



The Erme Primary School/ Cornwood C of E Primary School

RELIGION AND WORLDVIEWS CURRICULUM OVERVIEW



Every time you break down that narrative of otherness, the narrative of togetherness grows." **Brendan Cox**

Vision: At the Moorsway Federation, being a good theologian means that our children are curious about the world around them, asking deeper and meaningful questions allowing time for reflection. We want our children to accept that some people have different opinions, be a critical thinker and to show an awareness of religion that is relevant now and to their lives beyond school.

EYFS R	See themselves as a valuable individual. PSED Think about the perspectives of others. PSED Talk about members of their immediate family and community. UW Name and describe people who are familiar to them. UW Understand that some places are special to members of their community. UW Recognise that people have different beliefs and celebrate special times in different ways. UW
EYFS ELG	Show sensitivity to their own and others' needs. PSED Talk about the lives of the people around them and their roles in society. UW Understand the past through settings, characters and events encountered in books read in class and storytelling. UW Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UW

Early Years Foundation Stage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being special: Which places are special and why?	INCARNATION Unit 2: Why is Christmas special for Christians?	SALVATION UNIT 3: Why do Christians put a cross in an Easter garden?	GOD/ CREATION UNIT 1: Why is the word ‘God’ so important to Christians?	Being Special: Where do we belong?	
Stories: Which stories are special and why?						
KS1 Rolling Programme						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	1.2 CREATION: Who made the world? Harvest.	1.7: Who is Muslim and how do they live? (Part 1)	1.7: Who is Muslim and how do they live? (Part 2)	1:1 GOD: What do Christians believe God is like?	1.4 GOSPEL: What is the good news Jesus brings?	1:10: What does it mean to belong to a faith community?
Year B	1.9: How should we care for the world and for others, and why does it matter?	1.3 INCARNATION: Why does Christmas matter to Christians?	1.5 SALVATION: Why does Easter matter to Christians?	1.6: Who is Jewish and how do they live? (Part 1)	1.6: Who is Jewish and how do they live? (Part 2)	1.8: What makes some places sacred to believers?
LKS2 Rolling Programme						
Year A	L2.2 PEOPLE OF GOD: What is it like for someone to follow God?	L2.3: GOD/ INCARNATION: What is the ‘Trinity’ and why is it important for Christians?	L2.11: How and why do people mark the significant events of life?	L2.10 GOD/TORAH/ THE PEOPLE: How do festivals and family life show what matters to Jews?	L2.4 GOSPEL: What kind of world did Jesus want?	L2.12: How and why do people try to make the world a better place?
Year B	L2a.1 CREATION/ FALL: What do Christians learn from the creation story?	L2.7 BRAHMAN/ ATMAN: What do Hindus believe that God is like?	L2.9 IBADAH: How do fesitvals and worship show what matters to a Muslim?	L2.5 SALVATION: Why do Christians call the day Jesus died ‘Good Friday’?	L2.8 DHARMA: What does it mean to be a Hindu in Britain today?	L2.13: How do people from religious and non-religious communities celebrate key festivals?
UKS2 Rolling Programme						
Year A	U2.1 GOD: What does it mean for Christians to believe that God is holy and loving?	U2.6 KINGDOM OF GOD: For Christians, what kind of king was Jesus?	U2.10: What matters most to Humanists and Christians?	U2.4 GOSPEL: How do Christians decide how to live? ‘What would Jesus do’?	U2.9 GOD/ TORAH: Why is the Torah so important to Jewish people?	U2.14: Green religion- What do religious and non-religious worldviews teach about caring for the Earth?
Year B	U2.2 CREATION: Creation and science: conflicting or complementary?	U2.3 INCARNATION: Why do Christians believe that Jesus is the Messiah?	U2.7 KARMA/ DHARMA/ SAMSARA/ MOKSHA: Why do Hindus try to be good?	U2.11: What does it mean to be Humanist in Britain today?	U2.8 TAWHID/ IMAN/ IBADAH: What does it mean to be a Muslim in Britain today?	U2.13: What can be done to reduce racism? Can religion help?

KS1 Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	1.2 CREATION: Who made the world? Harvest.	1.7: Who is Muslim and how do they live? (Part 1)	1.7: Who is Muslim and how do they live? (Part 2)	1:1 GOD: What do Christians believe God is like?	1.4 GOSPEL: What is the good news Jesus brings?	1:10: What does it mean to belong to a faith community?
Unit overview	In this unit, pupils will learn about the Christian creation story. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it.	In this unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.	In this unit, pupils will find out about Islam, key beliefs and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.	In this unit, pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the Big Fish and find out about how many Christians put their beliefs into practice through worship.	In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider.	In this unit, the pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong. Throughout the unit, pupils will encounter artefacts, places of worship and symbols. Pupils will also consider where they belong and the communities to which they are a part of.
Small steps / Learning focus	1. Who do Christians say made the world? 2. What happens in Genesis? 3. Why do Christians look after the world? 4. What happens at Harvest and why?	1. What do people think about God? 2. What do Muslims think about God? 3. What does the Shahadah say about Muslim beliefs?	1. Who was the Prophet Muhammad and why is he important to Muslims? 2. What difference does worshipping God make to Muslims? 3. What can we find out about prayer in Islam?	1. What happened in the parable of The Lost Son? 2. What do Christians learn from parables? What can be learnt from the parable of The Lost Son?	1. What did Jesus' good news mean for Matthew in the Bible story? 2. What might a Christian say was the good news that Jesus brought to Matthew? 3. What do many Christians believe is the	1. What does it mean to belong to a community? 2. How do Christians and Muslims show that they belong? 3. How do Christians, Muslims and Jewish people show that they belong?

	5. How do artists show the Creation? 6. Who do Christians say made the world?	4. Who was the Prophet Muhammad and why is he important to Muslims? 5. Why is the Prophet Muhammad so important to Muslims? 6. What do Muslims do because they love to treat the Quran with respect?	4. How do teachings from the Qur'an help Muslims to lead their lives in worship to Allah? 5. How do fasting and giving help Muslims to worship Allah? 6. Who is a Muslim and how do many Muslims live?	3. Forgiveness: How does it feel to be forgiven? 4. What does the story of Jonah and the Big Fish tell us about God? 5. What are some different types of prayer used by Christians? 6. What do Christians believe God is like?	good news that Jesus brings about forgiveness? 4. What do many Christians believe is the good news that Jesus brings about peace? 5. What might Christians do to follow the life of Jesus and bring 'good news' to people? 6. How might Christian prayer link to saying sorry and forgiveness?	4. What do worldviews say about how valuable people are? 5. How do Muslims and Christians welcome a new baby? 6. How do people show that they belong to each other?
Vocab	Creation, World, Belief, Thank, Harvest, God, believe, Bible, Genesis, praise	Shahadah, Zakat, Muslims, Hajj, Islam, Sawm, Salah, Tawhid, Ramadan, Prophet, Qur'an	Allah, Tawhid, Imam, Shahadah, Prophet Muhammad, Qur'an, Eid-ul-Fitr	Parable, beliefs, forgiveness, worship, sin, prayer, holy, loving, forgiveness, Father	Disciples, gospel, forgiveness, peace, friendship, apostles	Christians, Muslims, Jews, community, belonging, wedding, marriage, Christening, Shabbat, faith, baptism, parable
Key knowledge and skills	Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world Give at least one example of what Christians do to say 'thank you' to God for Creation Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g.	Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g.	Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)	Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for	Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Give examples of ways in which people express their identity and belonging within faith communities

		care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make	example: charity, confession) Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	1.9: How should we care for the world and for others, and why does it matter?	1.3 INCARNATION: Why does Christmas matter to Christians?	1.5 SALVATION: Why does Easter matter to Christians?	1.6: Who is Jewish and how do they live? (Part 1)	1.6: Who is Jewish and how do they live? (Part 2)	1.8: What makes some places sacred to believers?
Unit overview	In this unit, pupils will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. Later in the unit,	In this unit pupils will start to think about the term secular and religious. Drawing from their knowledge from Foundation Stage, they will talk about the key events from the Christmas story in more detail. Pupils will find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. They will focus on religious artwork,	In this unit, pupils will recognize that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. They will find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. Pupils will learn about how Christians show their beliefs about Jesus being their savior within celebrations and worship in church at	In this unit, pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Later in the unit, pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.	In this unit, pupils will find out about various places of worship and why they are important to many believers. They will focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. Pupils will also spend time considering the similarities that all places of worship have and how they support their local	

	pupils will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. Pupils will also take time to consider why people who are religious and non-religious should care for others and look after the natural world.	saying how and why it helps Christians today to celebrate the key events from the story.	Easter. Pupils will learn about the instructions that Christians believe that Jesus gave his followers about how to behave. They will consider what the story of Easter means for Christians today and why they put their hope in heaven.		communities in practical ways.
Small steps / Learning focus	1. What do Christian people believe about caring for people? 2. What do Jewish people believe about being unique and special to God? 3. What do Jewish people believe about caring for people? 4. How do some religious and non-religious people show that they care for people? 5. What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world? 6. How should we care for others and the world and why does it matter?	1. Who was Jesus? 2. What happened in the story of the birth of Jesus? 3. Was Jesus born where people would have expected? 4. Why is waiting and preparing for Christmas important for many Christians? 5. What do some people like to say thank you for at Christmas? 6. How do people use the story of the nativity to guide their beliefs at Christmas?	1. What are the main events of the Bible story of Holy Week and Easter? 2. What are the six biggest moments in the story of Easter? 3. How do Christians feel about the main events of the Bible stories of Holy Week and Easter? 4. Why do Christians say 'Good Friday' for the day Jesus died? 5. What impact does the Easter story have on many Christians? 6. Why does Easter matter to Christians?	1. What is precious to Jewish people? 2. What does a mezuzah remind Jewish people about? 3. How and why do Jewish people celebrate Shabbat? 4. What stories do Jewish people tell from the Torah? 5. What might the story of Chanukiah make Jewish people think about? 6. What is the role of a Rabbi? 7. How do some Jews prepare for Shabbat? 8. What does the calling of Samuel mean to some Jews? 9. How do some Jewish people remember God? 10. Why might Jewish people celebrate in this way?	1. Which places are special to me? Where is a sacred place for a believer to go? 2. Which place of worship is sacred for Christians? 3. Which place of worship is sacred for Jewish people? 4. What happens during worship at a church and a synagogue? 5. Which place of worship is sacred for Muslims? 6. How are places of worship similar and different? Why are places of worship important to our community?
Vocab	Community, World, Psalm, Stewardship, love, Genesis, Religious,	Incarnation, Jesus, Mary, Joseph, Shepherds,	God, Salvation, Saviour, Resurrection, Eternal Life,	Precious, Jewish, Judaism, Shema Prayer, Mezuzah, Shabbat, Torah, Chanukah	Worship, Jewish, Holy, Christian, Muslim, community, Mosque,

	Nonreligious, Christian, Jews	Advent, Secular, Religious, Birth, Celebration	Secular, Easter, Worship, Good Friday, Religious		Sacred, Church, Synagogue, Place of worship, Shabbat
Key knowledge and skills	Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world. Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should	Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas.	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Recognise that Jesus gives instructions about how to behave Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too	Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas

	care for others and look after the natural world.				Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.
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LSK2 Rolling Programme						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	L2.2 PEOPLE OF GOD: What is it like for someone to follow God?	L2.3: GOD/ INCARNATION: What is the 'Trinity' and why is it important for Christians?	L2.11: How and why do people mark the significant events of life?	L2.10 GOD/TORAH/ THE PEOPLE: How do festivals and family life show what matters to Jews?	L2.4 GOSPEL: What kind of world did Jesus want?	L2.12: How and why do people try to make the world a better place?
Unit overview	In this unit, pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's	In this unit, pupils will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out about what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today.	In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. Pupils will learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.	In this unit pupils will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.	In this unit, pupils will learn about the concept of 'Gospel' which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. Later in the unit. They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many.	In this unit, pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. Pupils will consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and nonreligious (e.g Humanist) worldviews. They will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of

	books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers.					views. Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world.
Small steps / Learning focus	1. Which information about Bible stories can we get from different types of text? 2. What can we learn about Noah from reading the Biblical story? 3. What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live? 4. What is the link between a Christian wedding ceremony and the idea of covenant? 5. Did Abram show he trusted God? 6. Is it always easy for Christians to try to follow God?	1. What is the Trinity? What happens in the biblical story of the baptism of Jesus? 2. How is the Trinity shown in the Biblical story of the baptism of Jesus? 3. Why is the biblical story of the baptism of Jesus important for many Christians? 4. What are the similarities and differences between infant baptism and believer's baptism? 5. What might affect a Christian's decisions about baptism? 6. What is the Trinity and why is it important for Christians?	1. How and why do people mark the significant events in life? 2. What is the significance of baptism for Christians? What happens and what does it mean? 3. How do many Jewish people mark becoming an adult? 4. What ceremonies do many Hindus mark in the journey of life? 5. Why do people choose to get married? 6. What do wedding ceremonies show us about commitment, love, promises?	1. What do many Jewish people do to mark Shabbat? 2. What does Shabbat look like in the UK today? 3. What do different Jewish people celebrate at Rosh Hashanah? 4. What happens at Yom Kippur? 5. What is the story of Pesach (Passover)? 6. Why do many Jews celebrate Pesach (Passover) every year?	1. What kind of world did Jesus want? 2. How does 'fishers of men' apply to Christians today? 3. What is an evangelist? 4. How did and does Jesus want people to act? 5. What does the Good Samaritan teach Christians? 6. What kind of world did Jesus want?	1. How and why do people try to make the world a better place? What is wrong with the world? 2. How can the 'Golden Rule' help people to work out how to make the world a better place? 3. Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place? 4. Who is inspired by Jesus' example of sacrifice? 5. How do Muslims try to make the world a better place? 6. How do non-religious people try to make the world a better place?
Vocab	Prophets, Abram, Noah, Wedding, Old Testament, Pilgrimage, Muslims, Holy, Church, Promise, Abraham, Covenant, Righteous, Christians	Trinity, Holy spirit, Messiah, John the Baptist, Believer's Baptism, Pilgrimage, Muslims, Holy, Church, Father, Jesus, Scripture, Infant Baptism, Denomination	Significant, Journey, Baptism, Commitment, Marriage, Bar Mitzvah, Bat Mitzvah, Ceremony, Wedding, Sacred thread	Freedom, Shabbat, Torah, Shema, Rosh Hashanah, Yom Kippur, Pesach/Passover, Exodus, commandment, Progressive, Orthodox, Forgiveness	Possessions, Qualities, Jesus, Disciples, 'Fisher of People', Outcasts, Gospel	Love, forgiveness, honesty, kindness, generosity, service, Tikkun Olam, Zakah, Jewish, Christian, Muslim, steward, salvation, Humanist, golden rule
Key knowled	Make clear links between the story of Noah and the idea of covenant	Recognise what a 'Gospel' is and give an example of	Identify some beliefs about love, commitment and promises in two	Identify some Jewish beliefs about God, sin and	Identify texts that come from a Gospel, which tells	Identify some beliefs about why the world is not

ge and skills	Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make links between the story of Noah and how we live in school and the wider world.	the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah	religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of	forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views
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		makes sense in the wider story of the Bible Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	commitment are or are not valuable today.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	L2a.1 CREATION/ FALL: What do Christians learn from the creation story?	L2.7 BRAHMAN/ ATMAN: What do Hindus believe that God is like?	L2.9 IBADAH: How do festivals and worship show what matters to a Muslim?	L2.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'?	L2.8 DHARMA: What does it mean to be a Hindu in Britain today?	L2.13: How do people from religious and non-religious communities celebrate key festivals?
Unit overview	This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.	This unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.	In this unit, pupils will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.	In this unit, pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some	In this unit, pupils build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma through two stories which will sow seeds for examining this concept in more depth in Upper Key Stage 2.	In this topic, pupils will learn how people from both religious and non-religious communities celebrate important festivals and special occasions. They will explore why these events matter, how traditions are followed, and what different celebrations can teach us about people's beliefs and values. Pupils will also compare similarities and differences between festivals, helping them understand and respect a range of cultures and ways of life.

				Christians live their lives in the way that they do.		
Small steps / Learning focus	1. Where does Creation belong in the 'Big Story' of the Bible? 2. What kind of world do Christians believe in? 3. How have Christians interpreted looking after the world? 4. How do different Christians think about and look after the environment? 5. What do Christians mean by 'The Fall'? 6. What do many Christians learn from the stories of Creation and the Fall?	1. How do many Hindus describe ultimate reality? 2. How might the idea of Brahman being in everything affect how you live? 3. What can we find out about some Hindu deities? 4. How do many Hindus understand deities? 5. What can we learn about deities from Ganesh? 6. How do many Hindus describe the divine?	1. How do festivals and family life show what matters to a Muslim? 2. What does the opening chapter of the Qur'an teach Muslims about God? 3. Why does prayer matter to Muslims? 4. Why is the mosque a special place for Muslims? 5. Why do Muslims celebrate at the end of Ramadan? 6. What more can we find out about how Eid is celebrated?	1. What can you remember about Holy Week? 2. How did people feel on Good Friday? 3. Why did Jesus have to die and rise again? 4. Why is the Easter story important? 5. For Christians, why is Good Friday so important? 6. Why do Christians call the day Jesus dies 'Good Friday'?	1. What is Hindu Dharma? 2. How and why do many Hindus perform Puja? 3. What is dharma? What can we learn from the story of King Yudhishtira? 4. What does the Ramayana tell Hindus about dharma? 5. How and why do many Hindus celebrate Diwali? 6. Can I plan a Diwali celebration for my local community?	1. How do you celebrate different festivals? 2. What are some of the core beliefs, values and stories during a Christian festival? 3. How can I interpret and gather information using a questionnaire? 4. What is important to people during a festival? 5. How do religious and non-religious people celebrate festivals in our community? 6. What can we learn by asking questions about different beliefs and practices?
Vocab	Creation, Catholic, Big Story, Responsibility, Sin, Pilgrimage, Muslims, Holy, Church, Steward, Interpret, Genesis, Fall, Temptation	Hindu, Brahman, Deity, Namaste, Shiva, Aum, Atman, Lakshmi, Vishnu, Brahma	Prophet, Muhammad, Allah, Fasting, Tawhid, Quran, Salah, Ramadan, Sawm, Eid	Salvation, Jerusalem, Resurrection, Forgiveness, Crucifixion, Palm Sunday, Disciples, Sin, Easter, Calvary	Hindu, Puja, Ramayana, Shrine, Rama, Dharma, Deity, Mandir, Diwali, Sita	religious non-religious festivals community celebrate beliefs practices values important worldview
Key knowledge and skills	Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world	Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God	Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.	Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the	Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith	To identify and describe some core beliefs, values and stories remembered at festivals. Make simple links between stories, teachings and values behind festivals and how people remember these when celebrating. Describe how people show what is important to

	Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness. Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today	Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas	Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas	importance of the events of Holy Week Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions	(e.g. between different communities in Britain, or between Britain and parts of India) Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	them at a festival in how they mark it. Identify some differences in how people within and between different religious and non-religious worldviews celebrate festivals (e.g. different approaches to celebrating Christmas). Raise questions and suggest answers about how far beliefs and different practices studied might make a difference to how pupils think and live.
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UKS2 rolling programme						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	U2.1 GOD: What does it mean for Christians to believe that God is holy and loving?	U2.6 KINGDOM OF GOD: For Christians, what kind of king was Jesus?	U2.10: What matters most to Humanists and Christians?	U2.4 GOSPEL: How do Christians decide how to live? 'What would Jesus do'?	U2.9 GOD/ TORAH: Why is the Torah so important to Jewish people?	U2.14: Green religion- What do religious and non-religious worldviews teach about caring for the Earth?
Unit overview	In this unit, pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. They will study passages from the book of Isaiah and Psalm 103 (Old Testament) and	In this unit, pupils will find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's kingdom by letting God rule in their hearts.	In this unit, pupils will think carefully about actions, sources of authority, values, religious and nonreligious worldviews. They will make links with sources of authority that tell people how to be good. Pupils will spend time thinking about	In this unit pupils will learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness	Within this unit, pupils will build on their learning about the Jewish worldview and way of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural	This unit investigation enables pupils to learn in depth about issues of climate change, environmental protection and the future sustainability of the planet, in the light of teaching

	the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. Pupils will learn how to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God. Pupils will link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. Pupils will be able to explain that for most Christians, getting to know God is like getting to know a person.	Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. Pupils will spend time discussing what the parables that Jesus told might mean for Christians today and how they may have an impact on how Christians live. Pupils will focus on the parable of the great banquet and the parable of the unforgiving servant. They will explore how some Christians interpret these parables as saying that people need to accept the invitation to God's Kingdom and should not get distracted by the temptations of the world, and that forgiveness and mercy is at the heart of what it is to live under God's rule. Pupils will also find out about ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social structures in their local area and around the world.	the similarities and differences between Christian and Humanist ideas about being good and how people live. They will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.	accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching. They will learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told. Pupils will talk about the meanings of different biblical texts and what they mean for Christians today. They will focus on what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow. Pupils will also spend time discussing how Christian communities today act and how this is based on Jesus' teachings.	heritages of British Jews. They will investigate the centrality of Torah through examining how a Sefer Torah is constructed, it's place within the synagogue and how different Jews may interpret the Torah in diverse ways. They will consider how interpretation of Torah influences dietary choices. Finally, they will reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate.	and practice from 4 different religions (limit this to two or three if you wish, for the clarity you can achieve it if time is shorter). They will use a case study about Greta Thunberg to introduce the issues of climate justice. From her story, pupils can tell about her personal worldview and what matters most to her.
Small steps /	1. What words do pupils connect to the idea of 'God'? What words do	1. In Jesus' parables, who is invited into God's kingdom?	1. What matters most to Humanists and to Christians? Rules: do we	1. Why do Christians think it is wise to follow Jesus'	1. What do Jewish people look like, and where do we	1. Who does the Earth belong to?

Learning focus	Christians connect to their idea of God? 2. What does the Bible say God is like? 3. How can ideas of God be expressed in art? 4. How do some Christians respond to a holy and loving God? 5. How do churches and cathedrals reflect Christian ideas about God? 6. What does it mean if Christians believe God is holy and loving?	2. According to Jesus' teachings, how important is forgiveness in God's kingdom? 3. How does Christian Aid try to make the world more like God's kingdom? 4. How do Christians see God's kingdom as being now and in the future? 5. For Christians, what are the features of God's kingdom and Jesus' kingship? 6. How do Christians try to live in God's kingdom?	need them? Who breaks them? 2. Who is a Humanist? What codes for living do non-religious people use? 3. Who is a Humanist? What codes for living do non-religious people use? 4. What values matter most to Christians? How does it show? How can our different values be discussed? 5. How do Humanists and Christians know how to act? What do they base their decisions on? 6. What matters most to Humanists and to Christians?	teachings? The Gospels/ W.W.J.D 2. Why do Christians think it is wise to follow Jesus' teachings? Firm foundations. 3. What was Jesus' Sermon on the Mount all about? 4. How do some Christians follow Jesus' example in caring for those in need? 5. How do some Christians follow Jesus' example in caring for those in need? Research The Leprosy Mission 6. How far do Jesus' teachings and actions inspire others?	find Jewish people in the UK? 2. What is the Torah? What is the Sefer Torah? 3. Why are there different types of synagogue in the UK? 4. How does the Torah influence what Jewish people might eat? 5. How are Jewish people adapting festivals in the UK? 6. Why is the Torah important to Jewish people?	2. What do Muslims think and do about caring for the earth and working to improve the environment? 3. What do Christians think and do about caring for the earth and working to improve the environment? 4. What do Hindu people think and do about caring for the earth and working to improve the environment? 5. What do Jewish people think and do about caring for the earth and working to improve the environment? 6. How can we make religion 'greener'?
Vocab	Holy, Omnipresent, Omniscient, Believer, Eternal, Loving, Omnipotent, Isaiah, John, Testament	Parable, Kingdom, Salvation, Forgiving, Unforgiving, Banquet, Biblical, Inheritance, Social, Unjust	Humanist, Non-religious, Belief, Moral, Golden rule, Humanism, Worldview, Christian, Values, Authority	Commandments, foundations, prayer, justice, generosity, gospel, interpretation, leprosy, parables, saviour, sin, creation, incarnation	Torah, Shema prayer, Mezuzah, Tefillin Kosha, Shabbat, Sefer Torah, Orthodox, Progressive, Yad	Climate change, Greta Thunberg, Tu B'sheva, ahimsa, Christians, Non-religious, khalifa, Hindus, Jews, Muslim, righteousness, corruption, dharma
Key knowledge and skills	Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms Make clear connections between Bible texts studied and what Christians believe about God; for example, through	Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians	Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')	Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Make clear connections between Gospel texts, Jesus' 'good	Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today	Make connections between beliefs about the earth and activist behaviour in two or more different religions Describe the teaching of two or more religions about the natural world using new appropriate vocabulary accurately Discuss and apply ideas from Islam such as 'khalif'

	how cathedrals are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	put their beliefs into practice. Show how Christians put their beliefs into practice in different ways Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. Articulate their own responses to the idea of the importance of love and service in the world today	Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice) Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views	news', and how Christians live in the Christian community and in their individual lives Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view.	Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	or 'corruption' to green issues Discuss and apply ideas from Christianity such as stewardship and the Fall of Humanity to green issues Discuss and apply ideas from Judaism such as the new year for trees, Tu B'shevat Discuss and apply Hindu ideas such as the concept of goddess Bhumi, Mother Earth and ahimsa, harmlessness, to green issues Understand the challenges facing the planet and responses from different religions Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' Recognise that there are different points of view about how we respond to climate change issues
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	U2.2 CREATION: Creation and science: conflicting or complementary?	U2.3 INCARNATION: Why do Christians believe that Jesus is the Messiah?	U2.7 KARMA/ DHARMA/ SAMSARA/ MOKSHA: Why do Hindus try to be good?	U2.11: What does it mean to be Humanist in Britain today?	U2.8 TAWHID/ IMAN/ IBADAH: What does it mean to be a Muslim in Britain today?	U2.13: What can be done to reduce racism? Can religion help?
Unit overview	In this unit, pupils will find out about the importance of creation within the 'Big Story' of the Bible. They will study Genesis 1 and find out about how	In this unit, pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the	In this unit, pupils will build on their learning about the Hindu worldview and way of life with particular progression from the units on 'what do	In this unit, children will learn about Humanism as a non-religious worldview. Using 2021 Census data from the Office for National Statistics, they	In this unit, pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. They will find out about Muslim	This unit of work recognises that racism is dangerous and unjust, and seeks to give teachers resources for prejudice-reduction that

	different Christians may interpret this text in different ways. Pupils will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says. Pupils will also encounter scientists who are religious and those who are not, and discuss how they may or may not find science and faith compatible. They will encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers. By the end of the unit, pupils should understand that whilst some people see science and religion as opposites, others do not.	story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.	Hindus believe God is like?' and 'what does it mean to be a Hindu in Britain today?' They will build on their understanding of dharma. Pupils will hear and interpret the story of the man in the well from the Mahabharata. They will investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.	will explore how many people in the United Kingdom identify as having no religion, including Humanists supported by Humanists UK. Pupils will examine core Humanist values such as empathy, equality, and responsibility, how these are put into practice, and reflect on what motivates people to do good without belief in a god or afterlife.	sources of authority and how they guide daily living for believers. Pupils will learn about ibadah and links to the Five Pillars, festivals, and places of worship. They will learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.	are also good RE. It is not enough to settle for mere tolerance (though this is a lot better than intolerance). It is better to respect other people, not just to tolerate them. The project which gives rise to this unit plan aspires to mutual understanding and harmony between people with very different experiences. The project materials aim to recognise the deep challenges our society faces because of racism and to confront prejudice head on where necessary. The RE curriculum has had some good practice in this area for many decades, but more can be done, and it can be done better. This modest set of resources aims to contribute to challenging and reducing racism through RE.
Small steps / Learning focus	1. What can we find out about the creation story in Genesis 1? 2. What might many Christians see as important in Genesis 1? 3. What relationships do scientists have with religious worldviews? 4. How and why do some Christians see both	1. What was going on that meant the People of God needed a saviour? 2. What kind of rescuer/Messiah were people expecting? 3. Why do Christians believe Jesus fulfils the expectations of the Messiah?	1. Who or what is Brahman? 2. What is atman? What can be learned about atman through a Hindu story? 3. What is samsara? Why is atman important? What else is important? 4. How might dharma affect the way someone lives their life?	1. What does the data say about non-religious people and specifically Humanists? 2. What are the core values that motivate some humanists to make the world a better place? 3. What ways do some Humanists put their beliefs and values into practice?	1. How many Muslims and how many mosques are there in Britain? 2. How might the five pillars affect the lives of Muslims in Britain today? 3. Why is Zakah/charity important to Muslims? How is charity important to you? 4. Why do Muslims go on pilgrimage?	1. Racism: what is it, and why is it unfair? 2. What can we learn from the stories of two statues in Bristol? Colston & Wesley 3. How did Saint Peter learn that 'God has no favourites'? 4. The Golden Rule and Silver Rule: what are they,

	science and religion as important? 5. What are some different Christian views about the relationship between science and religion? 6. Creation and science: conflicting or complementary?	4. Why do most Christians believe Jesus is the Messiah? 5. How does Christmas fit in with Christian beliefs about Jesus? 6. Why do Christians believe that Jesus was the Messiah?	5. What is ahimsa and how does it affect the lives of Hindu people? 6. Why do Hindus want to be good?		5. What is the importance for Muslims to go on pilgrimage? 6. What does it mean to be a Muslim in Britain today?	and why are these rules found in so many religions? Can following the Golden Rule reduce racism? 5. Anti-racist people from different religions – what can we learn from some examples? 6. How can I express my own vision for justice and equality?
Vocab	Science, Genesis, Big bang, theory, Complementary, Creation, Literal, Creator, Conflicting, Interpretation, Theory	Incarnation, trinity, gospel, prophecy, Messiah, saviour, advent, Christmas	Dharma, Samsara, Reincarnation, Atman, Duty, Karma, Moksha, Brahman, Ahimsa, Deity	Agnostic, Atheists, Golden rules, Humanist, Values, Peace, morals, God, Commandments	Muslim, Ibadah, Submission, Ramadan, Shahadah, Salah, Sawm, Zakat, Hajj, Pilgrimage	Fairness, Prejudice, Racism, Ethnicity, Justice, Hate speech, White privilege, Islam, Judaism, Christianity, Hinduism, Buddhism, Sikhi, Non-religious worldviews, Racism, Tolerance, Sensitivity, Respect, Acceptance, Prejudice
Key knowledge and skills	Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship	Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah	Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. Connect the four Hindu aims of life and the four stages of life with beliefs	Identify some data around numbers of non-religious people and specifically Humanists using, for example, Census data Identify some of the core values that motivate some humanists to strive to make the world a better place Give examples of reasons Give examples of ways in which Humanists put their beliefs and values into practice Give evidence and examples to show some differences in how	Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message). Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet) Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)	Describe simply two examples of racism, describing what is unfair or unjust in each case Choose some examples of the teaching of sacred texts about justice and say what they think about the meanings of these texts Give an example of a time when religious people could have done more to reduce racism Describe links between religious teaching and practice and the struggle to reduce racism, giving simple examples

	Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	makes sense in the wider story of the Bible Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	about dharma, karma, moksha etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view	people can be non-religious, including Humanists and others Think, talk and ask questions about what motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife Make connections between belief and behaviour in their own lives, in the light of their learning.	Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Sheffield today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views	Discuss three or more suggested ways of reducing prejudice and racism Consider and compare the teachings of two different religions about human unity Discuss a case study of 'religion against racism' thoughtfully Express reasoned ideas of their own about how prejudice and racism can be reduced, taking account of ideas from religion (e.g. in art)
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