

Religious Education – Long Term Plan

Our whole-school Curriculum Development Leader for **Religious Education** is **Jaanki Khalid**

This long term plan is based on the Bedfordshire and Luton RE agreed syllabus 2018-2023

The principal aim of RE

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The threefold aim of RE elaborates on the principal aim and puts the purpose of the subject into action. The curriculum for RE aims to ensure that all pupils can do the following:

- 1 Make sense of a range of religious and non-religious beliefs, so that they can:**
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
- 2 Understand the impact and significance of religious and non-religious beliefs, so that they can:**
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning
- 3 Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**
 - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Key:

F – foundation stage units

1 – KS1 units

L2 – lower KS2 units

U2 – upper KS2 units

Page number from the RE syllabus (Bedfordshire and Luton RE agreed syllabus 2018-2023) that should be referred to

Religious group/s children can learn about in each unit

EYFS

| Area of learning | Topics covered | Key vocabulary | Curriculum themes | Enrichments |
|--|---|---|--|-----------------------------------|
| PSED Understanding the world Expressive arts and design Communication and language Literacy Mathematics Physical development | Diwali Lent Chinese New year Christmas Easter Ramadan/Eid Random Acts of Kindness | My family My home My special places Celebrate Religion Festival Tradition | Mental Health and well being Celebrating diversity Our school our town | Nativity performance Panto |

Year 1

(Page 33 for all unit key questions)

| Topic name | Learning question/s | Objectives to be covered | Key vocabulary | Curriculum themes | Enrichments |
|--------------------|---|--|--|--|--|
| Christianity - God | <p>1.1 What do Christians believe God is like? Page 34</p> <p>(Christians)</p> | <p>-Has an understanding of how Christians show their belief in God, making links between stories of the Bible.</p> <p>-Beginning to give reasons for the ideas they have and the connections they make between different faiths, stories and their own experiences/beliefs.</p> | <p>Christianity – A religion Christian - People who follow the religion of Christianity Belief - An acceptance that something exists or is true, especially one without proof. Bible - Holy book for Christians Church - Christian place of worship Celebrations - Special day or event Worship - A feeling and expression of faith Jesus - Son of God God – A superhuman being or spirit Symbols - A mark or a mark or character used as a conventional representation of an object Religion - the belief in and worship of a superhuman power, especially a personal God or gods Disciple - Follower of Jesus</p> | <p>-Environment -World of work and ambition -Wellbeing and mental health -Celebrating diversity</p> | |
| Christmas | <p>1.2 Why does Christmas matter to Christians? How and why do we celebrate special times? Page 35</p> <p>(Christians)</p> | <p>-Has an understanding of how Christians show their belief in God, making links between stories of the Bible.</p> <p>-Beginning to think, talk and ask questions about their learning and their own beliefs.</p> | <p>Christian - People who follow the religion of Christianity Christmas - An annual celebration of Christ's birth Religion - A belief in a faith Faith - A trust or confidence in something Belief- Accepting that something is true Bible - Holy book for Christians Nativity - The story of the birth of Jesus Christ Jesus Son of God</p> | <p>-Wellbeing and mental health -Celebrating diversity</p> | Christingle activity with Luton Churches |
| Significant places | <p>1.6 What makes some places significant? What makes some places</p> | <p>-Recognises and names some places of worship and religious objects.</p> | <p>Special place - A place that is important to you Religion - A belief in a faith</p> | <p>-Wellbeing and mental health</p> | Church visit or other special place |

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|---------|---|--|--|--|---|
| | <p>sacred to believers? Page 41</p> <p>(Christian, Muslim and/or Jewish people)</p> | | <p>Church - Christian place of worship Mosque - Muslim place of worship Shrine - A special place that is holy Worship - A feeling and expression of faith Pray - Giving thanks and love to God/Gods Reflect - Thinking about things that have happened Calm - A feeling of peace Happy - A feeling of pleasure Thoughtful - Think about things such as family and God</p> | -Celebrating diversity | |
| Easter | <p>1.5 Why does Easter matter to Christians? Page 40</p> <p>(Christians)</p> | -Retells some well-known religious stories e.g. the story of Christmas, Easter etc. | <p>Easter - The story of Jesus's death and resurrection Christians - People who follow the religion of Christianity Crucified - Put to death on a cross Resurrection - When Jesus came back to life Good Friday - Jesus died for people's sins Disciples - followers of Jesus Symbolise - When something stands for something else Betray - To be unfaithful or to break a promise to someone Easter Sunday - The day Jesus rose from the dead Jesus - The son of God Holy Communion - A special service in church where Christians share bread and wine.</p> | -Wellbeing and mental health -Celebrating diversity | Church visit Visit to school from Luton Churches |
| Judaism | <p>1.3 Who is Jewish? What do they believe and how do they live? Pages 36-37 (double unit)</p> <p>(Jewish people)</p> | -Has an understanding of how Jewish people celebrate special times and how they remember God in different ways, making links between stories of the Torah. | <p>Jewish/Jews – People who follow the religion of Judaism Judaism - World's oldest Abrahamic (Judaism, Islam and Christianity) religion. God - Belief that He is the creator and ruler of the universe. Pesach (Passover) - Jewish festival which celebrates the</p> | | Rabbi visit |

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| | | <p>-Beginning to give reasons for the ideas they have and the connections they make between different faiths, stories and their own experiences/beliefs.</p> | <p>freedom of the slavery of the Jews from Egypt. Star of David - Symbol of Jewish identity Shabbat - The day of rest (Saturday) The seventh day of the week when God rested, from creating the universe Synagogue - The building where Jewish people pray to God Torah - The holy book for Jewish people Kiddush - A ceremony of prayer and blessing over wine on holy days Challah - A plaited loaf of white bread, eaten to celebrate the Jewish sabbath. Kippah - A head covering worn by Jewish men Shalom - used as a greeting or when parting, meaning 'peace.'</p> | | |
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Year 2

(Page 33 for all unit key questions)

| Topic name | Learning question/s | Objectives to be covered | Key vocabulary | Curriculum themes | Enrichments |
|--------------------------|--|--|--|---|---|
| Significant times | <p>1.7 How and why do we celebrate significant times? What makes some celebrations sacred to believers? Page 42</p> <p>(Christian, Muslim and/or Jewish people)</p> | -Can identify and name religious celebrations and give some facts about them. | <p>Festivals – A day or period of celebration</p> <p>Celebrations – The action of celebrating an important day or event</p> <p>Religions - the belief in and worship of a superhuman power, especially a personal God or gods</p> <p>Beliefs - Accepting that something is true</p> <p>Eid – Muslim festival</p> <p>Harvest – The process or period of gathering in crops</p> <p>Pesach – Jewish term for the Passover festival</p> <p>Worship - A feeling and expression of faith</p> <p>Passover – Jewish festival</p> <p>Seder – a Jewish ritual service and ceremonial dinner for the first night or first two nights of Passover</p> <p>Matzos – A crisp biscuit</p> <p>Islam – A religion</p> <p>Jewish – People who follow the religion of Judaism</p> <p>Christianity - A religion</p> <p>Muslim – People who follow the religion Islam</p> | <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> | Assembly links |
| Christianity – good news | <p>1.12 What is the ‘good news’ Christians believe Jesus brings? Page 47</p> <p>(Christians)</p> | -Thinks, talks and asks questions about Jesus’s good news and makes connections with their own experiences of good news. | <p>Christianity - A religion</p> <p>Jesus - Son of God</p> <p>Gospel - The teachings of Jesus.</p> <p>Sins - Things that are unkind or wrong to do</p> | <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> | Church visit or visit to school from Luton churches Nativity performance |

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| | | | <p>New Testament - The second section of the bible</p> <p>Good news - Hope for everyone in the bible</p> <p>God - A superhuman being or spirit</p> <p>Care - To look after</p> <p>Forgiveness - to not be upset with someone for doing wrongs</p> <p>Peace - Comfort in the heart, mind and body</p> <p>Disciples - followers of Jesus</p> <p>Faith - A strong belief</p> <p>Friend - Someone who is very dear and close to you</p> <p>Bible - Holy book for Christians</p> <p>Scriptures - Words in the bible</p> | | |
| Inspiring people | <p>1.11 Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people? Page 46</p> <p>(Christian, Muslim and/or Jewish people)</p> | <p>-Can talk about some inspiring people and identify the characteristics that makes them inspiring.</p> <p>-Has an understanding of sacred books/stories and can identify some beliefs about God linked to what a holy book/story says.</p> | <p>Inspiration – The process of being mentally motivated to do or feel something.</p> <p>People – Humans</p> <p>Beliefs – An acceptance that something exists or is true.</p> <p>Opinions – A view or judgement about something.</p> <p>Influence – The ability to have an effect on someone or something.</p> <p>Leader – The person who leads or commands a group.</p> <p>Admire – to think of someone with respect and look up to them.</p> | <p>-World of work and ambition</p> <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> | Rabbi visit |
| Caring for the Earth | <p>1.10 Why should we care for the earth? Why does it matter? Page 45</p> <p>(Christian, Muslim and/or Jewish people)</p> | <p>-Can talk about how people/faiths show they care for others and the Earth.</p> | <p>Earth – The planet on which we live</p> <p>Care – To look after something</p> <p>Nature – The physical world including plants, animals, landscape and other products of the earth</p> <p>Environment – Our surroundings</p> <p>Harvest – The process or period of gathering crops</p> <p>Beauty – A combination of qualities</p> | <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> <p>-Environment</p> | |

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| | | | <p>Genesis – first book of the bible</p> <p>God – A superhuman or spirit worshipped for having special powers</p> <p>Khalifah – The responsibility to look after earth for god</p> | | |
| Sacred books and stories | <p>1.8 What can we learn from sacred books and stories? Page 43</p> <p>(Christian, Muslim and/or Jewish people)</p> | <p>-Has an understanding of sacred books/stories and can identify some beliefs about God linked to what a holy book/story says.</p> <p>-Thinks, talks and asks questions about shared beliefs, attitudes and behaviour</p> | <p>Quran – Holy book for Muslims</p> <p>Muslim – People who follow the religion Islam</p> <p>Christian- People who follow the religion of Christianity</p> <p>Bible – Holy book for Christians</p> <p>Torah – Holy book for</p> <p>Jewish – People who follow the religion of Judaism</p> | <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> | |
| Caring for others | <p>1.9 How do we show we care for others? Why does it matter? Page 44</p> <p>(Christian, Muslim and/or Jewish people)</p> | <p>–Can talk about how people/faiths show they care for others and the earth.</p> | <p>Christians – people who follow the religion of Christianity</p> <p>Jews – people who follow the religion of Judaism</p> <p>Bible – Christians holy book</p> <p>Zakah- charity given by Muslims</p> <p>Charity – giving money, food and clothes to those who don't have enough money.</p> <p>Caring – looking after others</p> <p>Kindness – doing something nice for others</p> | <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> <p>-Environment</p> | |

Year 3

(Page 52 for all unit key questions)

| Topic name | Learning question/s | Objectives to be covered | Key vocabulary | Curriculum themes | Enrichments |
|---------------------------------------|---|---|--|--|----------------------------------|
| Hinduism – communities and traditions | L2.7 How is faith expressed in Hindu communities and traditions? Page 60 (Hindus) | – Can describe how Hindus show their faith within their families and Britain today e.g. home puja. | GOD – all powerful and all-knowing creator and ruler of the universe. RELIGION – believing in a god PEOPLE – human beings HINDUISM – a religion DHARMA – a law for right behaviour RANGOLI – decoration and patterns made with ground rice (usually during festivals) DIWALI – a Hindu festival with lights (held in the period October to November) FESTIVALS – a time of celebration for religious reasons. PUJA – the act of worship MANDIR – a Hindu temple ARTI – a ritual performed in homes and temples with incense and light INCENSE – something that is burned for the sweet smell it gives RITUAL – a ceremony done in | -Wellbeing and mental health -Celebrating diversity | Visit to temple or Hindu visitor |
| Christianity - Jesus | L2.4 What kind of world did Jesus want? Page 57 (Christians) | – Can describe how Christians today try to follow Jesus’ teaching to create a world he would have wanted. | Christianity - A religion Christians - People who follow the religion of Christianity Leader - The person who leads or commands a group Jesus – Son of God Disciples - followers of Jesus God - A superhuman being or spirit Bible – Holy book for Christians Gospel – The teachings of Jesus. New testament – The second section of the bible | -Wellbeing and mental health -Celebrating diversity | |
| Christianity - Trinity | L2.3 What is the ‘Trinity’ and why is it important for Christians? Page 56 | -Can talk about what the Trinity is and why it is important for Christians. | Trinity - Unity of God - the father, son & Holy spirit. Christianity - A religion Jesus – son of god | -Wellbeing and mental health -Celebrating diversity | |

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| | (Christians) | | <p>Leader - The person who leads or commands a group</p> <p>God - A superhuman being or spirit</p> <p>Holy spirit - The third person of Trinity Father/Son</p> <p>Church - Christian place of worship</p> <p>Bible - Holy book for Christians</p> <p>Gospel - The teachings of Jesus.</p> | | |
| Judaism – festivals and family life | <p>L2.6 How do festivals and family life show what matters to Jewish people? Page 59</p> <p>(Jewish people)</p> | -Has an understanding of the stories behind some Jewish festivals and can identify some Jewish beliefs about God, sin and forgiveness. | <p>Judaism - World’s oldest Abrahamic (Judaism, Islam and Christianity) religion.</p> <p>Torah - The holy book for Jewish people</p> <p>Canaan - The land were Jewish people first lived</p> <p>Drought - Long time with no rain/shortage of water</p> <p>Hebrews - Ancient followers of Judaism</p> <p>Plagues - The 10 disasters inflicted on Egypt by God</p> <p>Commandments - Strict rules to be followed</p> <p>Tallit -Jewish Prayer Shawl</p> <p>Kippah -Jewish cap worn by men</p> <p>Mezuzah - Jewish word for door post but also a special box by side of door containing important words</p> <p>Hanukkah -Jewish Festival of light</p> <p>Yom Kippur - Day of Atonement festival</p> <p>Rosh Hashanah - Jewish New Year</p> <p>Pesach/Passover - Jewish festival, remembering freedom from slavery</p> <p>Sin - An act that is against God’s will and is therefore morally wrong</p> <p>Atonement - Making amends for something you have done wrong</p> | -Wellbeing and mental health -Celebrating diversity | Rabbi or parent visit |
| Worship | <p>L2.1 Where how and why do people worship? Page 54</p> <p>(Muslims, Jewish people, Christians)</p> | -Thinks, talks and asks questions about how/why people worship and what their own beliefs/opinions are. | <p>Worship - A feeling and expression of faith</p> <p>Place of worship - A building or space where people worship. They may go to pray alone or worship with others. They might go for an important ceremony.</p> <p>Mosque - A Muslim place of worship.</p> <p>Gurdwara - A Sikh place of worship.</p> <p>Buddhist temple - A Buddhist place of worship.</p> <p>Church – A place of worship for Christians.</p> <p>Mandhir – A place of worship for Hindus.</p> | -Wellbeing and mental health -Celebrating diversity | Visit to a place of worship |

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| | | | Synagogue – A place of worship for Jews. | | |
| Festivals – deeper meanings | <p>L2.11 What are the deeper meanings of festivals? Page 64</p> <p>(Muslims, Jewish people, Hindus, Sikhs and non-religious celebrations)</p> | -Thinks, talks and asks questions about what is worth celebrating and makes links between different religions which all celebrate the triumph of goodness over evil through festivals. | <p>Festivals – a day or period of celebration</p> <p>Religions – a particular system of faith and worship.</p> <p>Celebrations – The action of celebrating an important day or event</p> <p>Contemporary – belonging to or occurring in the present.</p> <p>Eid – festival celebrated by Muslims</p> <p>Diwali – festival celebrated by Hindus</p> <p>Pesach – festival celebrated by Jews</p> <p>Easter – festival celebrated by Christians</p> <p>Vaisakhi – festival celebrated by Hindus and Sikhs</p> | -Wellbeing and mental health -Celebrating diversity | |

Year 4

(Page 52 for all unit key questions)

| Topic name | Learning question/s | Objectives to be covered | Key vocabulary | Curriculum themes | Enrichments |
|--------------------------------------|--|---|--|--|-----------------|
| Making the world a better place | <p>L2.12 How and why do people try to make the world a better place? Page 65</p> <p>(Christians, Muslims, Sikhs non-religious people)</p> | -Can describe how and why people try to make the world a better place and what this means for them. | <p>Commandments – rules, often linked with God/religion</p> <p>Humanist - a person who doesn't believe in God</p> <p>belief - something you believe</p> <p>Christian – a person who believes that Jesus is the Son of God</p> <p>Charities – an organisation/ group of people who help other people/animals</p> <p>Judaism – the religion of Jewish people</p> <p>Tzedek/Tzedekah – this is what Jewish people call it when they give to people in need.</p> <p>Sikhs – believe in one god and follow the teachings of Guru Nanak.</p> | -Wellbeing and mental health -Celebrating diversity | |
| Islam – festivals and worship | <p>L2.9 How do festivals and worship show what matters to Muslims? Page 62</p> <p>(Muslims)</p> | –Can talk about how festivals and worship show what matters to Muslim people. | <p>Eid-UI-Adha- festival of sacrifice</p> <p>Ramadan,- observing fasting</p> <p>Eid-ul-Fitr breaking of the fast</p> <p>Quran – holy book</p> <p>Fasting- not eating from sunrise till sunset</p> | -Wellbeing and mental health -Celebrating diversity | Eid celebration |
| Sikhism – communities and traditions | <p>L2.8 How is faith expressed in Sikh communities and traditions? Page 61</p> <p>(Sikhs)</p> | -Can talk about key Sikh beliefs and values. | <p>Langar – a free meal served to everyone in a Sikh temple</p> <p>Five k's – (include visual resources of the 5k's for display)</p> <p>Gurdwara - a sikh temple</p> <p>Sikhism – the religion of Sikhs</p> <p>Guru – teacher/spiritual leader</p> <p>Guru Granth Sahib – the Sikh holy book</p> <p>Guru Nanak – founder of the Sikh religion</p> <p>founder – person who creates or starts something</p> | -Wellbeing and mental health -Celebrating diversity | Gurdwara visit |

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| <p>Christianity – Good Friday</p> | <p>L2.5 Why do Christians call the day Jesus died ‘Good Friday’? Page 58 (Christians)</p> | <p>-Thinks, talks and asks questions about why Christians call the day Jesus died ‘Good Friday’ and gives reasons for their suggestions.</p> | <p>Salvation - an act of delivering or keeping away from evil and saving from sin Save - To rescue someone Sin - An act that is against God’s will and is therefore morally wrong Pentecost - A Christian festival celebrating the descent of the Holy Spirit on to the disciples of Jesus after his Ascension. Celebrated on the 7th Sunday after Easter Holy week - The week preceding Easter and also the last week of Lent Palm Sunday - A moveable day that falls on the Sunday before Easter and commemorates Jesus’ triumphant entry into Jerusalem Evil – immoral or wicked Disciples - followers of Jesus Faith - A strong belief Resurrection - The Christian belief that Jesus came back to life after his crucifixion</p> | <p>-Wellbeing and mental health -Celebrating diversity -World of work and ambition</p> | <p>Visit from Luton Churches Assemblies</p> |
| <p>Christianity - Pentecost</p> | <p>L2.10 For Christians, what was the impact of Pentecost? Page 63 (Christians)</p> | <p>-Can talk about the impact of the Pentecost for Christians.</p> | <p>Crucifixion - the act of killing someone by nailing his or her feet and hands to a cross. Disciples - followers of Jesus Resurrection - The Christian belief that Jesus came back to life after his crucifixion Apostles - special followers of Jesus, the founder of Christianity Pentecost - A Christian festival celebrating the descent of the Holy Spirit on to the disciples of Jesus after his Ascension. Celebrated on the 7th Sunday after Easter Trinity - Unity of God - the father, son & Holy spirit.</p> | <p>-Wellbeing and mental health -Celebrating diversity -World of work and ambition</p> | |
| <p>Life’s journey</p> | <p>L2.2 Why do some people think life is like a journey? How and why do people mark the significant events of life? Page 55 (Christians, Hindus, Muslims, non-religious people)</p> | <p>-Thinks, talks and asks questions about why some people think life is a journey and makes links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p> | <p>Rites of passage -Rituals/ celebrations performed by people, through their lives that show significant life events. Christians/Christianity - Religion derived from Jesus Christ / those that follow Christianity. Milestone - An important point in progress or development. Metaphor - Figurative language that is used to make a comparison between two things</p> | <p>-Wellbeing and mental health -Celebrating diversity</p> | |

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| | | | that aren't alike but do have something in common Simile - Figurative language that describes something by comparing it to something else using 'like' or 'as'. Recount - Retell something that has happened Significant -Very important Figurative language - Words and ideas to suggest meaning and create mental images | | |
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Year 5

(Page 52 for all unit key questions)

| Topic name | Learning question/s | Objectives to be covered | Key vocabulary | Curriculum themes | Enrichments |
|-----------------------|--|---|---|--|------------------|
| Community and respect | <p>U2.10 What will make our community a more respectful place? Page 78</p> <p>(Religious and non-religious ideas)</p> | –Thinks, talks, asks questions and suggests reasons for how we can be a more tolerant and respectful community. | <p>Multi-faith - Made up of more than one religion.</p> <p>Community - A group of people living in the same area or people who share a common interest.</p> <p>Tolerant - Accepting</p> | <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> <p>-Our school and town</p> <p>-World of work and ambition</p> | Class parliament |
| Creation and science | <p>U2.2 Creation and science: conflicting or complementary? Page 70</p> <p>(Christians, non-religious people)</p> | –Can talk about creation and science in comparison. | <p>Creation - The process of bringing something into existence</p> <p>Poetic meaning - Focusing on details and emotions</p> <p>Science - A systematic study of the physical and natural world through observation and experiment</p> <p>Genesis - In the beginning that primeval history of the world and the patriarchal history of the Israelite people</p> <p>Conflicting - Incompatible or contradictory – when something goes against something else</p> <p>Comparison - Looking at the similarities and the differences of two things</p> <p>Complementary - When something enhances or emphasises the qualities of something else</p> <p>Faith - A strong belief Literal meaning - Taking words at their basic meaning without metaphor or exaggeration</p> <p>Awe - A mixture of reverence and respect, fear and wonder</p> | <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> <p>-Environment</p> <p>-World of work and ambition</p> | |
| God | <p>U2.11 Why do some people believe in God and some people not? Page 79</p> | –Can talk about why some people believe in God and why some people don't. | <p>Reputable - Having a good reputation</p> <p>Causation - The idea that everything has been caused by something else</p> <p>Conversion - When your life or religion is changed</p> | <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> | |

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| | (Christians, Muslims and/or Jewish people and/or Hindus, non-religious people) | | <p>Miracle - Something that breaks the law of science and the only explanation seems to be God</p> <p>Atheist - Someone who does not believe in God</p> <p>Numinous - Feeling of a presence of something far greater than you</p> <p>Agnostic - Someone who is not sure if they believe in God</p> <p>Prayer - Communicating with God</p> | | |
| Faith and resilience | <p>U2.12 How does faith enable resilience? Page 80</p> <p>(Christians, Muslims and/or Jewish people and/or Hindus, non-religious people)</p> | –Can describe the connection between what people believe about God and how this supports them to respond to challenges. | <p>Faith - A strong belief</p> <p>Resilience - the capacity to recover quickly from difficulties; toughness.</p> <p>Challenge - a call to someone to participate in a competitive situation or fight to decide who is superior in terms of ability or strength.</p> <p>Islam - A religion</p> <p>Christianity – A religion</p> <p>Judaism – A religion</p> <p>Hinduism – a religion</p> <p>Suffering - the state of undergoing pain, distress, or hardship.</p> <p>Hanukah - A Jewish festival of light</p> <p>God – A superhuman being or spirit</p> | <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> <p>-Our school and town</p> <p>-World of work and ambition</p> | |
| Christianity - Jesus | <p>U2.5 How do Christians decide how to live? 'What would Jesus do?' Page 73</p> <p>(Christians)</p> | –Can describe the connection between Gospel texts and how Christians live in the community and their homes. | <p>Beatitudes - the blessings listed by Jesus in the Sermon on the Mount</p> <p>Sermon - A speech given by a religious preacher.</p> <p>Theist - Someone who believes in god.</p> <p>Agnostic - Someone who cannot say whether or not there is a god.</p> <p>Atheist - Someone who does not believe in God</p> <p>Gospel - The teachings of Christ (the bible)</p> | <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> <p>-Our school and town</p> | |
| Islam - faith | <p>U2.8 How is faith expressed in Islam? Page 76</p> <p>(Muslims)</p> | –Makes connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today. | <p>Shahadah – faith</p> <p>Salam – prayer</p> <p>Mosque – holy place of worship</p> <p>Imam – spiritual leader and councillor in everyday life</p> <p>Salat – faith</p> <p>Allah – God</p> <p>Dome – symbolises heaven above worshippers also resonates the prayer</p> | <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> <p>-Our school and town</p> <p>-Engineering</p> | Mosque visit |

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| | | | <p>Wudu – washing before prayer and worship Zakat – charity Prophet – messenger of God Minaret – tall tower attached to the mosque helping people to find the mosque and amplifies the call to prayer Salah – Muslim prayer Sawm – fasting Qur'an – holy book Muezzin – the man who climbs to the top for the call to prayer Muhammad pbuh – prophet of Islam Hajj – pilgrimage Religion - the belief in and worship of a superhuman power, especially a personal God or gods Mihrab – archway at the front facing East Minbar – pulpit</p> | | |
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Year 6

(Page 52 for all unit key questions)

| Topic name | Learning question/s | Objectives to be covered | Key vocabulary | Curriculum themes | Enrichments |
|-----------------------|--|---|--|---|-------------|
| Justice and poverty | <p>U2.9 Justice and poverty: why does faith make a difference? Page 77</p> <p>(Christians, Muslims, non-religious people)</p> | –Explains beliefs and teachings about justice and poverty. | <p>Justice</p> <p>Poverty</p> <p>Injustice</p> <p>Fair</p> <p>Unfair</p> <p>Justify</p> <p>Charity</p> <p>Faith</p> <p>Tithe</p> <p>Zakat</p> | <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> | |
| Christianity - God | <p>U2.1 What does it mean if Christians believe God is holy and loving? Page 69</p> <p>(Christians)</p> | –Thinks, talks and asks questions about how biblical ideas about God being holy and loving makes a difference in the world today. | <p>trinity</p> <p>God</p> <p>holy -</p> <p>Holy Spirit</p> <p>Father</p> <p>Bible</p> <p>tolerant</p> <p>Christian</p> <p>Biblical ideas</p> | <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> | |
| Hinduism – being good | <p>U2.7 What helps Hindu people as they try to be good? Page 75</p> <p>(Hindus)</p> | -Describes the connection between Hindu beliefs of dharma, karma, etc and ways in which they live. | <p>Hindu</p> <p>karma</p> <p>dharma</p> <p>faith</p> <p>worship</p> <p>Aum</p> <p>Brahman</p> <p>Trimurti</p> <p>Brahma</p> <p>Vishnu</p> <p>Shiva</p> <p>Mandir</p> <p>Diwali</p> <p>belief</p> | <p>-Wellbeing and mental health</p> <p>-Celebrating diversity</p> | |

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|--------------------------|--|--|--|--|--|
| Christianity - Jesus | <p>U2.6 What do Christians believe Jesus did to 'save' people? Page 74</p> <p>(Christians)</p> | –Can talk about what Jesus did to 'save' people. | <p>salvation disciples betray resurrection crucifixion Palm Sunday Holy Monday Maundy Thursday the Last Supper Good Friday Easter Sunday</p> | <p>-Wellbeing and mental health -Celebrating diversity</p> | |
| Inspiring people | <p>U2.4 How and why do some people inspire others? Examples from religions. Page 72</p> <p>(Hindus, Sikhs, Jewish people, Muslims)</p> | -Describes how and why some people inspire others and the impact of this. | <p>inspire/inspirational/inspiring impact religious non-religious</p> | <p>-Wellbeing and mental health -Celebrating diversity</p> | |
| Humanists and Christians | <p>U2.3 Values: what matters most to Humanists and Christians? Page 71</p> <p>(Christians and non-religious people, with opportunities to include other faiths studied)</p> | –Thinks, talks and asks questions about what matters to humanists and Christians and makes connections with their own experiences/beliefs. | | <p>-Wellbeing and mental health -Celebrating diversity</p> | |