

Year 1

Who is a Christian and what do they believe?

This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told.

Teaching in this unit will help children to understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people. This unit also allow pupils to study prayer and in particular the Lord's prayer.

Children can:

- Describe simply some Christian beliefs about God
- Describe simply some Christian beliefs about Jesus
- Retell a story that shows what Christians believe about God
- Share what a story about God might mean
- Share what the stories about Jesus say about good, bad, right and wrong
- Talk about issues of good and bad, right and wrong related to the stories
- Ask some questions about believing in God
- Explain some ideas of my own about God



What makes some places sacred?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about places of worship for Christians, Jewish people and Muslims. Pupils will have the opportunity to act as detectives answering their own questions about places of worship, what they are used for and their significance in the local community.



Children can:

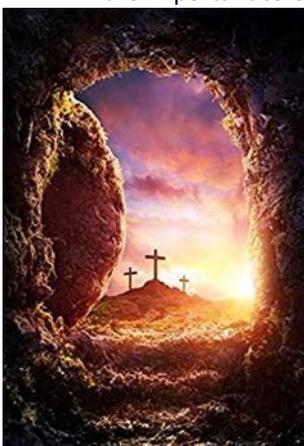
- Say why places of worship are important to the local community and give reasons for your answers
- Identify objects in a church and say how they are used and what they mean to believers.
- Identify objects in a mosque and say how they are used and what they mean to believers
- Identify objects in a synagogue and say how they are used and what they mean to believers
- Talk about an object that is used in worship, saying how it is used and how it shows what people believe
- Ask appropriate and respectful questions of believers.

How and why do we celebrate special and sacred times

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Easter, Pesach (Passover) and Eid-ul-Fitr. Through art, drama and music the significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations.

Children can:

- Describe how a festival is celebrated.
- identify some ways Christians celebrate Easter
- Describe what happens and what is being celebrated at Eid-ul Fitr
- Describe what happens during Ramadan
- retell stories connected with Easter and say why these are important to Christians



- Consider questions such as how might these foods help people remember this festival?
- Think of reasons why some people choose to fast during Ramadan
- Give reasons why some people like to celebrate important events
- Give reasons why some people use music in celebrations
- Describe the link between a selection of Easter artefacts and the story and celebration of

Easter events

- Describe the link between a selection of Pesach symbols and the story of Pesach

What does it mean to belong to a faith community?

This investigation enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community. They will learn about ways babies are welcomed in religions and the promises made at weddings. They will think about their own network of belonging and how we all belong to someone.

Children can:

- Recognise symbols of belonging from their own experience
- Recognize symbols of belonging for Christians.
- Recognize symbols of belonging for Jews and Muslims.
- Think about why symbols of belonging matter to believers.
- Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.
- Identify two ways people show they belong to each other when they get married.
- Respond to examples of cooperation between different people



Year 2

Who is a Muslim and what do they believe?

This investigation enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.

Children can:

- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.
- Re-tell a story about the life of the Prophet Muhammad.
- Recognise some objects used by Muslims and suggest why they are important.
- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.
- Find out about and respond with ideas to examples of cooperation between people who are different.



Who is Jewish and what do they believe?

This investigation enables pupils to think about what might be found in a Jewish home and how these objects link to the Jewish way of life. There is a focus on the mezuzah, the belief in one God, Shabbat and Chanukah.

Children can:

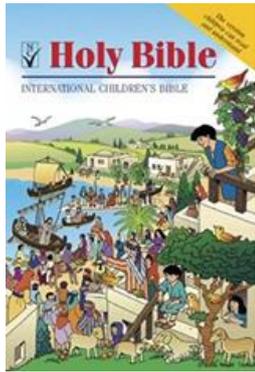
- Talk about how the mezuzah in the home reminds Jewish people about God.
- Ask good questions about how Jewish artefacts are used and their meaning.
- Talk about how Shabbat is a special day of the week for Jewish people.
- Give some examples of what Jewish people might do to celebrate Shabbat.
- Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means.



What can we learn from sacred books?

This investigation enables pupils to find out about sacred books from more than one religion. It clearly builds upon work from in Reception. Pupils begin by recapping their work on special books and thinking about what makes a book 'holy'. They then move onto looking at stories and teachings in holy books and finding out what these mean for believers. Pupils learn how different holy books are treated and that some stories appear in more than one book.

Children can:



- Independently give reasons why a holy book is considered to be 'holy'.
- Re-tell The Lost Sheep; suggest the meaning of this story.
- Re-tell the story of the Exodus.
- Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition.
- Suggest a meaning for the story of Prophet Muhammad and the Black Stone.
- Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story.
- Suggest answers to questions arising from the story of Jonah.
- Ask and suggest answers to questions arising from The Lost Sheep.
- Talk about issues of good and bad, right and wrong arising from the teachings.
- Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments.
- Recognise that sacred texts contain stories which are special to many people and should be treated with respect.
- Notice and respond sensitively to how people from different faiths still tell the story of Jonah today.

How and why do we celebrate special and sacred times

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying bible stories, the lives of believers such as Dr Barnado, Mother Teresa, the Jewish practice of Tzedekah and Sukkot celebrations pupils learn about how beliefs turn into actions for many religious and non-religious people. The unit encourages creativity through the use of art and music.

Children can:

- Give examples what Jesus said about the importance of people.
- Identify two examples of religious believers caring for people.
- Say what you know about the Jewish practice of Tzedekah.
- Identify the links between the teaching in the Torah and caring.
- Give simple reasons why Jesus told the story of the Good Samaritan.
- Answer questions such as what would it be like if everyone followed the golden rule?
- Describe different ideas about what God might be like from reading the creation story.
- Share their own creative ideas about what the creation.



What do different people believe about God?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.

Children can:

- Describe some things we cannot see but do believe in.
- Give simple reasons for their own ideas and metaphors about God.
- Consider questions such as: what is God like? If God is invisible, can we imagine what God is like?
- Give simple reasons for their own views and ideas about God.
- Think of reasons why some people believe in God and some do not.
- Discover what Christians mean when they say ‘Father, Son and Holy Spirit’ for God
- Describe some simple Muslim beliefs about God based on 12 of the 99 Names of Allah
- Describe the Shahadah, the Muslim statement of faith in one God
- Describe the symbolism of Hindu murtis / statues of the gods and goddesses.
- Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses.
- Know some of the artefacts religious people might use when they talk to God or pray.
- Understand that prayer is a way religious believers believe they can communicate with God.
- Consider questions such as ‘Why is it hard to talk about God?’
- Describe, with examples, the influence believing in God has on the lives of believers.



Why do people pray?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.



Children can:

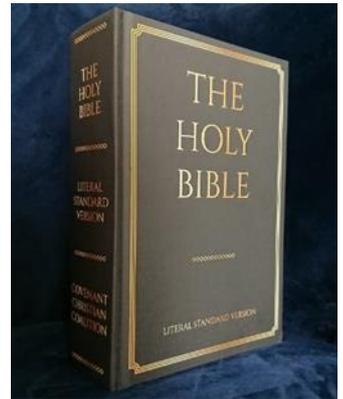
- Describe and outline some ways Christians pray, including using the Lord’s Prayer.
- Describe and outline some ways Muslims pray, including how they use the First Surah of the Holy Qur’an.
- Describe and outline some ways some Hindus pray and worship, including using the Gayatri Mantra.
- Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray.
- Describe ways in which prayer can comfort and challenge believers.
- Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.

Why is the Bible important for Christians today?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Christian scriptures – the Bible – exploring questions about what the Bible says and how the bible is used and valued in Christian communities today.

Children can:

- Describe what Christians and/or people from other religions believe makes their book sacred or holy.
- Describe how the bible is divided into books, chapters and verses, and arranged in two ‘Testaments.’
- Describe some things that Christians find helpful about reading their Bible?
- Look for similarities and differences between their own ideas about God and some Christian ideas
- Find out more about the ways Christians think of God and see the world
- Describe the story of Genesis chapter 1 and think and talk about the meaning of temptation.
- Describe Jesus’ teaching about forgiveness.



What does it mean to be a Christian in Britain today?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.

Children can:

- Describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each.
- Describe how one hymn or song shows specific Christian beliefs or teaching.
- Describe two things that might be hard or a challenge about being a Christian.
- Give reasons why Christians and others help other people.
- Note similarities and differences between the reasons that religious people and non-religious people give for helping people.
- Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this?



Year 4

Why is Jesus inspiring to some people?

This investigation enables pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered an inspiring figure by Christians – and by many other people too.

Children can:

- Connect the story of the unforgiving servant with an example of Christian life or action.
- Connect the story of the feeding of the five thousand with an example of Christian life or action.
- Define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter.
- Describe how and why Christians celebrate/mark Palm Sunday, Maundy Thursday, Good Friday and Easter day.
- Identify the most important parts of Easter for Christians and say why they are important.



Why are festivals important to religious communities

This investigation enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Divali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam.

Children can:

- Make links between beliefs about Jesus and the celebration of Easter.
- Make links between the symbols used by churches and Christians in holy week and the celebration of Easter.
- Make links between the symbols on a Seder plate and their meaning.
- Make links between the story of Lakshmi and practices at Divali.
- Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach.
- Identify similarities and differences between the ways two Christian denominations celebrate Easter.
- Identify similarities and differences between the celebrations of two festivals.
- Identify some of the celebrations that form a part of my own life.
- Make links between things that are important in our community and celebrations that are held or could be held.



Why do some people think that life is a journey? What significant experiences mark this?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah, Hindu Samskaras and marriage, pupils explore how and why people chose to mark significant moments in life.



Children can:

- Describe how life is seen as a journey by some people.
- Think of reasons why some people have rituals to mark important life events.
- Describe two different Christian celebrations of

belonging/initiation.

- Describe what happen at a Jewish Bar or Bat Mitzvah ceremony.
- Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha.
- Describe the significance of the Hindu sacred thread ceremony.
- Describe a wedding ceremony for two different religions.
- Consider questions about the importance and significance to Christians of different forms of baptism.
- Suggest reasons why some Christians baptise babies at birth and others have believer's baptism.
- Suggest reasons why these ceremonies are significant to Jewish people.

What does it mean to be a Hindu in Britain today?

This investigation enables pupils to learn about key aspects of Hindu belief and worship. What we call 'Hinduism' is the diverse way of life, spiritual practices and beliefs of the Indian people. We are focusing on British Hindus, and there is great diversity in British Hinduism as well as the original Indian Hinduism. Hinduism is more appropriately called 'Sanatana Dharma'; eternal truth. We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions. We will also think about being a Hindu in Britain today.

Children can:

- Describe puja and how it shows Hindu faith.
- Make connections with some Hindu beliefs and teachings about aims and duties in life.
- Describe some ways in which Hindus express their faith through puja, aarti and bhajans.
- Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.
- Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.
- Describe how the life of Gandhi shows Hindu beliefs in action.



What can we learn from religions about deciding what is right and wrong?

This investigation enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils think about what religious stories show temptation.



Children can:

- Describe what temptation is and how it can affect people's behaviour.
- Make links between stories about temptation examples of people being tempted now.
- Describe ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong.
- Explain how Golden Rule can be found in the thinking of many different groups of people including Jewish people, suggest ways Jewish people might follow the rule.
- Give examples of how the Ten Commandments might show Jewish people how to live.
- Explain that many Christians are guided to know what is right and wrong by words of Jesus, including the Beatitudes and two great commandments.

Why do some people believe God exists?

This investigation enables pupils to learn in depth from different religious and non-religious groups about belief in God. Pupils enquire into the key question- raising questions about the nature and existence of God focussing on Christian ideas about God. Pupils will consider why people do or don't believe in God and the impact that might have on the way they live their everyday life. This investigation provides an opportunity to meet Christians, agnostics and atheists and ask questions about why they do or don't believe in God.



Children can:

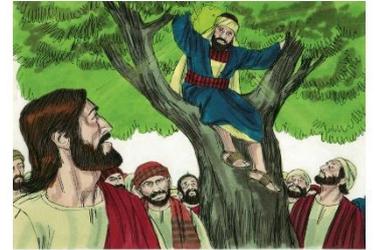
- Give several examples to show how believing in God can affect people's lives differently.
- Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.
- Express their own ideas about theism, atheism and agnosticism.
- Suggest answers to some of the Big Questions about the existence of God.
- Consider reasons that people might believe or not believe in God.
- Respond thoughtfully to the question, "Is God real?" giving evidence to back up my ideas.
- Consider how facts, beliefs and opinions come about and how they are interpreted.
- Respond thoughtfully to the question, "Is God real?" giving evidence to back up my ideas.

What would Jesus do? Can we live by the values of Jesus in the twenty-first century?

This investigation enables pupils to learn in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings.

Children can:

- Describe Jesus' teaching on how his followers should live.
- Describe the 'mission' of Jesus and give examples of how this might mean Christians should live.
- Interpret the widows offering and the story of Zacchaeus saying what they show Christians about how they should handle wealth
- Describe some of Jesus' stories, teachings and example to show why he saw forgiveness as so important.
- Explore and explain the impact of Jesus' teaching on some examples of major Christian charities in the UK today.
- Use some examples of Christian text (scripture and prayer) to understand the way Christians believe we should treat each other in modern times,
- Give examples of how following the example of Jesus might have on Christians and other communities
- Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.



If God is everywhere, why go to a place of worship?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about worship, drawing out more detail, history and diversity through focussing on places of worship. Pupils learn about the various purposes of a place of worship as well as how believers see these places. Opportunities to debate are given, to offer pupils a chance to reflect for themselves on the value and purpose of worship in religion.

Children can:

- Describe and explain differences within Anglican and Baptist churches.
- Make links between Christian beliefs and features of these places of worship.
- Describe differences between worship in the home and at the mandir.
- Describe the differences between different Jewish synagogues.
- Make links between Jewish beliefs and features of Jewish places of worship.
- Describe what places of worship are for.
- Describe what people from different religions would say the most important function of their place of worship is.
- Make links between Hindu beliefs and worship.
- Give examples of how places of worship are helpful to believers in difficult times.
- Explain how and some people see the place of worship as being more about the people than the building.

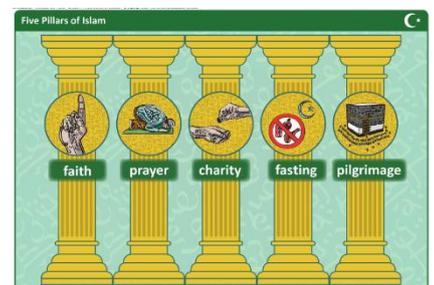


What does it mean to be a Muslim in Britain today?

This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas. This investigation provides an opportunity to learn about the Qur'an and other forms of guidance and visit a Mosque.

Children can:

- Make links between Muslim practice of the five pillars and Muslim beliefs about God.
- Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad.
- Describe and reflect on how the Qur'an is significant to Muslims.
- Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims.
- Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim.
- Identify and explain connections between the main functions of the Mosque and Muslim beliefs



Year 6

What do religions say to us when life gets hard?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life teaching about hard times, focussing on exploring death. We have exemplified the unit in this way as we are aware that this is a difficult but essential topic for teachers to explore with children. By the age of 10 many children will have experienced grief and death. This unit allows them to talk about these ideas when emotions are less raw than after a bereavement. The activities enable pupils to share their ideas but do not force children to do so. The use of story acts as a distancing device within the unit.

Children can:

- Give reasons why some people might be comforted by their beliefs when someone dies.
- Describe the impact that the belief that we have a soul might have on the way someone might live their life.
- Describe the Hindu belief in reincarnation and Karma.
- Describe a link between a reading that might be used at a funeral and a Christian belief about life after death.
- Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death.
- Explain some similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation.
- Describe similarities and differences between non-religious and Christian beliefs about the afterlife.



- Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people.

What matters most to Christians and to Humanists?

This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. If it is pupils' first encounter with Humanism, teaching will secure their understanding of what a non-religious way of life means, both similar to and different from Christianity.

Children can:

- Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.
- Describe some Christian and Humanist values simply.
- Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.



Is it better to express your religion in arts and architecture or in charity and generosity?

This investigation enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as

expressions of devotion to God and worship, and about how they practice generosity and charity. Muslim and Christian examples are sometimes criticised by nonreligious people: this critique is examined too.



Children can:

- Understand different reasons why some buildings are sacred.
- Consider, discuss and weigh up different views about why mosques are important.
- Consider, discuss and weigh up different views about why Christian sacred buildings are important.
- Consider, discuss and weigh up different views about why religious art is important.
- Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important.
- Notice, list and explain similarities and differences between different sacred buildings.
- Notice, list and explain similarities and differences between Christian and Muslim sacred buildings.
- Describe and make connections between examples of religious creativity in Muslim buildings.
- Describe why mosques matter to the Muslim community.
- Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture.
- Apply ideas about generosity from scriptures, Muslim and Christian, to the title question.
- Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.

What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions in ways that relate to commitment.

Children can:

- Make connections between beliefs and behaviour in different religions.
- Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.
- Describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations.
- Explain the connection between the work of Sewa UK to the Hindu concepts of Sewa and ahimsa.
- Make connections between beliefs and behaviour in Christian religion.
- Make connections between belief in the grace of God teachings and sources of wisdom in the three religions.
- Outline the challenges of being a Hindu, Christian or Muslim in Britain today.
- Consider similarities and differences between beliefs and behaviour in different faiths.
- Describe some of the impacts of religious commitments on life.
- To debate and give reasons for decisions about a religious issue: what matters most in the worldwide Muslim community?
- Explain links between the stories of Jesus and the chosen leader using the concepts of grace, generosity and forgiveness.



