


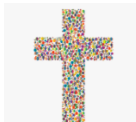


































	Autumn 1 Christianity	Autumn 2 Christianity	Spring 1 Islam	Spring 2 Christianity	Summer 1 Hindu Dharma	Summer 2 Judaism
<b>Y1</b> <b>Key Question for the Year: What do people say about God?</b>	 <p>What do some people do because they believe in God?</p>	 <p>What stories are told about God? Why are they told?</p>	 <p>Why do some people think that God/Allah made the world?</p>	 <p>How and why are some stories about God special/sacred and important in religion?</p>	 <p>What is God like?</p>	 <p>How and why do symbols help some people understand God? What do some people do because they believe in God?</p>
	<b>Key Vocabulary:</b> Symbol, baptism, bible, vicar, font, god parents	<b>Key Vocabulary:</b> Nativity, Mary, Joseph, Jesus, Angel Gabriel, Wise men, Shepherds, King Herod	<b>Key Vocabulary:</b> Creation, natural, environment, community, Allah, Muslims	<b>Key Vocabulary:</b> Last Supper, Palm Sunday, Easter Sunday, Good Friday.	<b>Key Vocabulary:</b> Ganesh/Ganesha, Brahman, karma, Puja (worship), mandir (temple)	<b>Key Vocabulary:</b> Celebration, Shabbat, Pesach (Passover), Sabbath, Jewish
	<b>Attainment Target 1: Learning about religion and belief</b> <ul style="list-style-type: none"> <li>- <b>explore</b> a range of religious stories, events and sacred writings and talk about their meanings and what they say about God.</li> <li>- <b>explore</b> how religious beliefs and ideas about God can be expressed through the arts and communicate their responses.</li> <li>- <b>identify and suggest meanings</b> for religious symbols of God and begin to use a range of religious words.</li> </ul>					
	<b>Attainment Target 2: Learning from religion and belief</b> <ul style="list-style-type: none"> <li>- <b>reflect on</b> and consider religious and spiritual feelings, experiences and concepts such as God, worship, wonder, praise, thanks, concern, joy and sadness.</li> <li>- <b>ask and respond</b> imaginatively to puzzling questions about God, communicating their ideas.</li> <li>- <b>respond sensitively to other people's ideas, thoughts and comments about God.</b></li> </ul>					
<b>Y2</b> <b>Key Question for the Year: How do we respond to the things that matter?</b>	<b>Judaism</b>  <p>Does worship have to happen in a special place/at a certain time? Does worship help people?</p>	<b>Christianity</b>  <p>What do special stories from God teach worshippers and others? How and why do symbols show us what is important in religion?</p>	<b>Christianity</b>  <p>Why do some people have religious rituals?</p>	<b>Islam</b>  <p>Does worship have to happen in a special place/at a certain time?</p>	<b>Christianity</b>  <p>How and why is celebrating important in religion and worship?</p>	<b>Hindu Dharma</b>  <p>Can worship help people remember what is important?</p>
	<b>Key Vocabulary:</b> Hannukah, Sukkot, festival, menorah, star of David, dreidel, latkes, Maccabees	<b>Key Vocabulary:</b> Symbol, Nativity, Wise Men, gifts, frankincense, myrrh	<b>Key Vocabulary:</b> Prayer, grace, power	<b>Key Vocabulary:</b> Ritual, prayer ritual – Salah, Muslim, Allah, commitment	<b>Key Vocabulary:</b> Celebration, Pentecost, Holy Spirit, Trinity,	<b>Key Vocabulary:</b> Shrine, puja, worship, Mandir, Arti,

	<b>Attainment Target 1: Learning about religion and belief</b> <ul style="list-style-type: none"> <li>- <b>name and explore</b> a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</li> <li>- <b>identify the importance</b>, for some people, of belonging to a religion and recognise the difference this makes to their lives.</li> <li>- <b>enquire into and</b> explore how religious beliefs and ideas can be expressed through the arts in worship and communicate their responses.</li> <li>- <b>identify and suggest meanings</b> for religious symbols and begin to use a range of religious words.</li> </ul>					
	<b>Attainment Target 2: Learning from religion and belief</b> <ul style="list-style-type: none"> <li>- <b>reflect</b> on and consider religious and spiritual feelings, experiences and concepts such as thanks, joy and sadness, worship, wonder, praise and concern.</li> <li>- <b>enquire into and identify</b> what matters to others and themselves including those with religious commitments, and communicate their responses.</li> <li>- <b>recognise</b> that things we consider of worth, including religious teachings and ideas about worship, can make a difference to individuals, families and the local community.</li> </ul>					
<b>Y3</b> <b>Key Question for the Year: Who should we follow?</b>	<b>Hindu Dharma</b>  What is expected of a person in following a religion or a belief?	<b>Christianity</b>  Who has the X factor?	<b>Judaism</b>  Who inspires you?	<b>Christianity(2 units combined)</b>  What makes a good leader?	<b>Buddhism</b>  What can we learn from the life of people who started a religion?	<b>Islam</b>  What qualities make a good leader?
	<b>Key Vocabulary:</b> Krishna, Trimurti, Vishnu (preserver), Shiva (destroyer), Brahma (creator)	<b>Key Vocabulary:</b> Jesus, humanity, charity, inspiration, qualities	<b>Key Vocabulary:</b> Leader, trust, qualities, Moses, Pharaoh, covenant	<b>Key Vocabulary:</b> Role model, leader, Salvation, saviour, resurrection	<b>Key Vocabulary:</b> Wesak, festival, Shanga (monastic community), Prince Siddhartha Gautama, Buddha,	<b>Key Vocabulary:</b> Mohammed, Muslim, Allah, prophet, role model, leader
	<b>Attainment Target 1: Learning about religion and belief</b> <ul style="list-style-type: none"> <li>· <b>describe</b> the ways in which founders and those we follow influence the beliefs and values of members of the faith;</li> <li>· <b>describe</b> some links between stories of founders and leaders and the beliefs and teachings of a religion;</li> <li>· <b>consider the meaning</b> of believers' responses to leaders and religious founders, including artistic or musical responses;</li> <li>· <b>begin to use specialist vocabulary</b> in communicating their knowledge and understanding.</li> <li>· <b>use and suggest the meaning of</b> information about religious founders and leaders from some different sources.</li> </ul>					
	<b>Attainment Target 2: Learning from religion and belief</b> <ul style="list-style-type: none"> <li>· <b>respond</b> to the challenges of commitment to following leaders and religious founders;</li> <li>· <b>discuss their own and others' views</b> of those we follow including religious founders and leaders expressing their own ideas.</li> <li>· <b>reflect</b> on sources of influence and inspiration in their own and others' lives.</li> </ul>					
<b>Y4</b> <b>Key Question for the Year: How should we</b>	<b>Hindu Dharma</b>	<b>Christianity</b>	<b>Judaism</b>	<b>Christianity (2 units combined)</b>	<b>Buddhism</b>	<b>Islam</b>

live our lives?						
	What is it to 'do our duty'?	What lights our way? How do religious families practice their faith?	How do religious families and communities practice their faith and what contributions does this make to society?	What are we prepared to sacrifice/never sacrifice?	What do religions say about doing good?	What is expected of a person in following a religion or belief?
	<b>Key Vocabulary:</b> Duty, Raksha Bandhan, festival, divine, debt, rakhi, Karma Yoga, Jnana Yoga and Bhakti Yoga	<b>Key Vocabulary:</b> Celebration, preparation, Christingle, symbolism	<b>Key Vocabulary:</b> Charity, community, synagogue, ark, Sefer Torah, bimah, menorah, lamp, 10 Commandments, Shema (prayer) tzevekah (charitable giving)	<b>Key Vocabulary:</b> Last Supper, Sacrifice, Eucharist, communion	<b>Key Vocabulary:</b> Rules, Five precepts, refugee,	<b>Key Vocabulary:</b> Commitment, sacrifice, duty, Allah, Ramadam, sawn, Muhammed, purpose, pillars
	<b>Attainment Target 1: Learning about religion and belief</b> · <b>describe</b> and consider the variety of practices and ways of living the faith in up to two religions and understand where these practices come from, and are closely connected with, beliefs and teachings. · <b>consider the meaning</b> of a range of forms of religious expression, understand why they are important in religion and note links between them. · <b>use specialist vocabulary</b> in communicating their knowledge and understanding of living the faith. · <b>use different sources</b> to find information about living the faith and discuss its meaning.					
	<b>Attainment Target 2: Learning from religion and belief</b> · <b>reflect</b> on what it means to belong to a faith community, communicating their own and others' responses. · <b>respond</b> to the challenges of commitment both in their own lives and within religious traditions. · <b>recognize</b> ways in which commitment to a religion is shown in a variety of ways. · <b>make links</b> between their attitudes to their own lives and values and the lives and values of local religious communities.					
Y5 Key Question for the Year: Where can people find guidance on how to lead their lives?	<b>Hindu Dharma</b> 	<b>Christianity</b> 	<b>Judaism</b> 	<b>Christianity</b> 	<b>Christianity</b> 	<b>Buddhism/Islam</b> 
	What different kind of writings and stories are important to belief/religions?	What different kind of writings and stories are important in Christianity?	Can words have power?	What do religious texts and teachings say about God and human life?	What do guidance should I follow?	What guidance should I follow?
	<b>Key Vocabulary:</b> Tradition, festival,	<b>Key Vocabulary:</b> Message, gift, special,	<b>Key Vocabulary:</b> Rules, consequence,	<b>Key Vocabulary:</b> Respect, Easter,	<b>Key Vocabulary:</b> Guidance, authority,	<b>Key Vocabulary:</b> Oral tradition,

	Diwali, Shruti, Smriti, Ramayana	gospels	synagogue, Sefer Torah, Simchat Torah, mezuzah, 10 commandments	human,	Bible, worship	scripture, Qur, Qur'an, Dharma, Allah, Sutta Pitaka, laws
	<b>Attainment Target 1: Learning about religion and belief</b> <ul style="list-style-type: none"> <li>· <b>describe</b> the importance and nature of revered literature showing its influence on beliefs and values.</li> <li>· <b>identify</b> and begin to describe the similarities and differences within and between religions with regard to sacred texts [max two religions].</li> <li>· <b>consider the meaning</b> of a range of forms of religious expression, in revered literature, understand why these are important in religion and begin to explore questions of truth and symbolism.</li> <li>· <b>describe</b> and begin to understand religious and other responses to ultimate and ethical questions.</li> <li>· <b>use specialist vocabulary</b> in communicating their knowledge and understanding.</li> </ul>					
	<b>Attainment Target 2: Learning from religion and belief</b> <ul style="list-style-type: none"> <li>· <b>discuss their own and others' views</b> of issues addressing truth and belief as they are expressed in revered literature, expressing their own ideas.</li> <li>· <b>identify and explain non-religious</b> sources of guidance and truth that they turn to. Consider the connections to and differences from religious writings.</li> <li>· <b>reflect</b> on ideas of right and wrong found in revered literature, and on their own and others' responses to them.</li> <li>· <b>reflect</b> on sources of inspiration and guidance in their own and others' lives.</li> </ul>					
<b>Y6</b> <b>Key Question for the Year: In what way is life like a journey?</b>	<b>Christianity</b>  Is life like a journey? What do we commit ourselves to on our journey?	<b>Christianity</b>  What is worth celebrating?	<b>Judaism</b>  How do religions make 'signposts' and the 'turning points' on the journey of life?	<b>Christianity</b>  Can saying sorry change things?	<b>Islam</b>  <small>shutterstock.com • 290643002</small> What should our attitudes be on our journey?	<b>Hindu Dharma</b>  What should our attitudes be on our journey?
	<b>Key Vocabulary:</b> Commitment, Baptism	<b>Key Vocabulary:</b> Preparation, celebration, newcomer, Advent	<b>Key Vocabulary:</b> Responsibility, maturity, Bar Mitzvah, ceremony,	<b>Key Vocabulary:</b> Forgiveness, reconciliation, confession,	<b>Key Vocabulary:</b> Submission, rights, responsibility, accountability, slavery, forbidden, permitted, halal, haram, hajj	<b>Key Vocabulary:</b> Milestones, Ashramas (Hindu stages of life), rebirth, reincarnation, Samskara (steps of life)
	<b>Attainment Target 1: Learning about religion and belief</b> <ul style="list-style-type: none"> <li>· <b>identify</b> and ask questions about key aspects of religions in terms of life's journey (e.g. birth, growing up, marriage, death and beyond).</li> <li>· <b>describe</b> and question some steps on the journey of life in religions making links to beliefs (e.g. where does the soul come from? Where is the soul going?).</li> <li>· <b>identify</b> and begin to describe some similarities and differences between different peoples' journeys through life;</li> <li>· <b>describe</b> and begin to understand religious and other responses to ultimate and ethical questions Identity: Who am I? Origin: Where do we come from? Destiny? Where are we going?</li> <li>· <b>use specialist vocabulary</b> in communicating their knowledge and understanding.</li> <li>· <b>use different sources</b> to find information about life's journey and consider its meaning.</li> </ul>					

	<p><b>Attainment Target 2: Learning from religion and belief</b></p> <ul style="list-style-type: none"><li>· <b>reflect</b> on what it means to belong to a faith community, communicating their own and others' responses;</li><li>· <b>respond</b> to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;</li><li>· <b>reflect</b> on sources of inspiration and guidance in their own journey of life.</li></ul>
--	---