	<p>commit to key beliefs?</p>	<ul style="list-style-type: none"> • Consider similarities and differences between beliefs and behaviour in different <ul style="list-style-type: none"> • faiths (B3).
<p>To consider how the practice of Islam in Britain today, including local practice, follows the example and teaching of the Prophet Muhammad, and is part of the global Ummah, or community.</p>	<p><i>How do Muslim people build their community, the Ummah, by following their Prophet?</i></p>	<p>Make connections between belief in Ummah, teachings and sources of wisdom in the Muslim religion (A1).</p>
<p>To think about the nature of community, making links to their own communities</p>	<p><i>How does it feel to be a part of the Muslim Ummah? What difference does it make?</i></p>	<ul style="list-style-type: none"> • Make connections between beliefs and behaviour in Islam (A1). • Make connections between belief in the Ummah and teachings and sources of wisdom in Islam (A1). • Outline the challenges of being a Muslim in Britain today (B2).
<p>To identify some of the values that Gandhi showed in his life</p>	<p>What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?</p>	<ul style="list-style-type: none"> • Make connections between beliefs and behaviour in Hindu religions (A1). • Outline the challenges of being a Hindu in Britain today (B2).

To describe what 'sewa' means and what some acts of sewa may be.	How do Hindus show their commitment to ahimsa through acts of service or sewa?	<ul style="list-style-type: none"> • Make connections between belief in ahimsa and teachings and sources of wisdom in Hindu religion (A1). • Outline the challenges of being a Hindu in Britain today (B2).
To think about examples of Jesus teaching on forgiveness and the generosity of God.	What did Jesus teach about God's grace and forgiveness?	<ul style="list-style-type: none"> • Make connections between beliefs and behaviour in Christian religion (A1). • Make connections between belief in the grace of God teachings and sources of wisdom in the three religions (A1). • Outline the challenges of being a Christian in Britain today (B2).
To become familiar with Christian examples of grace and generosity as exemplified in the life story or stance of a modern Christian or a saint.	How can the life of a great Christian person show us the meaning of grace?	<ul style="list-style-type: none"> • Make connections between beliefs and behaviour in Christianity (A1). • Make connections between belief in grace and the teachings and sources of wisdom in Christianity (A1). • Outline the challenges of being a Christian in Britain today (B2).
Year 6 Term 4		
Year 6 Term 4	What matters most to Christians and to Humanists?	
Links to prior learning	Year 3 term 1	
Vocabulary	Values Fairness Honesty codes humanist commandments justice	
Learning objectives	Context	Learning objectives Context
To explore the concepts of being naughty and being good in terms of	Do rules matter? Why? What is a code for living?	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).

actions, words and thoughts.		
To begin to understand that not all people are religious, that non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god'	<p>Who is a humanist? What codes for living do non-religious people use?</p> <p>https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn</p>	<ul style="list-style-type: none"> • Describe some 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).
To use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad.	<p>What can we learn from discussion and drama about good & bad, right & wrong?</p>	<ul style="list-style-type: none"> • 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).
To think carefully about the Christian ideas of values such as love and forgiveness.	<p>What codes for living do Christians try to follow?</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). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).
To draw learning about values together and express	<p>Can we create a code for living that would help the world?</p>	<ul style="list-style-type: none"> • Express their own ideas about some big moral concepts, such as fairness or honesty comparing

ideas of their own about how values can make a community happier		<p>them with the ideas of others they have studied (C3).</p> <ul style="list-style-type: none"> Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).
Year 6 Term 6	What do religions say to us when life gets hard?	
Links to prior learning	Year 5 term 1, Year 5 term 3	
Vocabulary	Soul Bereavement suffering	reincarnation funeral
Learning objectives	Context	Learning objectives Context
To ask some questions of my own about life after death and suggest two different answers to the questions	<i>What questions have you got about what happens when we die?</i>	Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).
To describe the impact that the belief that we have a soul might have on the way someone might live their life	<i>What do some people think carries on after we have died? What is our soul?</i>	<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).
To describe the Hindu belief in reincarnation and Karma	<i>Do some people believe that you come back to life as a different thing? What is reincarnation?</i>	<ul style="list-style-type: none"> Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2).

<p>To look for similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation</p>	<p><i>Do you get to heaven if you do things wrong?</i></p>	<ul style="list-style-type: none"> • 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>To think of reasons why some people might be comforted by their beliefs when someone dies</p>	<p><i>What do Christians think happens when we die?</i></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).
<p>To describe their own ideas about life after death reflecting on ideas from at least two religions studied.</p>	<p><i>What different ideas are there about what happens when we die? What do I think?</i></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).