



Grange Primary Academy

The best in everyone™

Part of United Learning

Religion & Worldviews

Expectations

2023-2024



GPA Curriculum Principles: R&W



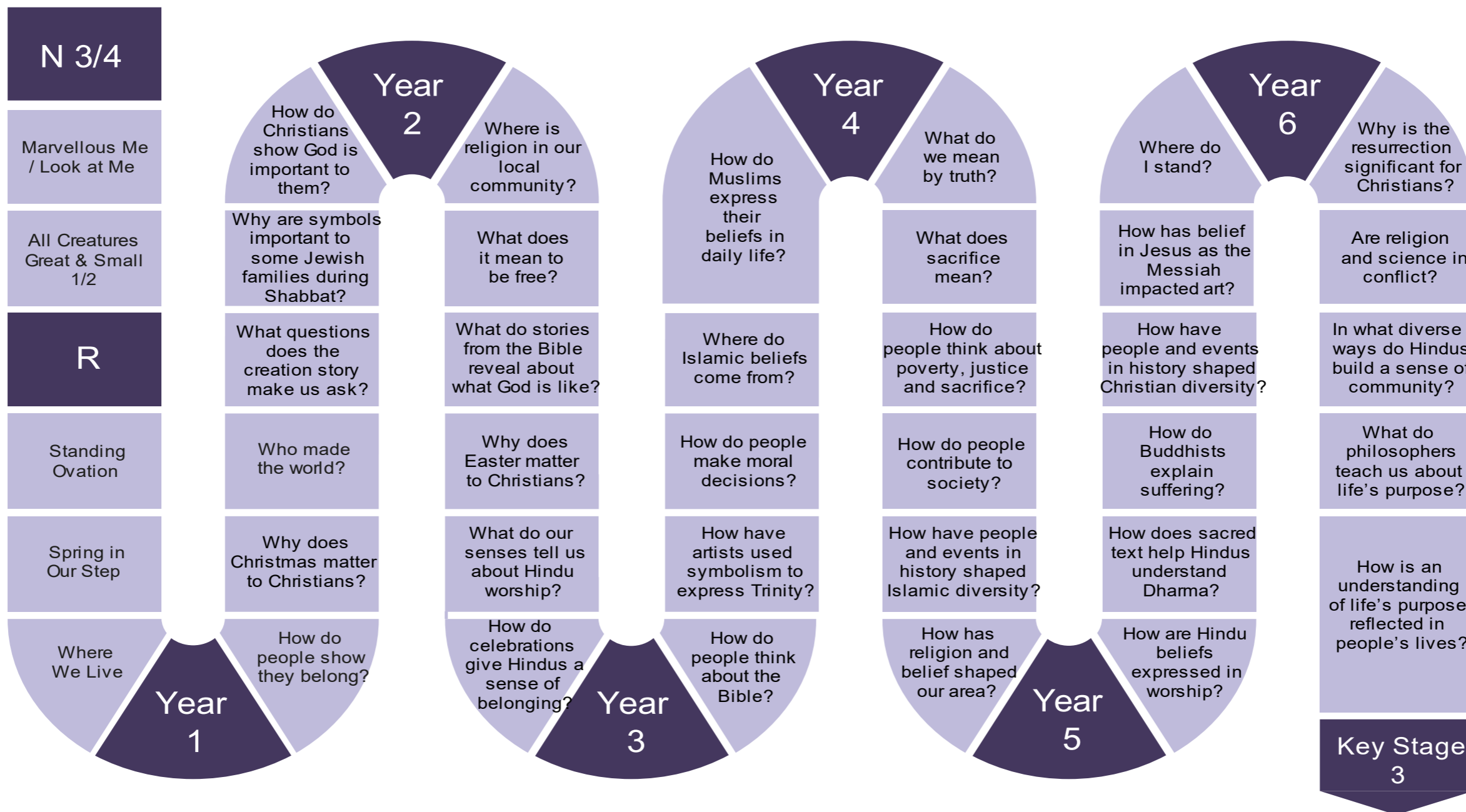
The GPA Curriculum for Religion & Worldviews provides all children, regardless of their background with:

- **Coherent** and **sequenced substantive knowledge** of religion and worldviews represented in Britain and the wider world, selected to build pupils' understanding through three vertical concepts. These vertical concepts build a thematic narrative and provide the context across diverse worldviews, as well as using small steps to help pupils gain a deep understanding of complex abstract ideas:
 - **Sacrifice**
Giving something up for the benefit of someone else is a recurring concept across religious & non-religious worldviews and takes many different forms. What motivates human action and what are the societal and personal consequences?
 - **Knowledge & Meaning**
One of the unique qualities of human intelligence through time has been our quest for knowledge and meaning. How have religion and belief impacted on humanity's search for "Truth"? How do beliefs impact human behaviour? What is it reasonable to believe?
 - **Human Context**
Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place). Everyone is different, so how have our diversities been influenced by our personal context? What influences a personal worldview?
- A Worldviews approach provides opportunities for all pupils to **see themselves reflected** in the curriculum, but also to be taken **beyond their own experiences**. The Religion & Worldviews curriculum teaches pupils about diversity within and between beliefs, cultures and worldviews from across the world, and seeks to teach the skills and knowledge to hold respectful and informed conversations about religion and belief; to be **religiously literate**
- A conscious inclusion of **vocabulary** and substantive content that recognises the need to **decolonise** teaching materials in a meaningful and accessible way.
- A scholarly approach to the core **disciplinary knowledge** of **theology, philosophy and social sciences**, developing pupils' ability to hold the **types of conversation** and to apply **the methods and processes** of **theologians, philosophers and social scientists**
- A **curiosity and openminded** approach to the worldviews of others and a **reflective consciousness** of their own worldview.



Whole School Religion & Worldviews Road Map

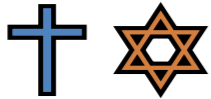











GPA Curriculum: Religion & Worldviews



Overview: Whole School

GPA Curriculum: Religion & Worldviews



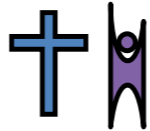




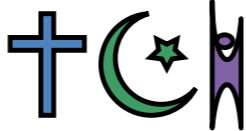




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>SOCIAL SCIENCES</p>  <p>Christianity & Judaism</p> <p>How do people show they belong?</p> <p>Showing belonging through religious artefacts, places and actions.</p>	<p>THEOLOGY</p>  <p>Christianity</p> <p>Why does Christmas matter to Christians?</p> <p>Christian beliefs about the Nativity story and incarnation.</p>	<p>THEOLOGY</p>  <p>Christianity & Judaism</p> <p>Who made the world?</p> <p>Religious text as origin of story of Creation. The Creator God and humans as stewards.</p>	<p>PHILOSOPHY</p>  <p>Humanism</p> <p>What questions does the story of creation make us ask? Can we find any answers?</p> <p>Asking questions & suggesting answers. Humanist / scientific explanation of creation.</p>	<p>SOCIAL SCIENCES</p>  <p>Judaism</p> <p>Why are symbols and artefacts important to some Jewish families during Shabbat?</p> <p>Some diverse ways that different Jewish families mark Shabbat.</p>	<p>SOCIAL SCIENCES</p>  <p>Christianity</p> <p>How do Christians show God is important to them?</p> <p>Prayer, praise and worship</p>
Year 2	<p>SOCIAL SCIENCES</p>  <p>Where is religion in our local community?</p> <p>Looking for evidence of lived religion in our local community.</p> <p>[Local Choice]</p>	<p>PHILOSOPHY</p>  <p>Judaism</p> <p>What does it mean to be free?</p> <p>The significance of freedom in diverse Jewish practices at Passover (seder).</p>	<p>THEOLOGY</p>  <p>Christianity</p> <p>What do stories from the Bible reveal about what God is like?</p> <p>Interpreting meaning in stories about Jesus and stories told by him (parables).</p>	<p>THEOLOGY</p>  <p>Christianity</p> <p>Why does Easter matter to Christians?</p> <p>Beliefs about Jesus' life, death & resurrection, and salvation.</p>	<p>PHILOSOPHY</p>  <p>Hindu Dharma</p> <p>What do our senses tell us about Hindu worship?</p> <p>Senses in Hindu worship at home and in the Mandir.</p>	<p>SOCIAL SCIENCES</p>  <p>Hindu Dharma</p> <p>How do celebrations give Hindus a sense of belonging?</p> <p>Celebrations of Jatakarma, Raksha Bandhan & Diwali</p>



GPA Curriculum: Religion & Worldviews












	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>THEOLOGY</p>  <p>Christianity</p> <p>How do people think about the Bible?</p> <p>Origins, content, significance, construction and interpretation of the Bible.</p>	<p>THEOLOGY & SOCIAL SCIENCES</p>  <p>Christianity</p> <p>What is the Trinity? How have artists used symbolism to express Trinity?</p> <p>One God as Father, Son, Holy Spirit. Significance of metaphor and symbolism.</p>	<p>PHILOSOPHY</p>  <p>Christianity & Humanism</p> <p>How do people make moral decisions?</p> <p>Rules and human choice.</p>	<p>THEOLOGY</p>  <p>Islam</p> <p>Where do Islamic beliefs come from?</p> <p>History of Prophet Muhammad, revelation of the Qur'an, significance of Mecca.</p>	<p>SOCIAL SCIENCES</p>  <p>Islam</p> <p>How do Muslims express their beliefs in their daily lives? (1)</p> <p>Expression of beliefs about Allah, Tawhid, and lived diversity of the hijab.</p>	<p>SOCIAL SCIENCES</p>  <p>Islam</p> <p>How do Muslims express their beliefs in their daily lives? (2)</p> <p>Expression of beliefs through 5 Pillars of Sunni Islam. Lived diversity</p>
Year 4	<p>PHILOSOPHY</p> <p>What do we mean by truth?</p> <p>Plato's cave, evidence and scientific reasoning.</p>	<p>THEOLOGY</p>  <p>Christianity/Judaism/Islam</p> <p>What does sacrifice mean?</p> <p>Abraham/Ibrahim in sacred text, Eidul-Adha, animal sacrifice, Jesus as Ultimate Sacrifice.</p>	<p>PHILOSOPHY</p>  <p>Christianity / Islam / Humanism</p> <p>How do people think about poverty, justice & self sacrifice?</p> <p>Meaning of poverty & relative poverty, justice and everyday self-sacrifice.</p>	<p>SOCIAL SCIENCES</p>  <p>Islam / Christianity</p> <p>How do people contribute to society?</p> <p>Self-sacrifice in form of charity or community action.</p>	<p>THEOLOGY</p>  <p>Islam</p> <p>How have people and events in history shaped Islamic diversity?</p> <p>Succession after Muhammad, conflict, Qur'anic interpretation. Sunni, Shia, Sufi.</p>	<p>SOCIAL SCIENCES</p> <p>How has religion and belief shaped our local area?</p> <p>International, national & local data. Lived expression in area.</p>



GPA Curriculum: Religion & Worldviews



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>SOCIAL SCIENCES</p>  <p>Hindu Dharma</p> <p>How are Hindu beliefs expressed in artefacts and worship?</p> <p>One supreme being, Brahman Trimurti, avatars. Diverse worship as form of expression.</p>	<p>THEOLOGY</p>  <p>Hindu Dharma</p> <p>How does sacred text help Hindus understand Dharma?</p> <p>Diverse interpretations of the Ramayana.</p>	<p>THEOLOGY & PHILOSOPHY</p>  <p>Buddhism</p> <p>How do Buddhists explain suffering in the world?</p> <p>Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8fold path.</p>	<p>THEOLOGY</p>  <p>Christianity</p> <p>How have people and events in history shaped Christian diversity?</p> <p>Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present.</p> <p>[History]</p>	<p>SOCIAL SCIENCES</p>  <p>Christianity</p> <p>How has belief in Jesus as the Messiah impacted art & music?</p> <p>Prophecy (Isaiah), fulfillment, New Testament, Ultimate Sacrifice. Global art and Handel's Messiah.</p>	<p>PHILOSOPHY</p> <p>Where do I stand?</p> <p>An exploration of pupils' personal worldviews, through artistic expression. (NATRE Spirited Arts link)</p>
Year 6	<p>THEOLOGY</p>  <p>Christianity</p> <p>Why is the resurrection significant for Christians?</p> <p>Different gospel narratives, truth claims, salvation.</p>	<p>THEOLOGY</p>  <p>Christianity</p> <p>Are religion & science in conflict?</p> <p>Creation, interpretation, diversity of opinion.</p> <p>[Science]</p>	<p>SOCIAL SCIENCES</p>  <p>Hindu Dharma</p> <p>In what diverse ways do Hindus build a sense of community?</p> <p>Festivals & Pilgrimage</p>	<p>PHILOSOPHY</p> <p>What do philosophers teach us about life's purpose?</p> <p>Self & Soul</p>	<p>SOCIAL SCIENCES</p>  <p>Christianity / Hindu Dharma / Islam / Humanism / Judaism (Buddhism & Sikhi)</p> <p>How is an understanding of life's purpose reflected in people's lives?</p> <p>Diverse expression of purpose in lived worldviews.</p> <p>[Local Choice]</p>	



Educational Visits

		Location
Year Group	EYFS	Church
	Year 1	Church
	Year 2	Church & Synagogue
	Year 3	Church & Hindu Temple
	Year 4	Church & Buddhist/Quaker Meeting house
	Year 5	Church & Gurdwara
	Year 6	Church & Islamic Center

Overview of National Curriculum Expectations

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Expectations/EYFS	<p>Understanding the world involves guiding children to make sense of their physical world and their community.</p> <p>The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</p>	<p>Begin to name the different beliefs and practices of Christianity and at least one other religion.</p> <p>To respond and order some of the religious and moral stories from the Bible and at least one other religious text, special book or religion other than Christianity.</p> <p>Show how different people celebrate aspects of religion.</p> <p>Show familiarity with key words and vocabulary related to Christianity and may be at least one other religion.</p>	<p>Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.</p> <p>Retell some of the religious and moral stories from the bible and at least one other religious text or special books.</p> <p>Begin to understand what it looks like to be a person of faith.</p> <p>Begin to use key words and vocabulary related to Christianity and at least one other religion.</p>	<p>Recall the different beliefs and practices of Christianity and at least one other religion.</p> <p>Retell some of the religious and moral stories from at least three different religious texts and books.</p> <p>Understand what it looks like to be a person of faith.</p> <p>Use key words and vocabulary related to Christianity and at least one other religion.</p>	<p>Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.</p> <p>Begin to compare the similarities of at least three different religious texts or stories.</p> <p>To begin to understand the diversity of belief in different religions, nationally and globally.</p> <p>Begin to compare directly different responses to ethical questions looking at a range of different religions.</p>	<p>Begin to make connections between different belief and practices of all religions.</p> <p>Begin to compare stories, beliefs and practices from different religions including differences and similarities.</p> <p>To understand and begin to evaluate the diversity of belief in different religions, nationally and globally.</p> <p>Begin to recognise those with no faith also have a belief system.</p> <p>Articulate and begin to apply the different responses to ethical questions from a range of different religions</p>	<p>Make connections between different belief and practices of all religions.</p> <p>Make links and compare stories, beliefs and practices from different religions including differences and similarities.</p> <p>To understand and evaluate the diversity of belief in different religions, nationally and globally.</p> <p>Recognise those with no faith also have a belief system.</p> <p>Articulate and apply the different responses to ethical questions from a range of different religions</p>

Overview of Key Vocabulary

	Reception	End of Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Buddhism			Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage	
Christianity	Jesus, Mary, cross, tomb, church	Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship	Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship	Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.
Hinduism	Holi, Vishnu		Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship	
Humanism			Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.	
Islam	Allah, Mosque		Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada	
Judaism	Moses, Synagogue, Torah	Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad, Shabbat: Kosher Two Candles, Challah, Wine, Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar.	Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad. Shabbat: Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine. Jewish Life: 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar,Sukkah (Booth), Yom Kippur.	
Sikhism			Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.	

Overview of Progression In Religion & Worldviews



What are Vertical Concepts?

Vertical concepts build a thematic narrative and provide context across diverse worldviews, as well as using small steps to help pupils gain a deep understanding of complex, abstract ideas:



Sacrifice

- **Giving something up for the benefit of someone else** is a recurring concept across religious & non-religious worldviews.
- Sacrifices can be for the benefit of people close to us or people we have never met.
- Sacrifices can be everyday commitments of time, money, material objects or service to others.
- Some worldviews see sacrifices as a way of pleasing God and may involve the motivation of future reward.
- Some people see sacrifices for the sake of others as altruistic acts, with no personal reward.
- Sacrifices can be on a higher level and involve risking or giving up a life for the sake of others.
- In Christianity, the **Ultimate Sacrifice** of Jesus, giving up his life for the people he loved, is a principal belief.



Knowledge & Meaning

- Beliefs impact how people make sense of the world : humanity's ideas of right & wrong; truth, meaning & purpose.
- Beliefs impact human behaviour in diverse ways including how people and organisations exercise power.
- Some people seek to question how reasonable it is to believe certain aspects of religious and non-religious teachings.



Human Context

- Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place).
- Everyone is different; our diversities are influenced by our personal context which influences our personal worldview.





Progression in vertical concepts

	Sacrifice	Knowledge & Meaning	Human context
EYFS	<ul style="list-style-type: none"> • There are lots of people who help us. 	<ul style="list-style-type: none"> • People have senses. • People must decide what is right and wrong. 	<ul style="list-style-type: none"> • People have differences and similarities expressed through clothes, food, celebrations and special objects. • People can be different but still belong.
Y1	<ul style="list-style-type: none"> • Christians believe Jesus was a special baby, the incarnation of God, a saviour. • In Genesis humanity was divided from God by Adam & Eve's disobedience. 	<ul style="list-style-type: none"> • Stories from sacred texts teach people how to behave. • Stories help some people understand the world. • Some people ask big questions and try to answer them using reason. 	<ul style="list-style-type: none"> • People show they belong through special objects, buildings, worship, celebrations and rites of passage. • People show their beliefs on their own and in groups. • Person, Time & Place: Jesus (Jewish), about 2000 years ago, Judea (Israel)
Y2	<ul style="list-style-type: none"> • Christians believe Jesus sacrificed his life to save the people he loved. 	<ul style="list-style-type: none"> • Stories from sacred texts teach people about right and wrong • Concepts such as freedom are hard to define but have huge human significance. • People use their senses to try to understand the world 	<ul style="list-style-type: none"> • People express their beliefs through special objects, buildings, worship, celebrations and rites of passage • Different groups express their beliefs in different ways • Person, Time & Place: Moses (Hebrew), about 3400 years ago, Egypt
Y3	<ul style="list-style-type: none"> • Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people. • In Islam, submission to the will of Allah can involve commitments of time, money and effort. 	<ul style="list-style-type: none"> • Teachings from sacred texts help some people make moral decisions • Ideas of 'morality' and responsibility are complex • Ideas about what is true can be critically examined using logic and reasoned argument. 	<ul style="list-style-type: none"> • Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. • Some people express religious symbolism through creative arts, others don't. • Person, Time & Place: Muhammad (Muslim), about 1400 years ago, Mecca (Saudi Arabia)
Y4	<ul style="list-style-type: none"> • Historically, the Abrahamic faiths required sacrifice of animals to honour God. Abraham was honoured by God for his willingness to sacrifice his son on God's command. • Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence. • In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. 	<ul style="list-style-type: none"> • People can interpret Truth in different ways (Plato's cave), humans are limited by experience. • Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service. • Most human beings have a sense of moral justice. 	<ul style="list-style-type: none"> • Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). • Events in history and human conflict have impacted (Islamic) diversity. • Person, Time & Place: Dr Hany El-Banna (Muslim), 1980s, Birmingham • Person, Time & Place: Edith Cavell (Christian), 1865 -1915AD, England & Belgium
Y5	<ul style="list-style-type: none"> • In Hindu Dharma, fulfilling your duty may involve personal sacrifice. • Christians believe Jesus fulfilled the prophecies of the Old Testament of the coming of a Messiah, a saviour. 	<ul style="list-style-type: none"> • Many human beings see they have responsibilities to others and the world. • Buddhist Dharma seeks to end suffering through reaching enlightenment. • Evidence for God's existence is contested but still sought. 	<ul style="list-style-type: none"> • Events in history in different places have impacted (Christian) diversity. • Religious worldviews have significant impact on arts and culture. • Person, Time & Place: Siddhartha Gautama (The Buddha), about 2500 years ago, Northern India • Person, Time & Place: George Frederick Handel (German), 1685 -1759AD, UK
Y6	<ul style="list-style-type: none"> • In Christianity, belief in Jesus' death and resurrection is important as it brings people to salvation. • In many worldviews, personal self-sacrifices or living a good life have beneficial, future consequences. 	<ul style="list-style-type: none"> • Different belief systems influence ideas of life's meaning and purpose. • Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. • Ideas of what happens after we die give meaning to human action on earth. 	<ul style="list-style-type: none"> • Diversity within groups leads to diversity of expression (local, national, Global). • Places and celebrations have significance to individuals and communities (in Hindu Dharma). • Person, Time & Place: Diverse philosophers through time.



Disciplinary knowledge



Religion & Worldviews is a multidisciplinary subject touching on many academic disciplines. In the GPA curriculum, we focus on developing our disciplinary skills through the **types of conversation** and **methods and processes** required to be scholarly in the studies of **Theology, Philosophy** and **Social Sciences**. The statements below, exemplified on the following pages, are developed at progressive depth throughout the year groups. The curriculum has been sequenced so that the disciplinary content is also reviewed in subsequent units and developed as scholarly tools to access a wide range of substantive content. These are highlighted in the unit outlines.

Theology (Beliefs) Theologians ...		Philosophy (Thinking) Philosophers...		Social Sciences (Living) Social Scientists..	
<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • Where beliefs come from • How beliefs change over time • How beliefs relate to each other • How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> • Interpretation of story & text • Consideration of reliability of sources • Considering unity & diversity within and between worldviews • Considering how beliefs change over time • Considering impact of belief on practice 	<p>Philosophers deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • The nature of knowledge, meaning and existence • How and whether things make sense • Issues of right & wrong, good & bad <p>Methods and processes used by philosophers:</p> <ul style="list-style-type: none"> • Analysis of the validity of “truth” claims (doubt) • Development and use of coherent questioning • Development of and analysis of coherent argument • Understanding of the human quest for knowledge and meaning • Connecting belief (motivation) with behaviour 	<p>Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • The diverse nature of religion • The diverse ways in which people practice and express beliefs • The ways in which beliefs shape individual identity, and impact on communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> • Seek evidence of belief in human behaviour and forms of expression • Recognise similarities and differences within and between groups • Consider forms of evidence and its reliability (e.g. data) • Consider individual, local, national and global evidence of lived experience 			



Disciplinary knowledge



'Ways of knowing' in Religion & Worldviews

Theology – This is about beliefs



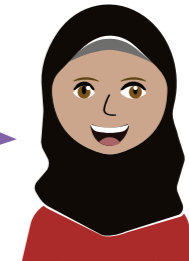
Theologians deal with **types of conversation** that consider:

- Where beliefs come from
- How beliefs change over time
- How beliefs relate to each other
- How beliefs shape the way believers see the world and each other

Methods and processes used by theologians:

- Interpretation of story & text
- Consideration of reliability of sources
- Considering unity & diversity within and between worldviews
- Considering how beliefs change over time
- Considering impact of belief on practice

KS1



The story of creation is at the beginning of the Bible and the Torah. Christians and Jewish people believe God made the world and humans should look after it.

KS2



Early Christian theologians were divided by language, geography and power. They disagreed about the wording of the Nicene Creed and the nature of the Trinity. Eventually, this led to the Great Schism (tear).



Disciplinary knowledge



'Ways of knowing' in Religion & Worldviews

Philosophy – This is about thinking



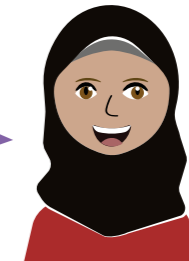
Philosophers deal with **types of conversation** that consider:

- The nature of knowledge, meaning and existence
- How and whether things make sense
- Issues of right & wrong, good & bad

Methods and processes used by philosophers:

- Analysis of the validity of "truth" claims (doubt)
- Development and use of coherent questioning
- Development of and analysis of coherent argument
- Understanding of the human quest for knowledge and meaning
- Connecting belief (motivation) with behaviour

KS1



On the Hindu shrine, I saw flowers and candles, I could smell the incense and I heard the bell ring. I enjoyed sharing the delicious fruit offerings with the class.

KS2



In Plato's Analogy of the Cave, the philosopher has seen the "truth" and returns to tell the prisoners in the cave what he has discovered. Some people might see the Buddha's enlightenment and sharing of knowledge like that too.



Disciplinary knowledge



'Ways of knowing' in Religion & Worldviews

Social Sciences – This is about living



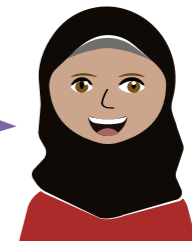
Social Scientists deal with **types of conversation** that consider:

- The diverse nature of religion
- The diverse ways in which people practice and express beliefs
- The ways in which beliefs shape individual identity, and impact on communities and society

Methods and processes used by social scientists:

- Seek evidence of belief in human behaviour and forms of expression
- Recognise similarities and differences within and between groups
- Consider forms of evidence and its reliability (e.g. data)
- Consider individual, local, national and global evidence of lived experience

KS1



Dina's family clean the house on a Friday ready for Shabbat; they don't do any work on Shabbat and have a day of rest with the family. Levi's family are also Jewish, they don't drive their car during Shabbat, so they walk to the synagogue.

KS2






We looked at census data for our local area. It's a bit out of date because it's from 2011, but it showed that there's a smaller proportion of Muslims living in our area compared to national data. Recently, a new mosque opened in our area, it used to be a Methodist church.



Disciplinary knowledge (KS1)






The tables below outline where disciplinary knowledge is deliberately practiced in KS1 or KS2. The curriculum has been sequenced so that the content is also reviewed in subsequent units. The **types of conversation** and **methods and processes** required to be **scholarly within the disciplines**, are universal across year groups. The tables below indicate how these disciplinary skills are applied at an age appropriate level to the specific substantive content of the GPA curriculum.

	Theology (Beliefs) Theologians. 	Philosophy (Thinking) Philosophers. 	Social Sciences (Living) Social Scientists. 
Y1	<ul style="list-style-type: none"> Link the story of the Nativity with Christianity. Understand that Christians believe Jesus was a special baby, the incarnation of God. Recognise Christians show how important Christmas is by getting ready during Advent. Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. Connect that the creation story teaches Christians and Jewish people that they have a responsibility to look after God's creation. Consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes. 	<ul style="list-style-type: none"> Can think about whether the Genesis story of Creation makes sense. Ask questions about things that are puzzling. Look for answers to questions about belief about where the world came from. Question if stories are real or made up and link with what people might learn from a story. 	<ul style="list-style-type: none"> Recognise that people look at the world in different ways. Recognise that people choose to belong to different groups. Some people choose to belong to a religion. Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. Link that many Jewish people remember the story of creation by resting on the 7th day. Recognise that Jewish families celebrate Shabbat in diverse ways. Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging. Recognise how Christians express God's importance in their lives. Use vocabulary of Prayer, Praise and Worship and recognize these are shown in different ways.
Y2	<ul style="list-style-type: none"> Retell stories about Jesus and link with Christian ideas about God and how to behave. Retell parables and suggest what they reveal about God and how to behave. Retell stories about Jesus and link with Christian ideas about God and how to behave. Link events of Holy Week with Christian beliefs about Jesus. Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. Beliefs about Easter are expressed in diverse ways. 	<ul style="list-style-type: none"> Ask questions about the story of Moses Think about what it means to "know" something. Suggest a reason why a Jewish person might believe elements of the story. Connect the story of the Jewish slaves being freed with ideas of right and wrong. Consider why freedom is important and how it is expressed in the Seder meal. Ask questions about practices from Hindu communities. Consider how we can find out about something using our senses. Recognise how many Hindu communities express their ideas about Hindu Dharma through the senses. 	<ul style="list-style-type: none"> Connect correct vocabulary with religious groups. Recognise evidence of belief in the local community. Identify how beliefs impact peoples' choices of in everyday life, including local special places. Use correct vocabulary to name items and celebrations important in Hindu Dharma. Link beliefs with evidence in the community. Identify how artifacts and practices are used in everyday life to show belonging.



Disciplinary knowledge (LKS2)






	Theology (Beliefs) Theologians. 	Philosophy (Thinking) Philosophers. 	Social Sciences (Living) Social Scientists. 
Y3	<ul style="list-style-type: none"> Consider how some Christians might interpret Biblical text. Infer how Christian/Islamic beliefs developed based on events. Consider that questions of the reliability of scripture are complex influenced by: authorship, audience, purpose, genre, translation and history. Recognise there are differences within Christianity, such as versions of the Bible. Interpret the Bible to try to understand the concept of God as Trinity: Father, Son & Holy Spirit. One but also three. Recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet. There are differences within Islam, such as Sunni & Shia. Consider how beliefs shape how some people see the world. 	<ul style="list-style-type: none"> Identify philosophical questions Decide if a Christian belief about morality makes sense and give reasons why. Recognise that ideas of right and wrong are difficult to define. Consider that people have different answers to questions about the world. Humanists believe they can still be "good without God." Identify logical arguments Decide if a belief makes logical sense and give reasons why. Recognise that claims of truth based on faith are difficult to examine logically. Consider that people have different answers to questions about the world and seek answers in different places. 	<ul style="list-style-type: none"> Identify similarities and differences in how artists have tried to express the Trinity Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways including the Call to Prayer, whispered in a baby's ear and the Shahadah. Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. Recognise that there is diversity within Islamic schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text. Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam.
Y4	<ul style="list-style-type: none"> Recognise of how believers might interpret different texts in different ways. Identify the influence of historical events of Easter on Christian worldviews. Identify similarities and differences within and between the Abrahamic faiths. Identify how belief in God as most important might influence a person's life, how they view the world and other people. Identify the influence of historical events on the development of Islam. Identify similarities and differences within Islamic schools of thought. Consider how beliefs might influence a Muslim's life, how they view the world and other people. 	<ul style="list-style-type: none"> Discuss our understanding of the concepts of knowledge, belief and opinion. Consider philosophical ideas of truth, doubt and reality. Understand some reasons why people answer philosophical questions in different ways. Connect strongly held beliefs with human behaviour including a willingness to die for the sake of "truth". Describe different philosophical answers to questions about poverty, justice and sacrifice. Begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view. Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences. 	<ul style="list-style-type: none"> Describe similarities and differences in how people contribute to society in Islam and Christianity (locally & nationally). Recognise ways beliefs impact peoples' choices in everyday life, community & society. Recognise that individual and community action can shape beliefs. Consider what data can tell us about religion locally, nationally and internationally. Recognise that the reliability of data must be considered. Seek evidence of lived religion in our local area.



Disciplinary knowledge (UKS2)



	Theology (Beliefs) Theologians. 	Philosophy (Thinking) Philosophers. 	Social Sciences (Living) Social Scientists. 
Y5	<ul style="list-style-type: none"> Describe different interpretations of the Ramayana. Consider if sources of Hindu scripture are reliable. Describe theological similarities and differences within and between worldviews. Describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people. Describe the influence of historical events on worldviews. Describe how Buddhist beliefs might influence a person's life, how they view the world and other people. Interpret Biblical text. Describe how beliefs might influence a Christian's life. 	<ul style="list-style-type: none"> Explain the Buddha's philosophical answers to questions about the world. Explain the Buddhist answers to ethical questions and show awareness of diversity of opinion. Explain different philosophical answers to questions about God's existence. Explain some philosophical approaches to the abstract concept of God's existence. Explain if an argument for God's existence seems logical. 	<ul style="list-style-type: none"> Recognise that 'religion' and 'belief' mean different things in Dharmic and Abrahamic faiths. Recognise that conversations about religion and belief are complex Explain similarities and differences of forms of expression within Hindu Dharma (locally & nationally). Explain ways beliefs impact choices in individuals' lives, community & society. Explain how belief has been expressed in similar and different artistic forms within Christianity. Describe how individuals, community & society can shape beliefs.
Y6	<ul style="list-style-type: none"> Explain how the Gospels connect with Christian beliefs and discuss their reliability. Explain theological similarities and differences within Christian worldviews. Explain how beliefs in Jesus' resurrection might influence a Christians life, how they view the world and other people. Explain how the Genesis text connects with beliefs and discuss the reliability of the source. Explain that religious texts can be interpreted in different ways by different believers. Explain how beliefs about creation and science might influence a person's life, how they view the world and other people. 	<ul style="list-style-type: none"> Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. Begin to analyse if an argument is logical and show awareness of divergent opinions. Use appropriate evidence to support or counter an argument. Begin to explain connections between beliefs and behaviour. 	<ul style="list-style-type: none"> Begin to evaluate similarities and differences of forms of expression within worldviews (locally, nationally & globally) Describe how beliefs impact choices in individuals' lives, community & society. Explain how the context of individuals, community & society can shape beliefs Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or religious worldview. Recognise that conversations about religion and belief can be controversial.



Progression: Substantive Knowledge



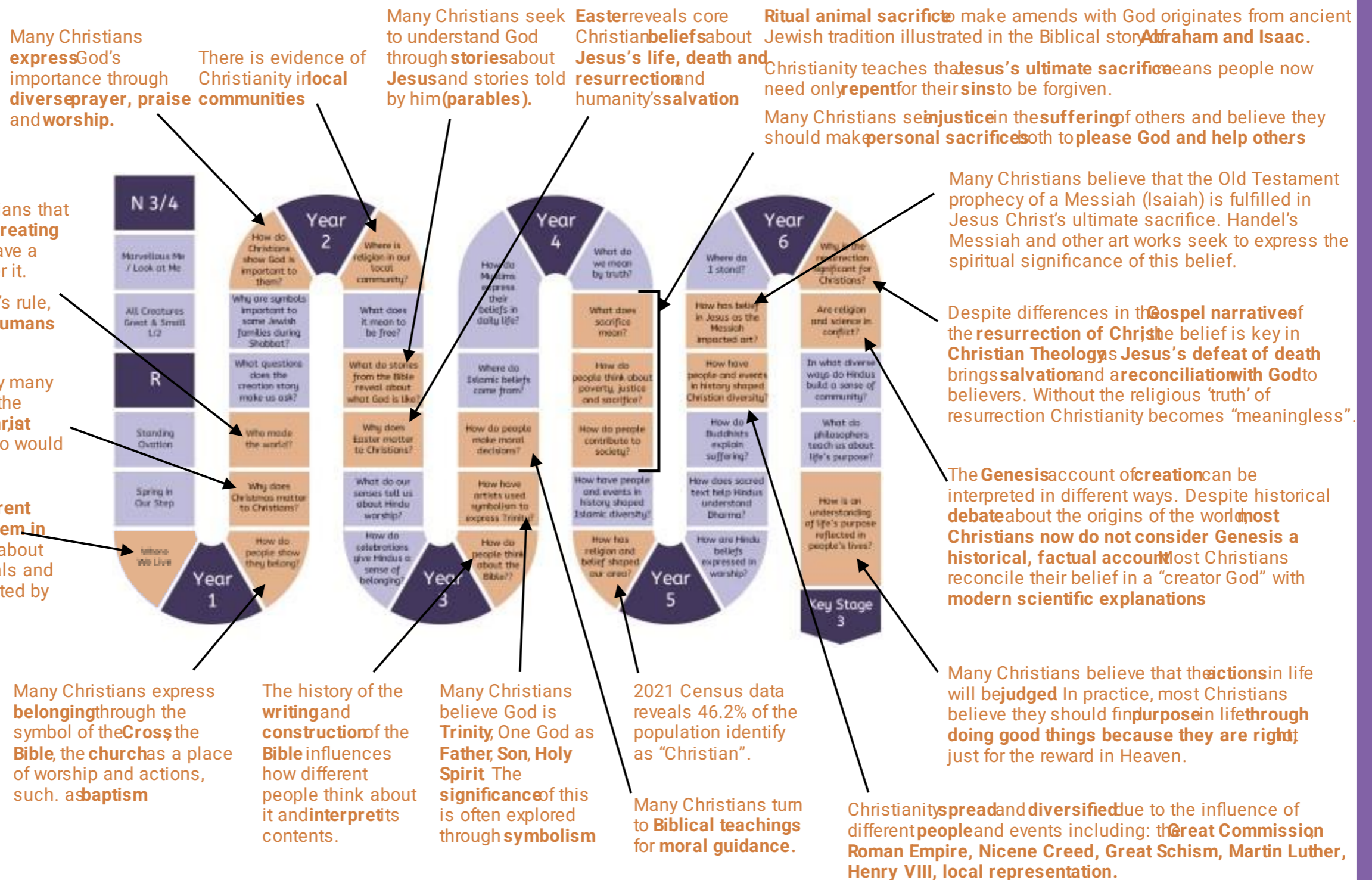
Christianity

The **Bible** teaches Christians that **God** was responsible for **creating the world** and humans have a **responsibility** to look after it.

Adam and Eve broke God's rule, the first **sin**, separating humans from God.

Christmas is celebrated by many Christians to remember the **incarnation of Jesus Christ**, special gift from God who would be a **saviour**.

People today have different beliefs and celebrate them in different ways. We learn about different religious festivals and how they can be celebrated by families.



Progression: Substantive Knowledge



Judaism

Shabbatis a weekly “day of rest” linked with God’s example in the story of creation Shabbatis marked in many Jewish families through diverse symbolic artefacts and practices

There may be evidence of Judaism in local communities

Some Jewish families express the importance of freedom through remembering the story of Moses and the Exodus of the Hebrew slaves from Egypt in practices a Passover including the Seder meal.

Ritual animal sacrifice to make amends with God originates from ancient Jewish tradition illustrated in the Biblical story of Abraham and Isaac.

Judaism, Christianity and Islam are often called the Abrahamic faiths tracing common lineage and beliefs, such as monotheism, back more than 3000 years to Abraham/Ibrahim.

People today have different beliefs and celebrate them in different ways. We learn about different religious festivals and how they can be celebrated by families.

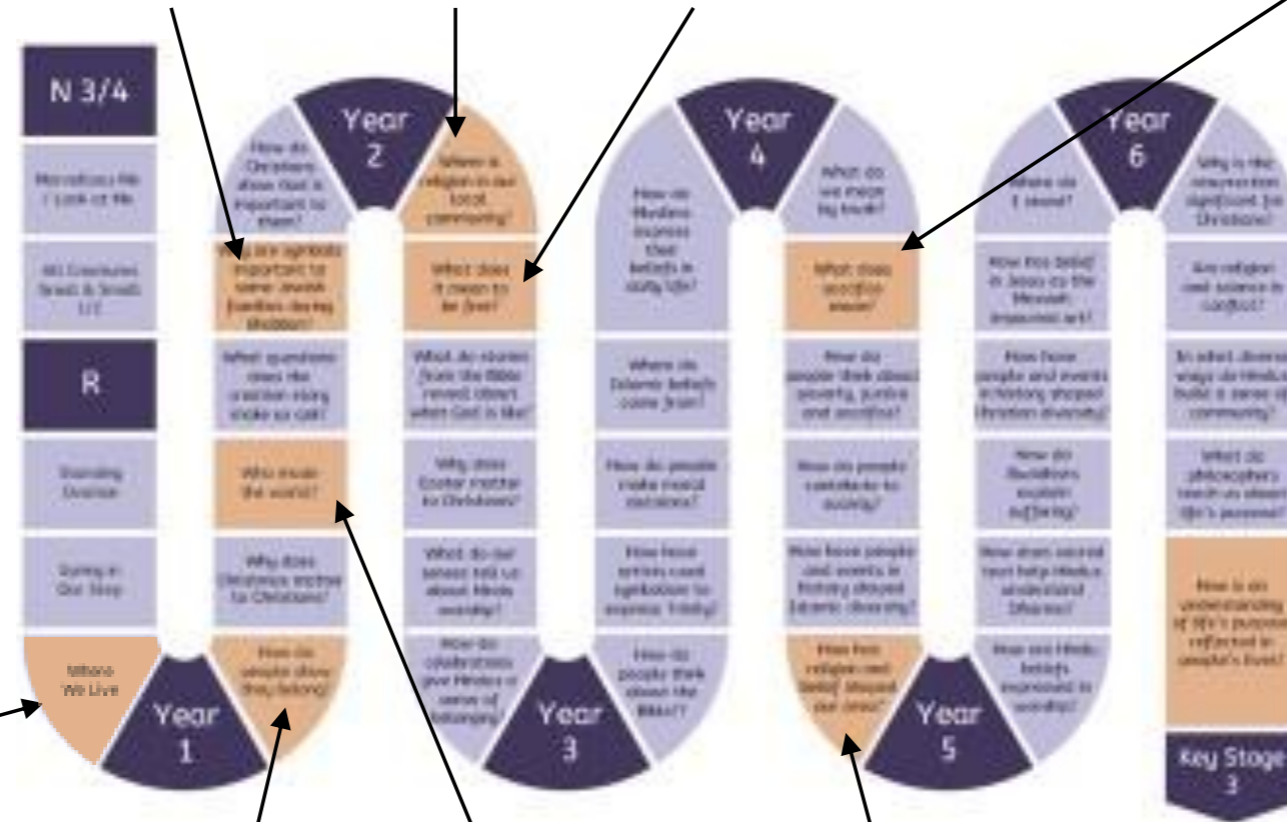
Many Jewish people express belonging through the symbol of the Star of David, wearing of the kippah and/or tallit, the Torah, the synagogue as a place of worship.

The Torah teaches Jewish people that God was responsible for creating the world and humans have a responsibility to look after it. Adam and Eve broke God’s rule, the first sin, separating humans from God.

2021 England and Wales Census data reveals 0.5% of the population identify as “Jewish”.

Jewish teachings on what happens after death are unclear. Many Jewish people believe what is important is how a person lives their life and what happens after death should be left to God. Good deeds should be done for their own sake.

There are differences in interpretation within Judaism such as Orthodox and Reform (or Liberal) schools of thought.



Progression: Substantive Knowledge

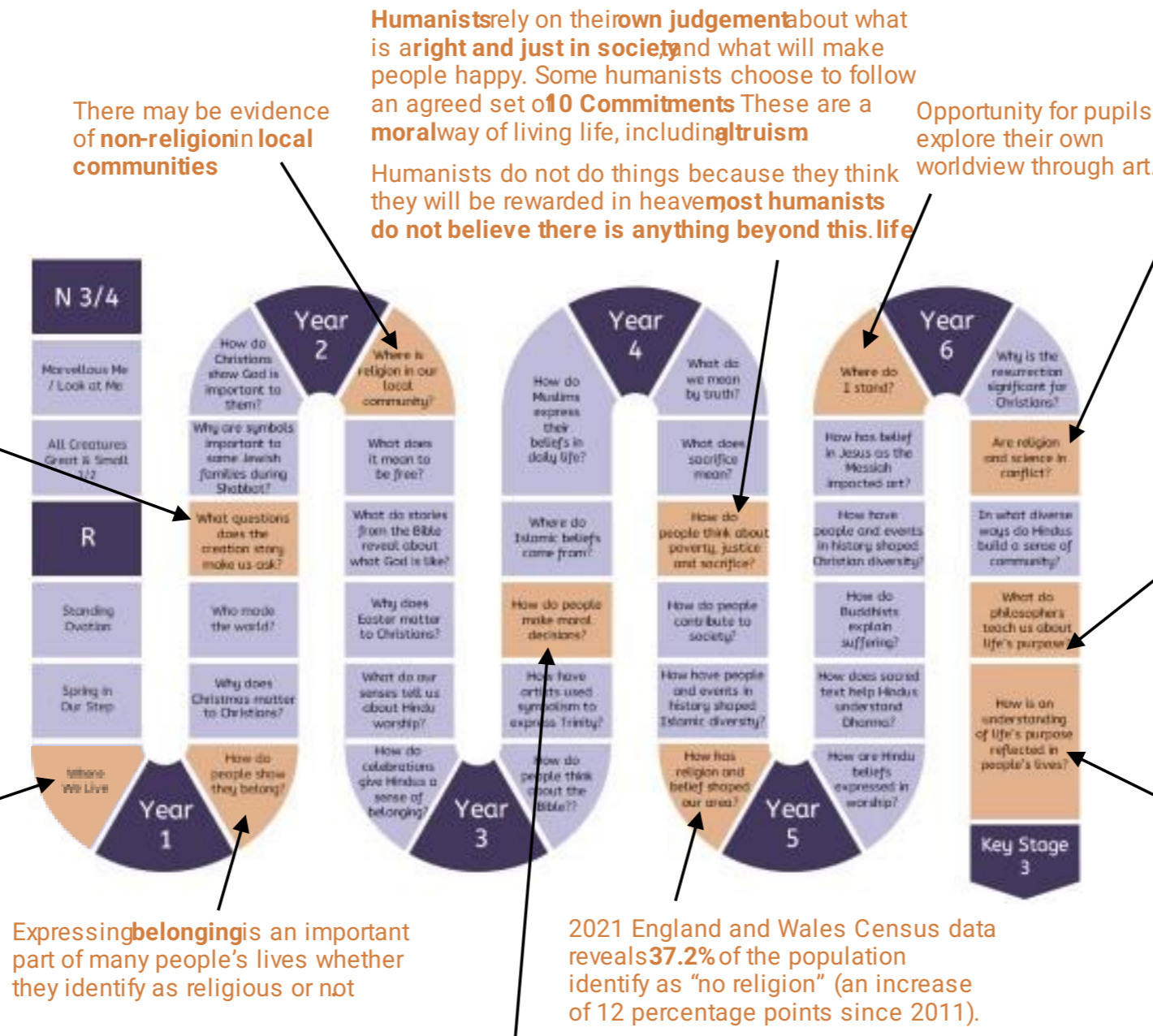


Humanism & Non-religion

Some people do not believe in God and do not believe the world was created by an outside power.

Humanists are one group of people who do not believe in God. They only look for a scientific explanation of where the world came from.

People today have different beliefs and celebrate them in different ways. We learn about different religious and non-religious festivals and how they can be celebrated by families.



Humanists rely on their own judgement about what is right and just in society and what will make people happy. Some humanists choose to follow an agreed set of 10 Commitments. These are a moral way of living life, including altruism.

Humanists do not do things because they think they will be rewarded in heaven. Most humanists do not believe there is anything beyond this life.

Opportunity for pupils to explore their own worldview through art.

Charles Darwin's theory of natural selection and evolution showed that life on Earth did not have a creator; they change and evolve due to natural processes.

Richard Dawkins (1941) is an evolutionary biologist (and atheist). In The Blind Watchmaker (1986), he said evolutionary processes are not guided by a designer.

Many philosophers have argued that the body and soul (or self) are separate and the soul may live on in some way, possibly part of a divine plan (Ibn Sina, Socrates, Plato, Hypatia).

Others have argued that the soul (or self) ends with the body and heaven (if there is any) must be found in life. E.g. Democritus (hedonism) and Nietzsche (nihilism).

Simone de Beauvoir (1909-86) argued humans are born free, without a divine plan that freedom is a blessing and a burden.

Many humanists advocate for living the best life we can as we don't get a second chance.

Many humanists believe we have a responsibility to look after the world for future generations.

A person who believes in God is called a theist, a person who does not believe in God is called an atheist, a person who is not sure about God's existence is called an agnostic. These are all different worldviews.

Humanism is one example of a non-religious worldview. Humanists believe that they have one life and the purpose of life is to be as happy as possible. This includes making other people happy.

Many humanists use the symbol of the Happy Human to represent their beliefs.

Many humanists believe that people should choose to be good without God's influence on their lives.



Progression: Substantive Knowledge



Hindu Dharma

Many Hindus believe **Brahman** (Ultimate Reality) is in everything and everyone. **Om** symbol is widely used to represent Brahman and **mediation**.

Murtis are representations of the **deities**. They have **symbols** that represent what the deity and that aspect of Brahman - is like. They help Hindus focus their **worship**. **Trimurti** means **three forms** and includes **Brahma, Vishnu and Shiva**. They each show some of the aspects of the Brahman.

Hindu **worship** takes many forms in the home **mandir** and may include **puja**, **appealing to all the senses**.

Many Hindus connect in diverse ways **through celebrations and festivals** at home and in the wider community. How a community celebrates depends on where they are in the world. Local Hindu communities may connect through celebrations of **Diwali** and **Holi**.

Some Hindus make **pilgrimages** to places of **spiritual significance**.

Case study The **Ganges** runs through **northern India and Bangladesh**. The river has huge significance in Indian and Hindu culture. The **Kumbh Mela** is a 55 day festival that takes place every twelve years on the river.

Many Hindus believe that a person must fulfill their personal **dharma** they may do this by pursuing **Purusharthas**, four Hindu goals for living. The aim is to **break out of the cycle of reincarnation (samsara)** so the soul (atman) **can reach oneness with the divine (moksha)**.

These beliefs may have a significant impact on how a Hindu lives their life, especially **living a good life will lead to a better next life**.

There may be evidence of Hindu Dharma in **local communities**

People today have different beliefs and celebrate them in different ways. We learn about different religious festivals and how they can be celebrated by families.

Many Hindus express **belonging** through diverse family and community celebrations including **Jatakarma, Raksha Bandhan** and **Diwali**.

2021 England and Wales Census data reveals **1.7%** of the population identify as "Hindu".

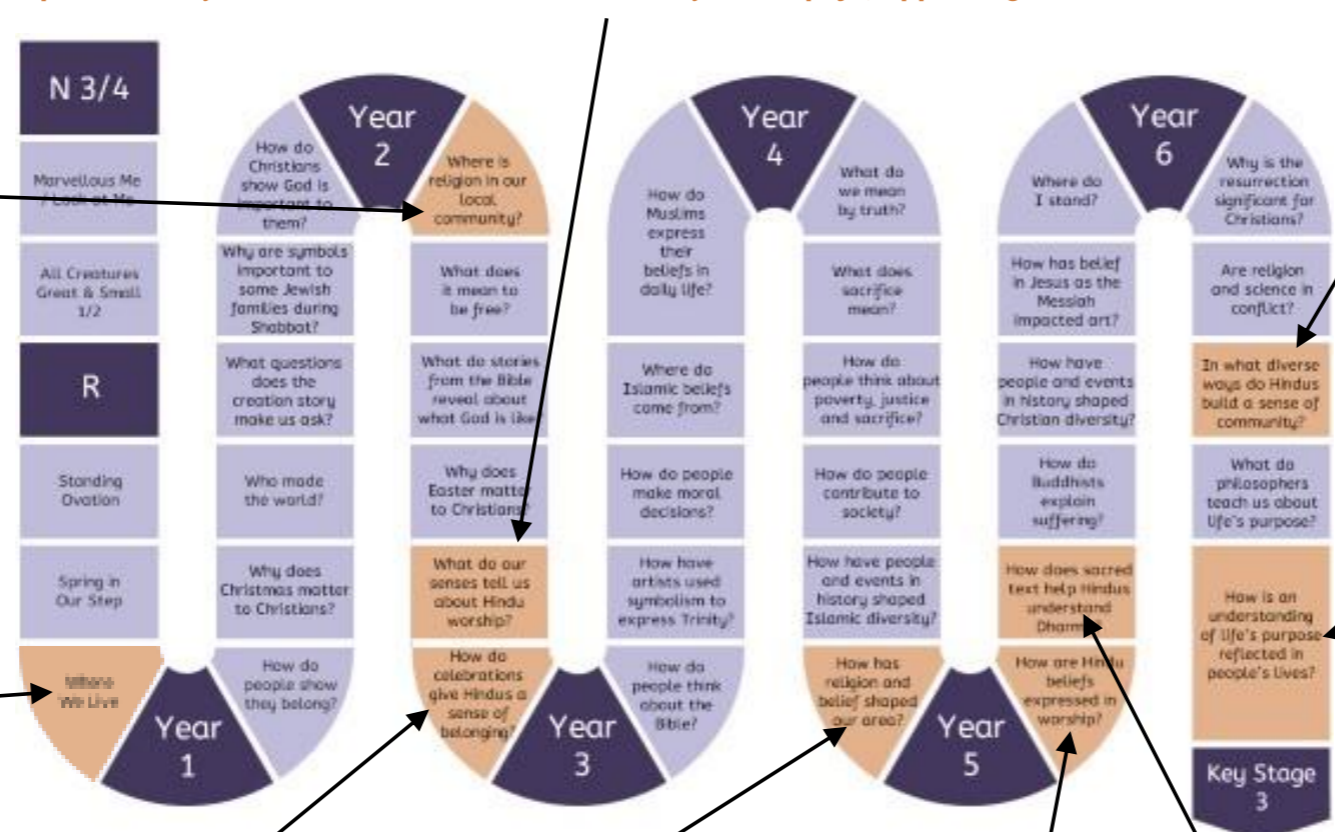
Hindu Dharma is **pantheistic** religion. This is a belief that 'God' exists in, and is the same as, everything - an **ultimate reality** known as **Brahman**.

Worship is important to many Hindus as a way of **connecting with the reality of Brahman within themselves**.

Many Hindus believe the **dharma** includes **duty** to: themselves, their family, the world around them, God and other people.

The **Ramayana** exemplifies how dharma is different for different people.

A person's dharma depends on which stage of life they are at. Ancient Hindu teachings suggest there are **four stages of life** called **dashramas**. These are student; householder; retirement and sacred pilgrim (traveller).





Progression: Substantive Knowledge



Islam

Many **Sunni Muslims** express their beliefs by following the **5 Pillars of Sunni Islam** (obligations). These impact **daily life** in different ways. The **Shahadah** (declaration of faith Tawhid); **Salah** (prayer); **Zakat** (charity); **Sawm** (fasting during Ramadan); **Hajj** (pilgrimage to Mecca)

Islamic diversity may be due to **traditions** and culture or **interpretation** of the Qur'an. **Ijtihad** is the struggle to understand the Qur'an's words in today's context.

The Qur'an teaches **modesty** in dress, and this is interpreted in differently particularly in **individual's choice of hijab**. Wearing a hijab has significance to some Muslim women, such as Olympic **hockey player Muhammad**

Ritual animal sacrifice to make amends with God originates from ancient Jewish tradition illustrated in the Biblical story of Abraham and Isaac and the similar Qur'anic story of **Ibrahim and Ishmael**. Many Muslims remember this story at **Eid-ul-Adha**

Judaism, Christianity and Islam are often called the **Abrahamic faiths** tracing common lineage and beliefs, such as **monotheism**, back more than 3000 years to Abraham/Ibrahim.

Many Muslims see **injustice** in the **suffering** of others and believe they should follow the teachings of the Qur'an and the example of Muhammad and make **personal sacrifices** both to **please God and help others**

Case study: Dr Hany Banna and Islamic Relief charity.

Most Muslims believe in **life after death**. They believe they must live **morally in submission to the will of Allah**. If this is life's purpose, then it influences what happens after death.

For many Muslims this is a motivation to **follow the teachings in the Qur'an and live a good life**.

In practice, most Muslims believe they **do good things because they are right, not just for the reward in Jannah (paradise)**.

There may be evidence of Islam in **local communities**

People today have different beliefs and celebrate them in different ways. We learn about different religious festivals and how they can be celebrated by families.

Islam is a **monotheistic religion**, which Muslims believe reached its completion through **revelations** received by the **Prophet Muhammad** in present-day Saudi Arabia, in the years 610-632. These revelations were later written down and form the **Qur'an** (considered the word of Allah).

Prophet Muhammad's wisdom is also respected in the form of the **Sunnah and Hadith**

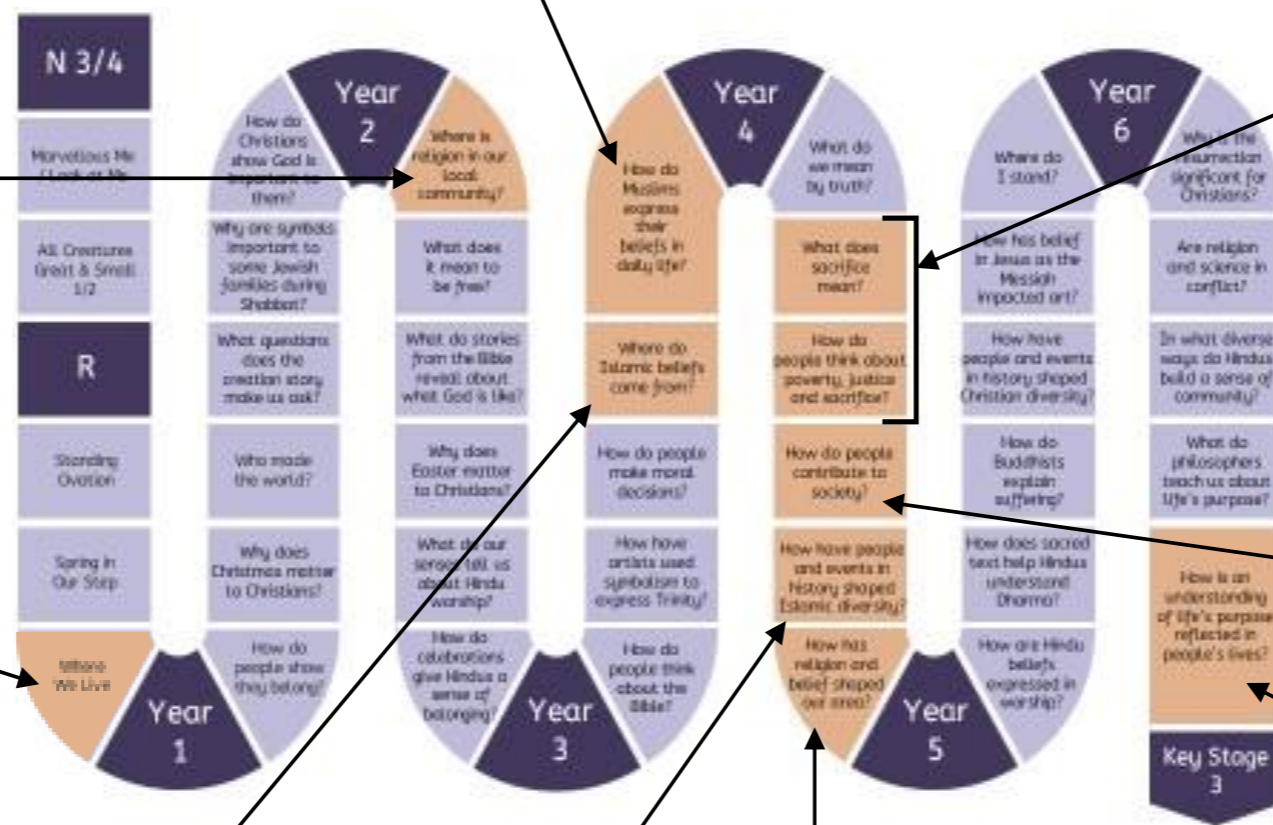
The city of **Mecca** and the **Kaaba** (God's house) are important places in Islamic history.

During the life of **Muhammad** there was **unity within Islam**. After his death, disagreements over succession led to **diversity within the religion** including **Sunni, Shi'a and Sufi schools of thought**

Khadija, Aisha and Hafsa are important women who influenced the **development of early Islam**. **Khawlah bint al-Azwar** was a female warrior in the early battles of Islam.

Diversity of Islamic expression may be shown in **Prayer, observance, worship, tradition and celebration**.

2021 England and Wales Census data reveals 6.5% of the population identify as "Muslim".



Progression: Substantive Knowledge



Buddhism



(Sikhi)

Sikhi is not an explicit focus in the core United Curriculum, although additional resources are supplied in some units for schools who wish to include it due to their local community or pupil cohort. Please contact katie.gooch@unitedlearning.org if you wish to discuss further opportunities in your school's context.

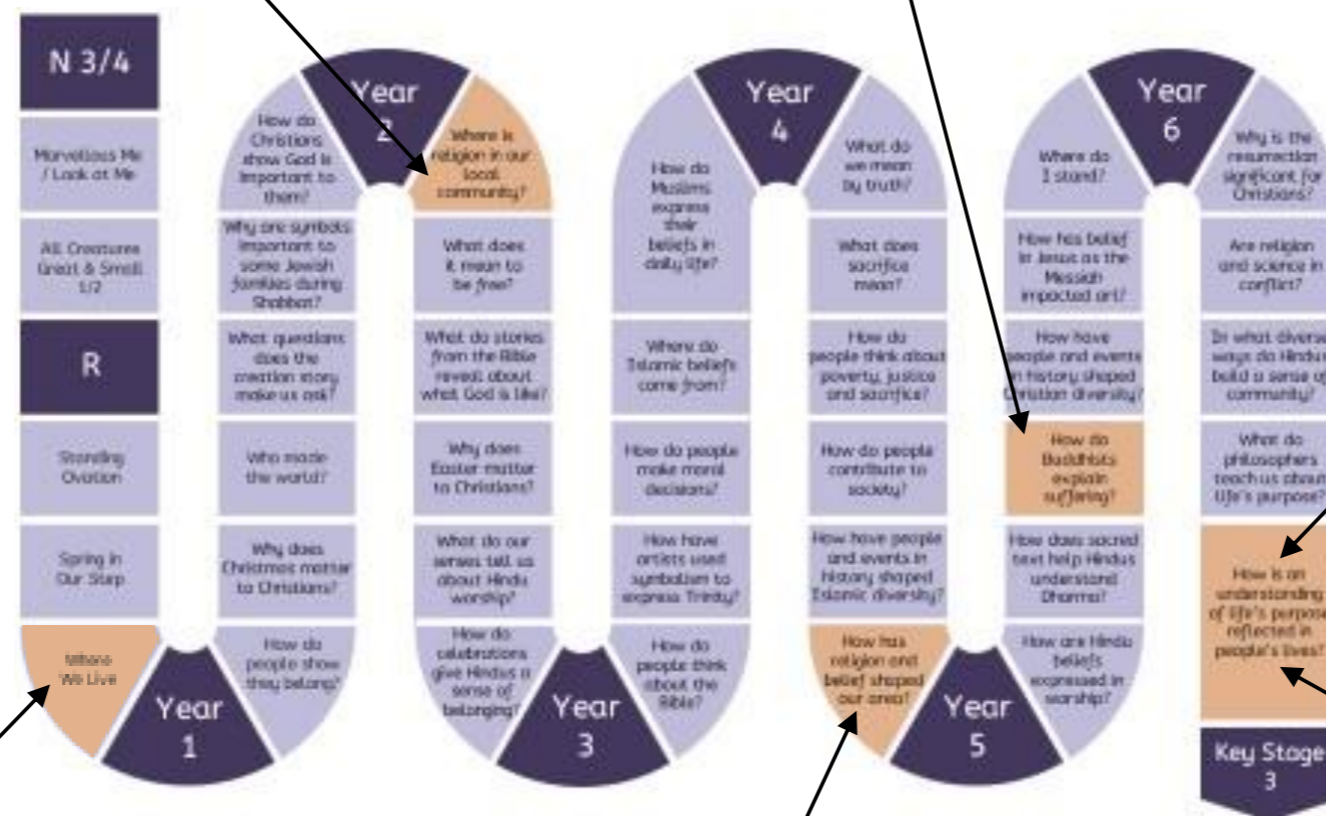
People today have different beliefs and celebrate them in different ways. We learn about different religious festivals and how they can be celebrated by families.

Spiritual journey of Siddhartha Gautama (the Buddha).

The teachings and philosophy for life of the Buddha including the Four Noble Truths and the Eightfold Path with the aim of ending suffering and reaching enlightenment. The Eightfold Path has three elements: morality, meditation and wisdom (the Threefold Way).

Some Buddhists feel the idea of a creator God is not relevant to humans. Some say this means that Buddhism is not strictly a religion but a philosophy.

There may be evidence of Buddhism and Sikhi in local communities



2021 England and Wales Census data reveals 0.5% of the population identify as "Buddhist" and 0.9% identify as Sikh.

Many Buddhists believe that the Buddha taught that we are in a cycle of rebirth because we have attachments in life through bad actions

Good actions in life can lead to a higher level of rebirth.

Being human is a gift if it is wasted your next cycle of rebirth may be lower.

Buddhists aim to break the cycle of rebirth and attain Nirvana through enlightenment

NB. Additional Option in Year 6 Summer 2 to include Sikhi.

Many Sikhs believe that Waheguru (God or eternal being) exists in everything.

The soul must be reincarnated through many cycles of life in order to purify itself and become one with Waheguru and escape from the cycle of death and rebirth (mukti).

The cycle of life and death can take animal or human form, but only in the human form can a soul understand right and wrong and decide on "intentional action" (karma).

Many Sikhs believe they can gain merit and achieve Mukti by following the teachings of the Guru and the 3 Principles of Sikhi: Remembering God, Honest Work and Selfless Service.



Yearly Curriculum Overviews



Year 1: Autumn 1

How do people show they belong? Christianity & Judaism

Year 1: Autumn 1

	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive		<ul style="list-style-type: none"> We belong in different places such as family, school, class, clubs. Some people choose to belong to a religious group, expressing their beliefs about God. A person who belongs to Christianity is called a Christian Some special Christian artefacts are: Cross, Bible, Christening gown, Prayer book A Christian place of worship is a church Christians welcome new members into the church Baptising them in the name of the Father, and of the Son and of the Holy Spirit. Baptism often happens to babies, but older people can also choose to be baptized. A person who belongs to Judaism is a Jewish person (or Jew). Some special Jewish artefacts are: Star of David, Kippah, Torah, Tallit A Jewish place of worship is a synagogue In both the Torah and the Bible is the story of Noah and the Flood. The main themes in the story are faith, perseverance and a promise. The Bible also has stories about a man called Jesus, who is special to Christians 		<ul style="list-style-type: none"> Jewish and Christian story of Creation (Y1Sp1) Jesus as the incarnation of God (Y1A2) Symbols and artefacts used by Jewish people during Shabbat. (Y1Su2) Vocabulary used by Christians to show God's importance (Y1Su2) Religion in local community (Y2A1)
Disciplinary		<p>Social Sciences Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The diverse nature of religion The diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity and impact on communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> Seek evidence of belief in human behaviour and forms of expression Recognise similarities and differences within and between groups Consider forms of evidence and its reliability (data) Consider individual, local, national and global evidence of lived experience 	<p>In this unit: Social Scientists</p> <ul style="list-style-type: none"> Recognise that people look at the world in different ways. Recognise that people choose to belong to different groups. Some people choose to belong to a religion. Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. 	<ul style="list-style-type: none"> Social Scientists Recognise that Jewish families celebrate Shabbat in diverse ways. (Y1Su1) Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging. (Y1Su1) Recognise how Christians express God's importance in their lives. (Y1Su2) Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. (Y1Su2)
VCs	<p>Human Context</p> <ul style="list-style-type: none"> People have differences and similarities. (EYFS) People show difference and similarities through clothes, food, celebrations and special objects. (EYFS) People can be different but still belong. (EYFS) 	<p>Human Context</p> <ul style="list-style-type: none"> People show they belong through special objects, buildings, worship, celebrations and rites of passage. People show their beliefs on their own and in groups. 		<p>Human Context</p> <ul style="list-style-type: none"> People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2) Different groups express their beliefs in different ways (Y2)





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Jesus as special to Christians (Y1A1) 	<ul style="list-style-type: none"> Saviour take many forms in everyday life. e.g. Police, Fire, Ambulance, Doctor, Lifeguard, The story of the Nativity, found in the Bible, tells of the coming of saviour in the unlikely form of special baby. Nativity story takes place in Nazareth about 2000 years ago. An Angel announced to Mary & Joseph that she was going to have a baby, he would be God's son and be called Jesus Christ. Jesus means "God saves" in Hebrew. Christ means anointed or chosen one. Mary & Joseph were Jewish and had to travel from Nazareth to Bethlehem for the census. When they arrived, there was nowhere to stay, but eventually they found an animal shelter, where Jesus was born. There were signs that Jesus was special baby a) Shepherds were told by Angels to visit, they brought gifts. b) A star appeared in the sky and guided the Magi (wise men) to visit (probably 3 years later) they brought gifts. Christians believe that Jesus was the incarnation of God. God with a body. Advent is the 4 Sundays leading up to Christmas (getting ready), celebrated by lighting candles in Church. Christmas is celebrated by Christians to remember the birth of Jesus as a special gift from God. 		<ul style="list-style-type: none"> Vocabulary used by Christians to show God's importance (Y1Su2) Jesus in the Bible (Y2Sp1) Jesus' sacrifice at Easter (Y2Sp2) Jesus as a person of the Trinity (Y3A2) Jesus as Ultimate Sacrifice (Y4A2) Jesus as Messiah (Y5Su1) Significance of resurrection (Y6A1)
Disciplinary		<p>Theology Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> Where beliefs come from How beliefs change over time How beliefs relate to each other How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> Interpretation of story & text Consideration of reliability of sources Considering unity & diversity within and between worldviews Considering evidence of how beliefs change over time 	<p>In this unit:</p> <p>Theologians:</p> <ul style="list-style-type: none"> Link the story of the Nativity with Christianity. Understand that Christians believe Jesus was a special baby, the incarnation of God. Recognise that Christians show how important Christmas is by getting ready during Advent. 	<p>Theologians:</p> <ul style="list-style-type: none"> Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. (Y1Sp1) Consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes. (Y1Sp1) Retell stories about Jesus and link with Christian ideas about God and how to behave. (Y2Sp1) Retell parables and suggest what they reveal about God and how to behave. (Y2Sp1)





Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
<p>VCs</p> <p>Sacrifice</p> <ul style="list-style-type: none"> • There are lots of people who help us. (EYFS) <p>Human Context</p> <ul style="list-style-type: none"> • People have differences and similarities. (EYFS) • People show difference and similarities through clothes, food, celebrations and special objects. (EYFS) • People can be different but still belong. (EYFS) 	<p>Sacrifice</p> <ul style="list-style-type: none"> • Christians believe Jesus was a special baby, the incarnation of God, a saviour. <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Stories help some people understand the world. <p>Human Context</p> <ul style="list-style-type: none"> • People show they belong through special objects, buildings, worship, celebrations and rites of passage. • People show their beliefs on their own and in groups. • Person, Time & Place Jesus (Jewish), about 2000 years ago, Judea (Israel) 	<p>Sacrifice</p> <ul style="list-style-type: none"> • Christians believe Jesus sacrificed his life to save the people he loved. (Y2) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Stories from sacred texts teach people about right and wrong. (Y2) • People use their senses to try to understand the world (Y2) <p>Human Context</p> <ul style="list-style-type: none"> • People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2) • Different groups express their beliefs in different ways (Y2)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Substantive	<ul style="list-style-type: none"> Ways of showing Belonging in Christianity/Judaism (Y1A1) 	<ul style="list-style-type: none"> The Bible is a written source of authority for Christians The Torah is a written source of authority for Jewish people The beginning of the Bible and Torah tell the same story about how the world came to be. The book of Genesis contains a narrative that God made the world in 6 days from nothing and on the 7th day God rested. A key belief of both Judaism and Christianity is that of Creator God The story reveals that Humans are the “most special” of God’s creations and have a special relationship with God. The story of creation gives people a responsibility to look after God’s creations (stewardship). Humans make mistakes God gave Adam and Eve one rule, not to eat from the tree of knowledge of good and evil. They broke the rule and divided from God and brought pain, suffering and death into the world. This was a really big mistake (The Fall). There was hope, Christians believe God had a plan 	<ul style="list-style-type: none"> Alternative theories of creation (Y1Sp2) Link Creation with Jewish celebration of Shabbat (Y1Su1) Jewish practices at Passover (Y2A2) Jesus as means to salvation for sinners (Y2Sp2) 	
Disciplinary	<p>Theologians:</p> <ul style="list-style-type: none"> Link the story of the Nativity with Christianity. (Y1A2) Understand that Christians believe Jesus was a special baby, the incarnation of God. (Y1A2) 	<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> Where beliefs come from How beliefs change over time How beliefs relate to each other How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> Interpretation of story & text Consideration of reliability of sources Considering unity & diversity within and between worldviews Considering evidence of how beliefs change over time 	<p>In this unit:</p> <p>Theologians:</p> <ul style="list-style-type: none"> Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. Connect that the story teaches Christians and Jewish people that they have a responsibility to look after God’s creation. Consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes. 	<p>Philosophers:</p> <ul style="list-style-type: none"> Can think about whether the Genesis story of Creation makes sense. (Y1Sp2) Look for answers to questions about belief about where the world came from. (Y1Sp2) Question if stories are real or made up and link with what people might learn from a story. (Y1Sp2) <p>Theologians:</p> <ul style="list-style-type: none"> Retell stories about Jesus and link with Christian ideas about God and how to behave. (Y2Sp1) Retell parables and suggest what they reveal about God and how to behave. (Y2Sp1)
VCs	<p>Sacrifice</p> <ul style="list-style-type: none"> There are lots of people who help us. (EYFS) Christians believe Jesus was a special baby, the incarnation of God, a saviour. (Y1) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> People have senses. (EYFS) People must decide what is right and wrong. (EYFS) 	<p>Sacrifice</p> <ul style="list-style-type: none"> In Genesis humanity was divided from God by Adam & Eve’s disobedience. <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Stories from sacred texts teach people how to behave. Stories help some people understand the world. 	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus sacrificed his life to save the people he loved. (Y2) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Stories from sacred texts teach people about right and wrong. (Y2) People use their senses to try to understand the world (Y2) 	



Year 1: Spring 2

What questions does the story of Creation make us ask? Can we find any answers?



	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Genesis story of Creation (Y1Sp1) 	<ul style="list-style-type: none"> The word "philosophy" comes from Greek, "philo" meaning love and "sophy" meaning wisdom. Love-of wisdom= asking difficult questions and thinking about possible answers. Big Question: Can we make something from nothing? Philosophical idea: Nothing can come from nothing. Logically this seems true, humans can't make something from nothing. We can test this by trying to make something from nothing. Philosophical idea: Everything has a cause, the "first cause" was God. This can be demonstrated with falling dominoes (backwards) each was knocked over by the last, but unless it goes on forever, there must have been an original cause (God). Discussion: What does this reveal about God's power according to Jewish & Christian belief? God has power that human beings don't. Super-natural powers that we don't understand in nature. Some people do not believe in God. Humanists are one group of people who do not believe in God but try to find a scientific explanation of where the world came from. The Big Bang Theory is suggested by scientists as how the universe began. Everything started together and began expanding outwards and has been expanding for billions of years. Big question- Even if the world began from a "big bang", how did that happen in the first place, was there a power that made a decision to start it? Was that power God? Some religious people believe the Genesis story of creation is a true story that tells exactly how the world began, others think it is a way of teaching people that God is responsible for the creation of the world in a way they can understand. 	<ul style="list-style-type: none"> love-of wisdom belief God Super-natural powers scientific explanation universe belief God 	<ul style="list-style-type: none"> Hindu understanding of "god" through senses (Y2Su2) Are religious stories "reasonable" evidence? (Y3Su2) Meaning of "truth" (Y4A1) Is belief in God rational? (Y5Su2) Are religion & science in conflict? (Y6A2)
Disciplinary	<p>Theologians:</p> <ul style="list-style-type: none"> Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. (Y1Sp1) Connect that the story teaches Christians and Jewish people that they have a responsibility to look after God's creation. (Y1Sp1) 	<p>Philosophers deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The nature of knowledge, meaning and existence How and whether things make sense Issues of right & wrong, good & bad <p>Methods and processes used by philosophers:</p> <ul style="list-style-type: none"> Analysis of the validity of "truth" claims (doubt) Development and use of coherent questioning Development of and analysis of coherent argument Understanding of the human quest for knowledge and meaning Connecting belief (motivation) with behaviour 	<p>In this unit:</p> <p>Philosophers:</p> <ul style="list-style-type: none"> Can think about whether the Genesis story of Creation makes sense. Ask questions about things that are puzzling. Look for answers to questions about belief about where the world came from. Question if stories are real or made up and link with what people might learn from a story. 	<p>Philosophers:</p> <ul style="list-style-type: none"> Ask questions about the story of Moses (Y2A2) Think about what it means to "know" something. (Y2A2) Suggest a reason why a Jewish person might believe elements of the story. (Y2A2) Connect the story of the Jewish slaves being freed with ideas of right and wrong. (Y2A2) Consider why freedom is important and how it is expressed in the Seder meal. (Y2A2)
VCs	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> People have senses. (EYFS) People must decide what is right and wrong. (EYFS) 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Stories help some people understand the world. Some people ask big questions and try to answer them using reason. 		<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Concepts such as freedom are hard to define but have huge human significance. (Y2) People use their senses to try to understand the world (Y2)



Year 1: Summer 1

Why are symbols & artefacts important to Jewish people during Shabbat?



	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Ways of showing Belonging in Judaism (Y1A1) 	<ul style="list-style-type: none"> Shabbat is a weekly Jewish celebration involving a day of rest. Shabbat is a way for Jewish people to remember the story of Creation through resting, prayer and family time. Shabbat begins at Sundown on Friday evening and ends at nightfall Saturday evening Shabbat is remembered differently across different Jewish traditions and by individual families. Some families have more strict rules than others. Different objects and words have symbolic meanings. Some Jewish families might: <ul style="list-style-type: none"> Clean the house and prepare before Shabbat begins. Many Jewish families believe they should do no work during Shabbat, for some, this means no shopping, cooking or doing anything that might be seen as work (like driving or turning things on). This means they must prepare food in advance. Some common practices when bringing in Shabbat: on Friday evening two candles are lit and blessings said over wine in Kiddush cups, blessings may be said for the children in the family, everyone joins a family meal. On the table are two Challah loaves under a challah cover. During Shabbat many families spend time together talking, visiting, playing games and singing, they may go to the synagogue on Saturday. At nightfall on Saturday, Shabbat ends, this is marked with the lighting of a shabbat candle to say goodbye to Shabbat and begin the working week. Spice box may be passed around to smell sweet spices to cheer people up who might be sad that Shabbat is ending. 		<ul style="list-style-type: none"> Jewish practices at Passover (Y2A2)
Disciplinary	<p>Social Scientists</p> <ul style="list-style-type: none"> Recognise that people look at the world in different ways. (Y1A1) Recognise that people choose to belong to different groups. Some people choose to belong to a religion. (Y1A1) Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. (Y1A1) 	<p>Social Sciences</p> <p>Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The diverse nature of religion The diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity, and impact on communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> Seek evidence of belief in human behaviour and forms of expression Recognise similarities and differences within and between groups Consider forms of evidence and its reliability (data) Consider individual, local, national and global evidence of lived experience 	<p>In this unit:</p> <p>Social Scientists:</p> <ul style="list-style-type: none"> Recognise that people look at the world in different ways. Link that many Jewish people remember the story of creation by resting on the 7 day. Recognise that Jewish families celebrate Shabbat in diverse ways. Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging. 	<p>Social Scientists:</p> <ul style="list-style-type: none"> Recognise how Christians express God's importance in their lives. (Y1Su2) Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. (Y1Su2) Connect correct vocabulary with religious groups. (Y2A1) Identify how beliefs impact peoples' choices of in everyday life, including local special places. (Y2A1)



Year 1: Summer 1

Why are symbols & artefacts important to Jewish people during Shabbat?



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • People have senses. (EYFS) <p>Human Context</p> <ul style="list-style-type: none"> • People have differences and similarities. (EYFS) • People show difference and similarities through clothes, food, celebrations and special objects. (EYFS) • People can be different but still belong. (EYFS) 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Stories help some people understand the world. <p>Human Context</p> <ul style="list-style-type: none"> • People show they belong through special objects, buildings, worship, celebrations and rites of passage. • People show their beliefs on their own and in groups. 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Stories from sacred texts teach people about right and wrong. (Y2) <p>Human Context</p> <ul style="list-style-type: none"> • People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2) • Different groups express their beliefs in different ways (Y2)



Year 1: Summer 2

How do Christians show God is important to them?



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Substantive	<ul style="list-style-type: none"> Ways of showing Belonging in Christianity/Judaism (Y1A1) Jesus as the incarnation of God (Y1A2) Genesis Story of creation (Y1Sp1) 	<ul style="list-style-type: none"> God is important to Christians Christians have many diverse ways of showing God's importance: Prayer– Talking & Listening to God People might use personal or group prayer to say, "Thank you", "Sorry", or "Please!" To God. Some prayers are written down and may be said often together as a group. E.g. The Lord's Prayer The story of Jesus and the 10 lepers teaches that God likes it when people say thank you. Praise– Expressing, "Well done! Wow God! That's Amazing!" This is often expressed through song and music In Psalms David the shepherd boy praises the natural world he sees and believes God made. Worship– treating God as more important than anyone else. This can be compared with the way some people treat the Queen or Royalty. Expression of worship in song, dance, buildings, art, giving money. Variance of practice- huge diversity of expression within Christianity. (possible link Kenya) 	<ul style="list-style-type: none"> Transferable vocabulary Prayer, Praise & Worship– Local Study (Y2A1) Jesus in the Bible (Y2Sp1) Jesus' sacrifice at Easter (Y2Sp2) Jesus as a person of the Trinity (Y3A2) Jesus as Ultimate Sacrifice (Y4A2) Jesus as Messiah (Y5Su1) Significance of resurrection (Y6A1) 	
Disciplinary	<p>Social Scientists</p> <ul style="list-style-type: none"> Recognise that people look at the world in different ways. (Y1A1) Recognise that people choose to belong to different groups. Some people choose to belong to a religion. (Y1A1) Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. (Y1A1) Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging.(Y1Su1) 	<p>Social Sciences</p> <p>Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The diverse nature of religion The diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity, and impact on communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> Seek evidence of belief in human behaviour and forms of expression Recognise similarities and differences within and between groups Consider forms of evidence and its reliability (data) Consider individual, local, national and global evidence of lived experience 	<p>In this unit:</p> <p>Social Scientists:</p> <ul style="list-style-type: none"> Recognise that people look at the world in different ways. Recognise how Christians express God's importance in their lives. Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. 	<p>Social Scientists</p> <ul style="list-style-type: none"> Connect correct vocabulary with religious groups. (Y2A1) Identify how beliefs impact peoples' choices of in everyday life, including local special places. (Y2A1)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • People have senses. (EYFS) • People must decide what is right and wrong. (EYFS) <p>Human Context</p> <ul style="list-style-type: none"> • People have differences and similarities. (EYFS) • People show difference and similarities through clothes, food, celebrations and special objects. (EYFS) • People can be different but still belong. (EYFS) 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Stories from sacred texts teach people how to behave. • Stories help some people understand the world. <p>Human Context</p> <ul style="list-style-type: none"> • People show they belong through special objects, buildings, worship, celebrations and rites of passage. • People show their beliefs on their own and in groups. 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Stories from sacred texts teach people about right and wrong. (Y2) • People use their senses to try to understand the world (Y2) <p>Human Context</p> <ul style="list-style-type: none"> • People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2) • Different groups express their beliefs in different ways (Y2)





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Ways of showing Belonging in Christianity/Judaism (Y1A1) Vocabulary Prayer, Praise & Worship (Y1Su2) Geography mapping local area (Y2A) Local History (Y2A) 	<p>The way a person experiences the world is called worldview this is influenced by our life experiences Everyone inhabits a worldview.</p> <p>Some people choose to belong to organized religious groups this can be a Religious Worldview</p> <p>We have already learnt that Christians may use a place of worship called Church and Jewish people may belong to a place of worship called Synagogue</p> <p>In Britain, Christianity is the largest Religion but there are lots of other religious groups too:</p> <ul style="list-style-type: none"> Islam a follower is called Muslim and their place of worship is called Mosque (or Masjid) Hindu Dharma a follower is often called Hindu and their place of worship is called Mandir Sikh a follower is called Sikh and their place of worship is called Gurdwara <p>Local Study:</p> <ul style="list-style-type: none"> Have we seen anything in our local area that shows ideas about what people believe? e.g., places of worship, symbols, decorations, shops, people. Use Google street view to explore the local area around your school. Find out what local places of worship are represented. What religions do they belong to? What might we see in certain types of place of worship. Arrange a visit to at least one local place of worship. 		<ul style="list-style-type: none"> Forms of worship in Hindu Dharma (Y2Su1) Expression of beliefs in Islam (Y3Su1) How beliefs have shaped our local area (Y4Su2) Link between origins of Judaism, Christianity & Islam. (Y2A2)
Disciplinary	<p>Social Scientists:</p> <ul style="list-style-type: none"> Recognise that people look at the world in different ways. (Y1) Recognise that people choose to belong to different groups. Some people choose to belong to a religion. (Y1A1) Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. (Y1A1) Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. (Y1Su2) 	<p>Social Sciences</p> <p>Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The diverse nature of religion The diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity, and impact on communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> Seek evidence of belief in human behaviour and forms of expression Recognise similarities and differences within and between groups Consider forms of evidence and its reliability (data) Consider individual, local, national and global evidence of lived experience 	<p>In this unit:</p> <p>Social Scientists</p> <ul style="list-style-type: none"> Connect correct vocabulary with religious groups. Recognise evidence of belief in the local community. Identify how beliefs impact peoples' choices of in everyday life, including local special places. 	<p>Social Scientists:</p> <ul style="list-style-type: none"> Use correct vocabulary to name items and celebrations important in Hindu Dharma. (Y2Su2) Link beliefs with evidence in the community. (Y2Su2) Identify how artifacts and practices are used in everyday life to show belonging. (Y2Su2) Consider what data can tell us about religion locally, nationally and internationally. (Y4Su2) Seek evidence of lived religion in our local area. (Y4Su2)
VCs	<p>Human Context</p> <ul style="list-style-type: none"> People show they belong through special objects, buildings, worship, celebrations and rites of passage. (Y1) People show their beliefs on their own and in groups. (Y1) 	<p>Human Context</p> <ul style="list-style-type: none"> People express their beliefs through special objects, buildings, worship, celebrations and rites of passage Different groups express their beliefs in different ways 		<p>Human Context</p> <ul style="list-style-type: none"> Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3) Some people express religious symbolism through creative arts, others don't. (Y3)





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Ways of showing Belonging in Judaism (Y1A1) Jewish celebration of Shabbat (Y1Su1) Vocabulary differentiating Judaism, Christianity & Islam (Y2A1) 	<ul style="list-style-type: none"> Freedom can mean many things. We could say it is freedom to choose what we say and do. Philosophical idea 1: freedom is difficult to think about because we are always limited in our freedom by physical laws and our own responsibilities. Philosophical idea: Freedom should be governed by reason, one person's use of their freedom shouldn't stop other people's freedom. Freedom with rules, led by thinking, not emotions. The story of Exodus can be found in the Torah (Jewish) and the Christian Bible it is also special Muslims In the story, the Jewish people (Israelites) were slaves to the Egyptians they were physically not free to do what they wanted. Narrative of the story of Moses ending in the freedom of the Israelites Passover (or Pesach) is a way of remembering the story of Exodus and what freedom means. Jewish families remember the story using artefacts and practices during Seder meal. Children have an important role during the Seder, using the Haggadah they ask 4 questions which the adults must answer. This is a way passing on the traditions of Judaism to the next generation. It is also significant that they are allowed to ask questions, unlike slaves. The Seder plate contains symbolic items so help remember the story of Exodus. 		<ul style="list-style-type: none"> Jesus' actions at Last Supper as Jewish celebration of Passover (Y2Sp2) Symbolic items used in Hindu worship (Y2Su1) Reason in moral decision making (Y3Sp1) Reasonable to believe? (Y3Su2) Evidence and reasoning (Y4A1)
Disciplinary	<p>Philosophers:</p> <ul style="list-style-type: none"> Can think about whether the Genesis story of Creation makes sense. (Y1Sp2) Ask questions about things that are puzzling. (Y1Sp2) Question if stories are real or made up and link with what people might learn from a story. (Y1Sp2) 	<p>Philosophers deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The nature of knowledge, meaning and existence How and whether things make sense Issues of right & wrong, good & bad <p>Methods and processes used by philosophers:</p> <ul style="list-style-type: none"> Analysis of the validity of "truth" claims (doubt) Development and use of coherent questioning Development of and analysis of coherent argument Understanding of the human quest for knowledge and meaning Connecting belief (motivation) with behaviour 	<p>In this unit</p> <p>Philosophers:</p> <ul style="list-style-type: none"> Ask questions about the story of Moses Think about what it means to "know" something. Suggest a reason why a Jewish person might believe elements of the story. Connect the story of the Jewish slaves being freed with ideas of right and wrong. Consider why freedom is important and how it is expressed in the Seder meal. 	<p>Philosophers:</p> <ul style="list-style-type: none"> Identify philosophical questions (Y3Sp1) Decide if a Christian belief about morality makes sense and give reasons why. (Y3Sp1) Recognise that ideas of right and wrong are difficult to define. (Y3Sp1) Consider that people have different answers to questions about the world. Humanists believe they can still be "good without God." (Y3Sp1)





Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
<p>VCs</p> <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Stories from sacred texts teach people how to behave. (Y1) • Stories help some people understand the world. (Y1) • Some people ask big questions and try to answer them using reason. (Y1) <p>Human Context</p> <ul style="list-style-type: none"> • People show they belong through special objects, buildings, worship, celebrations and rites of passage. (Y1) • People show their beliefs on their own and in groups. (Y1) 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Stories from sacred texts teach people about right and wrong • Concepts such as freedom are hard to define but have huge human significance. • People use their senses to try to understand the world <p>Human Context</p> <ul style="list-style-type: none"> • People express their beliefs through special objects, buildings, worship, celebrations and rites of passage • Person, Time & Place Moses (Hebrew), about 3400 years ago, Egypt 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Teachings from sacred texts help some people make moral decisions (Y3) • Ideas about what is true can be critically examined using logic and reasoned argument. (Y3) <p>Human Context</p> <ul style="list-style-type: none"> • Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3) • Some people express religious symbolism through creative arts, others don't. (Y3)



Year 2: Spring 1

What do stories from the Bible reveal about what God is like? - Christianity



	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Jesus as the incarnation of God (Y1A2) Vocabulary used by Christians to show God's importance (Y1Su2) 	<ul style="list-style-type: none"> Christians believe that Jesus was God incarnate God in human form. There is historical evidence that a Jewish person called Jesus lived around 2000 years ago in Judea (modern day Israel), whether he was the son of God is a matter of belief. The New Testament (second part) of the Bible contains stories about what Jesus did that reveal he could perform miracles was a great teacher and leader. Many Christians believe these events really happened. The New Testament also contains stories Jesus told called Parables these are not things Christians think really happened, but stories that teach people about God and right and wrong The Bible contains lots of stories that are metaphors to help people understand what God is like: Father, Good shepherd, forgiving, rock. 		<ul style="list-style-type: none"> Content of the Bible (Y3A1) Jesus' sacrifice at Easter (Y2Sp2) Jesus as a person of the Trinity (Y3A2) Jesus as Ultimate Sacrifice (Y4A2) Jesus as Messiah (Y5Su1) Significance of resurrection (Y6A1)
Disciplinary	<p>Theologians:</p> <ul style="list-style-type: none"> Link the story of the Nativity with Christianity. (Y1A2) Understand that Christians believe Jesus was a special baby, the incarnation of God (Y1A2) 	<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> Where beliefs come from How beliefs change over time How beliefs relate to each other How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> Interpretation of story & text Consideration of reliability of sources Considering unity & diversity within and between worldviews Considering evidence of how beliefs change over time 	<p>In this unit:</p> <p>Theologians:</p> <ul style="list-style-type: none"> Retell stories about Jesus and link with Christian ideas about God and how to behave. Retell parables and suggest what they reveal about God and how to behave. 	<p>Theologians:</p> <ul style="list-style-type: none"> Link events of Holy Week with Christian beliefs about Jesus. (Y2Sp2) Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2Sp2) Beliefs about Easter are expressed in diverse ways. (Y2Sp2)
VCS	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus was a special baby, the incarnation of God, a saviour. (Y1) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Stories from sacred texts teach people how to behave. (Y1) Stories help some people understand the world. (Y1) 	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus sacrificed his life to save the people he loved. <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Stories from sacred texts teach people about right and wrong 		<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people. (Y3) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Teachings from sacred texts help some people make moral decisions (Y3)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Jesus as the incarnation of God (Y1A2) • The Fall (Y1Sp1) • Vocabulary used by Christians to show God's importance (Y1Su2) • Jewish practices at Passover (Y2A2) • Jesus in the Bible (Y2Sp1) 	<ul style="list-style-type: none"> • Christians believe that Jesus was God incarnate God in human form. • There is historical evidence that a Jewish person called Jesus lived around 2000 years ago in Judea (modern day Israel), whether he was the son of God is a matter of belief. • Jesus had 12 special friends and followers called Disciples • Events of Holy Week: • Palm Sunday Lots of people were excited about Jesus, many people came to welcome him on his arrival in Jerusalem they waved palm leaves and shouted "Hosannah" meaning "Save us." • Some people didn't like that Jesus was saying he was the Son of God, they thought it was a lie. • Last Supper (Thursday)– Jesus washed his disciples' feet, showing he was there to serve them, and they should do the same for others. Before Passover meal, Jesus said one of them had betrayed him and Judas left. Jesus shared bread and wine saying they were his body and blood, and his followers should remember him by sharing them. This is Holy Communion originates. • Arrest– That night, Jesus wanted to pray, he asked the disciples to keep watch in the Garden of Gethsemane, but they fell asleep. Judas brought Roman soldiers to arrest Jesus, he had been paid 30 pieces of silver to do this. Peter took out his sword and cut off one of the soldier's ears. Jesus stopped Peter and healed the soldier. He went with them. • Good Friday– Jesus was tried by the Roman in charge Pilate and sentenced to death. He was beaten and had a crown of thorns put on his head to mock him. He was forced to carry his cross but fell down He was crucified along with other criminals. Everything went dark as Jesus died. He had sacrificed his life because he loved his people. • Easter Sunday– Jesus followers found his tomb empty, and Jesus appeared to them, showing them the holes in his hands and feet. Christians call this resurrection, only God was powerful enough to defeat death, they say this is proof Jesus was God. • Ascension– The Bible says that Jesus appeared many times over the next 40 days, Jesus told them he was the Messiah spoken of in the Old Testament He was taken up to heaven and not seen in body again. (He did not die twice!) • Christians believe that Jesus' death was important because it brings salvation to his followers. Humans were divided from God after Adam and Eve's mistake. Jesus' death allows all human sin to be forgiven Some Christians see Jesus as a bridge between humanity & God. 	<ul style="list-style-type: none"> • Jesus as a person of the Trinity (Y3A2) • Jesus as Ultimate Sacrifice (Y4A2) • Jesus as Messiah (Y5Su1) • Significance of resurrection (Y6A1)





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p>Theologians:</p> <ul style="list-style-type: none"> • Link the story of the Nativity with Christianity. (Y1A2) • Understand that Christians believe Jesus was a special baby, the incarnation of God. (Y1A2) • Retell stories about Jesus and link with Christian ideas about God and how to behave. (Y2Sp1) • Retell parables and suggest what they reveal about God and how to behave. (Y2Sp1) 	<p>Theology</p> <p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • Where beliefs come from • How beliefs change over time • How beliefs relate to each other • How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> • Interpretation of story & text • Consideration of reliability of sources • Considering unity & diversity within and between worldviews • Considering evidence of how beliefs change over time 	<p>In this unit:</p> <p>Theologians:</p> <ul style="list-style-type: none"> • Retell stories about Jesus and link with Christian ideas about God and how to behave. • Link events of Holy Week with Christian beliefs about Jesus. • Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. • Beliefs about Easter are expressed in diverse ways. 	<p>Theologians:</p> <ul style="list-style-type: none"> • Consider how some Christians might interpret Biblical text. (Y3A1) • Infer how Christian beliefs developed based on events. (Y3A1) • Interpret the Bible to try to understand the concept of God as Trinity: Father, Son & Holy Spirit. One but also three. (Y3A2) • Recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. (Y3A2)
VCs	<p>Sacrifice</p> <ul style="list-style-type: none"> • Christians believe Jesus was a special baby, the incarnation of God, a saviour. (Y1) • In Genesis, humanity was divided from God by Adam & Eve's disobedience. (Y1) <p>Human Context</p> <ul style="list-style-type: none"> • People show they belong through special objects, buildings, worship, celebrations and rites of passage. (Y1) • People show their beliefs on their own and in groups. (Y1) 	<p>Sacrifice</p> <ul style="list-style-type: none"> • Christians believe Jesus sacrificed his life to save the people he loved. <p>Human Context</p> <ul style="list-style-type: none"> • People express their beliefs through special objects, buildings, worship, celebrations and rites of passage 		<p>Sacrifice</p> <ul style="list-style-type: none"> • Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people. (Y3) <p>Human Context</p> <ul style="list-style-type: none"> • Some people express religious symbolism through creative arts, others don't. (Y3)





Substantive	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
	<ul style="list-style-type: none"> Hindu Dharma, Hindu, Mandir (Y2A1) Symbolism of Jewish Seder (Y2A2) 	<ul style="list-style-type: none"> In Hindu Dharma (sometimes called Hinduism or Sanatan Dharma), there is a different understanding of God, than in Abrahamic faiths (Judaism, Christianity, Islam). In Hindu Dharma it is understood that there is One Supreme Being or Ultimate Reality (Brahman) who has no physical form. Many Hindus believe that Brahman is within everything and everyone. There are no images of Brahman in Hindu worship. Om symbols widely used to represent Brahman and is used in meditation. Trimurti means “three forms” Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer they are all aspects of Brahman, they also take many forms Avatars represented as Gods or deities Murtis are representations of the Gods or deities they are a visual expression of ideas about the role and characteristics of Gods, (Visual symbolism) they help Hindus focus worship Some of the symbolism represented in Murtis are explained in stories about the Gods and Goddesses. Worship is important to many Hindus as a way of connecting with the reality of Brahman within themselves. Worship at home takes many forms. Different people may focus on particular Gods and have a shrine in their home. Puja at home appeals to all 5 senses and may include bell (hearing) to show the God they are ready to worship; Murti (sight) an image to focus worship; incense (smell) to purify and fill the room; Kum-kum Powder (touch) to mark the head of worshippers and sometimes the murti; Fruit offerings (taste) to the God. A Arti lamp is waved before the deities, worshippers wave their hands over the flame to gain blessings from the God. Many Hindus worship in the Mandir, these can vary in size and design. Many are richly decorated, they may be dedicated to particular Gods important in that community. Visitors to the Mandir remove their shoes, in the shrine room where the images of the Gods are kept, Priests may lead worship by ringing the bell and leading prayer, worshippers make offerings of food to the God to show respect, the food is later shared with worshippers. 	<ul style="list-style-type: none"> Hindu celebrations & community (Y2Su2) Hindu beliefs expressed in worship (Y5A1) Hindu scripture & Dharma (Y5A2) Hindu Community (Y6Sp1) Are religious stories “reasonable” evidence? (Y3Su2) Meaning of “truth” (Y4A1) Is belief in God rational? (Y5Su2) Are religion & science in conflict? (Y6A2)



Year 2: Summer 1

What do our senses tell us about Hindu worship?



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Disciplinary	<p>Philosophers:</p> <ul style="list-style-type: none"> • Ask questions about the story of Moses (Y2A2) • Think about what it means to “know” something. (Y2A2) • Consider why freedom is important and how it is expressed in the Seder meal. (Y2A2) 	<p>Philosophers deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • The nature of knowledge, meaning and existence • How and whether things make sense • Issues of right & wrong, good & bad <p>Methods and processes used by philosophers:</p> <ul style="list-style-type: none"> • Analysis of the validity of “truth” claims (doubt) • Development and use of coherent questioning • Development of and analysis of coherent argument • Understanding of the human quest for knowledge and meaning • Connecting belief (motivation) with behaviour 	<p>In this unit:</p> <p>Philosophers:</p> <ul style="list-style-type: none"> • Ask questions about practices from Hindu communities. • Consider how we can find out about something using our senses. • Recognise how many Hindu communities express their ideas about Hindu Dharma through the senses. 	<p>Philosophers:</p> <ul style="list-style-type: none"> • Identify philosophical questions (Y3Sp1) • Consider that people have different answers to questions about the world. Humanists believe they can still be “good without God.” (Y3Sp1)
VCs	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Stories from sacred texts teach people how to behave. (Y1) • Stories help some people understand the world. (Y1) <p>Human Context</p> <ul style="list-style-type: none"> • People show they belong through special objects, buildings, worship, celebrations and rites of passage. (Y1) 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • People use their senses to try to understand the world <p>Human Context</p> <ul style="list-style-type: none"> • People express their beliefs through special objects, buildings, worship, celebrations and rites of passage • Different groups express their beliefs in different ways 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Ideas about what is true can be critically examined using logic and reasoned argument. (Y3) <p>Human Context</p> <ul style="list-style-type: none"> • Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3) • Some people express religious symbolism through creative arts, others don’t. (Y3) 	



Year 2: Summer 2

How do celebrations give Hindus a sense of belonging?



	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Ways Jewish & Christian people show belonging (Y1A1) Hindu understanding of "god" through senses (Y2Su2) 	<ul style="list-style-type: none"> We belong in different places such as family, school, class, clubs. Some people choose to belong to a religious group, expressing their beliefs about God/s A person who belongs to Hindu Dharmās sometimes called Hindu Some special Hindu artefacts are: Murti, Aum symbol, Diva Lamp; Ramayana A Hindu place of worship is Mandir (sometimes called a temple) Belonging: Jatakarma ceremony, a private ceremony for the family to welcome a new baby. Honey and Ghee (like butter) is placed on the tongue and the name of God is whispered in the baby's ear. Raksha Bandhan (or Rakhi) means "bond of protection" between brothers and sisters. The sister ties a Rakhi bracelet made of threads around the brother's wrist, she says a prayer and marks his forehead with kum-kum powder; in some traditions the sister gives the brother a sweet. The brother responds by promising to protect his sister and gives her a gift. The festival may include food, cards, flowers and celebrations for the whole family. Diwali, meaning "row of lights", is a 5 day family and community celebration of harvest, light and good defeating evil. It is celebrated by: cleaning the house; decorations; mandalas; lighting lamps; fireworks; food and sweets. Lakshmi, the Goddess of wealth, is worshipped. Diwali remembers the story of Rama and Sita found in the Ramayana. Traditionally, this was passed on orally, now there are lots of versions of the story. It tells of how Rama, an avatar of Lord Vishnu, defeated the wicked demon Ravana. 		<ul style="list-style-type: none"> Hindu beliefs expressed in worship (Y5A1) Hindu scripture & Dharma (Y5A2) Hindu Community (Y6Sp1)
Disciplinary	<p>Social Scientists</p> <ul style="list-style-type: none"> Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. (Y1A1) Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. (Y1Su2) Connect correct vocabulary with religious groups. (Y2A1) Identify how beliefs impact peoples' choices of in everyday life, including local special places. (Y2A1) 	<p>Social Sciences</p> <p>Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The diverse nature of religion The diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity, and impact on communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> Seek evidence of belief in human behaviour and forms of expression Recognise similarities and differences within and between groups Consider forms of evidence and its reliability (data) Consider individual, local, national and global evidence of lived experience 	<p>In this unit:</p> <p>Social Scientists:</p> <ul style="list-style-type: none"> Use correct vocabulary to name items and celebrations important in Hindu Dharma. Link beliefs with evidence in the community. Identify how artifacts and practices are used in everyday life to show belonging. 	<p>Social Scientists:</p> <ul style="list-style-type: none"> Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways. (Y3Su1) Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. (Y3Su1) Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam. (Y3Su1)
VCs	<p>Human Context</p> <ul style="list-style-type: none"> People show they belong through special objects, buildings, worship, celebrations and rites of passage. (Y1) People show their beliefs on their own and in groups. (Y1) 	<p>Human Context</p> <ul style="list-style-type: none"> People express their beliefs through special objects, buildings, worship, celebrations and rites of passage Different groups express their beliefs in different ways 		<p>Human Context</p> <ul style="list-style-type: none"> Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3) Some people express religious symbolism through creative arts, others don't. (Y3)





Substantive	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
	<ul style="list-style-type: none"> • What stories from the Bible reveal about God (Y2Sp1) • Bible stories and Parables of Jesus (Y2Sp2) 	<ul style="list-style-type: none"> • The Bible is the Christian holy book that teaches Christians about God, God's relationship with people and how they believe Jesus Christ was the completion of God's plans. • The Bible is constructed in 2 parts, the oldest parts are believed to be about 3000 years old, but probably existed as oral stories before they were written down. • The Bible is organised into books (some named after the person who wrote them, or the person they are about), chapters and verses • The Old Testament (also special to Jewish people in the form of the Tanakh) these writings include stories about how the world began, God's relationship with people, histories, prophecies, songs and rules. Christians believe the Old Testament predicts the coming of a Messiah. • The New Testament tells about the life and teachings of Jesus Christ whom Christians believe is the Messiah prophesied, and the early Christian Church. It was written about 100 years after Jesus' life. • The writings in the Bible were originally written in the language of the people of the time in what is now the Middle East, these include Hebrew (Most of the Old Testament), Aramaic (the language Jesus probably spoke) and Greek (New Testament). • Bibles have been translated in different ways over time, this means we must think about how meaning can be changed by a translator's choice of words. • The Bible was written by many different authors and contains many different types of writing. • About 400 years after Jesus church leaders agreed which writings should be included in the official Bible. The Catholic Bible also includes some additional writings. • The words in the Bible can seem hard to understand. Christians today think hard about what the words mean in modern context. Some Christians see the Bible as actual truth, others say some parts are stories to help people understand God. • 2 Timothy 3:16 "All scripture is God breathed and is useful for teaching, rebuking, correcting and training in righteousness" The words are believed to be inspired by God • The Bible is used in many Christian's daily lives in lots of ways, for prayer, collective worship and quiet reflection. 	<ul style="list-style-type: none"> • Biblical reference to persons of the Trinity (Y3A2) • Bible stories and attributes of God (Y3Su2) • Biblical reference to sacrifice (Y4A2) • Biblical reference to charity (Y4Sp1&2) • The Bible & Christian diversity (Y5Sp2) • prophecy of Messiah (Y5Su1) • Gospel narratives of resurrection (Y6A1)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Disciplinary	<p>Theologians:</p> <ul style="list-style-type: none"> Retell stories about Jesus and link with Christian ideas about God and how to behave. (Y2) Link events of Holy Week with Christian beliefs about Jesus. (Y2Sp2) Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2Sp2) 	<p>Theology:</p> <p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> Where beliefs come from How beliefs change over time How beliefs relate to each other How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> Interpretation of story & text Consideration of reliability of sources Considering unity & diversity within and between worldviews Considering evidence of how beliefs change over time 	<p>In this unit:</p> <p>Theologians:</p> <ul style="list-style-type: none"> Consider how some Christians might interpret Biblical text. Infer how Christian beliefs developed based on events. Consider that questions of the reliability of scripture are complex influenced by authorship, audience, purpose, genre, translation and history. Recognise there are differences within Christianity, such as versions of the Bible. 	<p>Theologians:</p> <ul style="list-style-type: none"> Interpret the Bible to try to understand the concept of God as Trinity: Father, Son & Holy Spirit. One but also three. (Y3A2) Infer how Islamic beliefs developed based on events. (Y3Sp2) Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet. (Y3Sp2) There are differences within Islam, such as Sunni & Shia. (Y3Sp2)
VCs	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus sacrificed his life to save the people he loved. (Y2) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Stories from sacred texts teach people about right and wrong. (Y2) <p>Human Context</p> <ul style="list-style-type: none"> Different groups express their beliefs in different ways (Y2) 	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people. <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Teachings from sacred texts help some people make moral decisions <p>Human Context</p> <ul style="list-style-type: none"> Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. 	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence. (Y4) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Teachings from sacred texts can inspire people's actions e.g. sacrifice, charity and service. (Y4) <p>Human Context</p> <ul style="list-style-type: none"> Expression of belief can be seen locally, nationally and internationally (local focus places of worship or contribution to local community). (Y4) 	



Year 3: Autumn 2

What is the Trinity? How have artists used symbolism to express Trinity?



	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Jesus as the incarnation of God (Y1A2) Vocabulary used by Christians to show God's importance (Y1Su2) What stories from the Bible reveal about God (Y2Sp1) Jesus' sacrifice at Easter (Y2Sp2) What is the Bible? (Y3A1) 	<ul style="list-style-type: none"> Christianity is a monotheistic religion, meaning belief in one God The Christian concept of God sometimes called mystery The mystery is how God can be one but also three (this suggests they can be separated from each other), Christian Theologians express this as three persons of God called the Trinity: <ul style="list-style-type: none"> God the Father (creator); God the Son – (Jesus, the incarnation of God and saviour); God the Holy Spirit (God Within, the Helper, the friend). The three persons of the Trinity have individual significance but are one whole. Christians try to make sense of this idea using Bible: <ul style="list-style-type: none"> In the Story of Jesus' Baptism (Matthew 3:13-17) reveals God the father as a "voice from heaven", God the Son as the person of Jesus, and God the Holy Spirit as being "like a white dove". Pentecost, is celebrated on the Sunday 50 days after Easter. After Jesus' ascension the disciples were gathered together and the Holy Spirit came down to them, described as sounding like a strong wind and looking like tongues of flame. The disciples were filled with the Holy Spirit and could speak other languages. Many diverse artists have tried to make sense of the Christian understanding of God as Trinity through their work, some are inspired by words from the Bible, others use their own ideas. 		<ul style="list-style-type: none"> Bible stories and attributes of God (Y3Su2) Biblical reference to sacrifice (Y4A2) Biblical reference to charity (Y4Sp1&2) The Bible & Christian diversity (Y5Sp2) prophecy of Messiah in Art (Y5Su1) Gospel narratives of resurrection (Y6A1)
Disciplinary	<p>Theologians:</p> <ul style="list-style-type: none"> Link events of Holy Week with Christian beliefs about Jesus. (Y2Sp2) Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2Sp2) Consider how some Christians might interpret Biblical text. (Y3A1) Infer how Christian beliefs developed based on events. (Y3A1) 	<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> Where beliefs come from How beliefs change over time How beliefs relate to each other How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> Interpretation of story & text Consideration of reliability of sources Considering unity & diversity within and between worldviews Considering evidence of how beliefs change over time 	<p>In this Unit:</p> <p>Theologians:</p> <ul style="list-style-type: none"> Interpret the Bible to try to understand the concept of God as Trinity: Father, Son & Holy Spirit. One but also three. Recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. <p>Social Scientists:</p> <ul style="list-style-type: none"> Identify similarities and differences in how artists have tried to express the Trinity 	<p>Theologians:</p> <ul style="list-style-type: none"> Consider how beliefs shape how some people see the world. (Y3Sp2 & Su2) Consider how believers interpret scripture. (Y3Sp2 & Su2) Consider questions of reliability of religious sources. (Y3Sp2 & Su2) <p>Social Scientists:</p> <ul style="list-style-type: none"> Recognise that conversations about religion and belief are complex in relation to Abrahamic (Y5Su1) understandings of Messiah. Explain how belief has been expressed in similar and different artistic forms within Christianity. (Y5Su1)





VCs	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus sacrificed his life to save the people he loved. (Y2) <p>Human Context</p> <ul style="list-style-type: none"> Different groups express their beliefs in different ways (Y2) 	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people <p>Human Context</p> <ul style="list-style-type: none"> Some people express religious symbolism through creative arts, others don't. 	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence. (Y4) <p>Human Context</p> <ul style="list-style-type: none"> Expression of belief can be seen locally nationally and internationally (local focus – places of worship or contribution to local community). (Y4)





Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
<p>Substantive</p> <ul style="list-style-type: none"> • “Reasonable” exercise of freedom (Y2A2) • Making sense using symbolic items in Hindu worship (Y2Su1) 	<ul style="list-style-type: none"> • Philosophy comes from Greek and means Love of Wisdom philosophy to make sense of the world by asking questions and analysing arguments • Humans have tried to make sense of the world in lots of ways right from when we were first able to think religious beliefs and reasoning is one of those ways making sense of the world • “How do people make moral decisions?” is one example of a philosophical question with many different possible answers. • Moral means our understanding of right and wrong behaviour. • Humans have tried to express ideas of right and wrong through rules both social and religious usually we have a choice about whether we should follow these rules but breaking them may have consequences. • Not all rules are good or make sense. • In the Old Testament the Jewish people were given a set of rules called 10 commandments by God. These are important in Christianity too. Believers might worry that God will not be happy if they break the rules. • In the New Testament Jesus gave his followers a new commandment (John 13:4335) “Love one another. As I have loved you, so you must love one another”. • Philosophical questions is acting with love always a good way to behave? can cause problems; humans sometimes have good intentions but things go wrong and have bad outcomes. • Not all people believe in God or choose to follow rules laid down by religion. This is a non-religious worldview. • A person who believes in God is called theist, a person who does not believe in God is called an atheist, a person who is not sure about God’s existence is called agnostic. These are all different worldviews. • Humanism is one example of a non-religious worldview. People who identify as humanists believe that they have one life and should make the best of it and that the purpose of life should be to be happy as possible, this includes making other people around them happy. This is such an important principle that many humanists use the symbol of a happy Human to represent their beliefs. • Many humanists believe that people should choose to be good without God’s influence on their lives. The guiding principle is that they should seek happiness and make others happy. • Considering the best outcome for the most people is called utilitarianism. 3 Principles of utilitarianism are: 1. Happiness is the most important thing. 2. Actions are right if they promote happiness, wrong if they result in unhappiness. 3. Everyone’s happiness counts equally. • Philosophers question whether ideas like utilitarianism make sense and if they will always work. 	<ul style="list-style-type: none"> • Reasonable to believe? (Y3Su2) • Meaning of “truth”, Evidence and reasoning (Y4A1) • Attitudes to poverty and justice (Y4Sp1) • Is belief in God rational? (Y5Su2) • Are religion & science in conflict? (Y6A2)





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p>Philosophers:</p> <p>Philosophers:</p> <ul style="list-style-type: none"> • Think about what it means to “know” something. (Y2A2) • Connect the story of the Jewish slaves being freed with ideas of right and wrong. (Y2A2) • Ask questions about stories and practices (Y2) • Consider how we can find out about something using our senses. (Y2Su1) 	<p>Philosophy</p> <p>Philosophers deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • The nature of knowledge, meaning and existence • How and whether things make sense • Issues of right & wrong, good & bad <p>Methods and processes used by philosophers:</p> <ul style="list-style-type: none"> • Analysis of the validity of “truth” claims (doubt) • Development and use of coherent questioning • Development of and analysis of coherent argument • Understanding of the human quest for knowledge and meaning • Connecting belief (motivation) with behaviour 	<p>In this unit:</p> <p>Philosophers:</p> <ul style="list-style-type: none"> • Identify philosophical questions • Decide if a Christian belief about morality makes sense and give reasons why. • Recognise that ideas of right and wrong are difficult to define. • Consider that people have different answers to questions about the world. Humanists believe they can still be “good without God.” 	<p>Philosophers:</p> <ul style="list-style-type: none"> • Identify logical arguments • Decide if a belief makes logical sense and give reasons why. (Y3Su2) • Recognise that claims of truth based on faith are difficult to examine logically. (Y3Su2) • Consider that people have different answers to questions about the world and seek answers in different places. (Y3Su2)
VCs	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Stories from sacred texts teach people about right and wrong. (Y2) • Concepts such as freedom are hard to define but have huge human significance. (Y2) • People use their senses to try to understand the world (Y2) 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Teachings from sacred texts help some people make moral decisions • Ideas of ‘morality’ and responsibility are complex • Ideas about what is true can be critically examined using logic and reasoned argument. 		<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • People can interpret Truth in different ways (Plato’s cave), humans are limited by experience. (Y4) • Teachings from sacred texts can inspire people’s actions e.g. sacrifice, charity and service. (Y4) • Most human beings have a sense of moral justice. (Y4)





Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
<ul style="list-style-type: none"> Islam, Muslim, Mosque vocabulary (Y2A1) Origins of Christianity, the Bible (Y3A1) 	<ul style="list-style-type: none"> Muslims believe Islam is the religion Allah has chosen for humanity. Islam shares many of the same stories as early Judaism and believes Jesus was a prophet but not the son of God. Muslims believe Islam reached its completion through Prophet Muhammad in 7th Century Arabia Mecca was an important city for trade routes and religion, but the city was ruled by different tribes and had lots of corruption. Many people worshipped many Gods, they put idols in Ka'bah, lots of people visited and brought money in to the city. Christianity, Judaism and Zoroastrianism were monotheistic religions present at the time, but did not deal with the problems in Arabia. Muhammad was born around 570 CE, he was orphaned and brought up by his grandfather and then his uncle. Muhammad travelled as a camel driver and worked for merchants. He became an honest and successful trader. A Successful businesswoman Khadija married him, he became rich and used his wealth to free slaves and help the poor. Muhammad believed there was only one God and didn't like how the Ka'bah, a holy building, was being used to keep idols of false gods. When Muhammad was 40, he went to cave to be quiet and focus on God away from Mecca and its corruption. Muslims believe he was visited by Angel Jibril (Gabriel) and was commanded to read 6 times, Muhammad couldn't read, but on the third command he was able to read and remember the words. Muhammad was being told to share God's message of oneness the people. This is called the Night of Power. Muhammad was visited many times over the years and the words he was given were eventually written down in the Qur'an. Considered the words of God. Muhammad began sharing the messages from God quietly at first, but gradually began to challenge peoples' worship of idols and say people should live moral lives. He began gaining followers. The leaders in Mecca did not like what Muhammad said as it challenged their power and lifestyles. They began attacking Muslims. Many people followed Muhammad, even when he was forced out of Mecca. Muhammad was considered a wise and moral leader prophet he was popular and successful. There were many battles but eventually Muhammad and his followers returned to Mecca and took charge, he forgave the people who had persecuted the Muslims. All the idols were removed from Ka'bah and it was restored to a house of worship of one God. Muhammad died in 632 CE. The entire population of Mecca were now Muslim and Islam had become the dominant religion in the region. The words given to Muhammad by the Angel were written down and formed Qur'an, considered the actual words of God (sacred). The Qur'an is shown respect as the words of God, Muslims perform Wudu before touching it, keep it on a high shelf above all other books and do not put it on the floor. Qur'an stands often used. Muhammad's wisdom was also written down in the Sunnah and Haddith, these are useful, respected guides to Muslims on how to live their lives. 	<ul style="list-style-type: none"> Islamic expression of belief (Y3Su1) Sacrifice in the Qur'an (Y4A2) Islamic beliefs about poverty & self sacrifice (Y4Sp1&2) Islamic diversity (Y4Su1) Islamic beliefs about life's purpose (Y6Su1)

Substantive

Year 3: Spring 2





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Disciplinary	<p>Theologians:</p> <ul style="list-style-type: none"> Consider how some Christians might interpret Biblical text. (Y3A1) Infer how Christian beliefs developed based on events. (Y3A1) Consider that questions of the reliability of scripture are complex influenced by: authorship, audience, purpose, genre, translation and history. (Y3A1) Recognise there are differences within Christianity, such as versions of the Bible (Y3A1) 	<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> Where beliefs come from How beliefs change over time How beliefs relate to each other How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> Interpretation of story & text Consideration of reliability of sources Considering unity & diversity within and between worldviews Considering evidence of how beliefs change over time 	<p>In this unit:</p> <p>Theologians:</p> <ul style="list-style-type: none"> Infer how Islamic beliefs developed based on events. Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet. There are differences within Islam, such as Sunni & Shia. 	<p>Theologians:</p> <ul style="list-style-type: none"> Recognise of how believers might interpret different texts in different ways. (Y4A2) Identify similarities and differences within and between the Abrahamic faiths. (Y4A2) Identify the influence of historical events on the development of Islam. (Y4Su1) Identify similarities and differences within Islamic schools of thought. (Y4Su1) Consider how beliefs might influence a Muslim's life, how they view the world and other people. (Y4Su1)
VCs	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus sacrificed his life to save the people he loved. (Y2) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Stories from sacred texts teach people about right and wrong. (Y2) <p>Human Context</p> <ul style="list-style-type: none"> People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2) 	<p>Sacrifice</p> <ul style="list-style-type: none"> In Islam, submission to the will of Allah can involve commitments of time, money and effort. <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Teachings from sacred texts help some people make moral decisions <p>Human Context</p> <ul style="list-style-type: none"> Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. Some people express religious symbolism through creative arts, others don't. Person, Time & Place Muhammad (Muslim), about 1400 years ago, Mecca (Saudi Arabia) 	<p>Sacrifice</p> <ul style="list-style-type: none"> In Islam and Christianity, personal self sacrifice in the form of action and charity is important. (Y4) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Teachings from sacred texts can inspire people's actions e.g. sacrifice, charity and service. (Y4) <p>Human Context</p> <ul style="list-style-type: none"> Expression of belief can be seen locally, nationally and internationally (local focus places of worship or contribution to local community). (Y4) Events in history and human conflict have impacted (Islamic) diversity. (Y4) 	





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Islam, Muslim, Mosque vocabulary (Y2A1) Origins of Islamic belief (Y3Sp2) 	<ul style="list-style-type: none"> The Qur'an teaches Muslims about the Oneness of God (Tawhid). Tawhid is expressed in the words of the call to prayer and whispered in a baby's ear Sunni & Shia Muslims are of the same religion, but express some things in different ways sometimes called "schools of thought". Many Sunni Muslims express their beliefs by following the Pillars of Sunni Islam (obligations). These impact daily life in different ways. The Shahadah - Declaration of Faith (Tawhid) Salah - Prayer 5 Zakat - Charity Sawm - Fasting during Ramadan Hajj - Pilgrimage to Mecca Some Islamic diversity due to tradition and culture in different places in the world for example: how faith is expressed in the home; how Witr is practiced. Some Islamic diversity due to interpretation of the Qur'an (ijtihad) is the struggle to understand and interpret meaning in today's context. For example, the Qur'an mentions modesty in dress, this is interpreted in many ways by individuals and communities. This is diversity is shown in different individual's chojab of 		<ul style="list-style-type: none"> Sacrifice in the Qur'an (Y4A2) Islamic beliefs about poverty & self sacrifice (Y4Sp1&2) Islamic diversity (Y4Su1) Islamic beliefs about life's purpose (Y6Su1)
Disciplinary	<p>Social Scientists:</p> <ul style="list-style-type: none"> Use correct vocabulary to name items and celebrations important in Hindu Dharma. (Y2Su2) Link beliefs with evidence in the community. (Y2Su2) Identify how artifacts and practices are used in everyday life to show belonging. (Y2Su2) 	<p>Social Sciences</p> <p>Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The diverse nature of religion The diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity, and impact on communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> Seek evidence of belief in human behaviour and forms of expression Recognise similarities and differences within and between groups Consider forms of evidence and its reliability (data) Consider individual, local, national and global evidence of lived experience 	<ul style="list-style-type: none"> In this unit: <p>Social Scientists:</p> <ul style="list-style-type: none"> Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways including the Call to Prayer, whispered in a baby's ear and the Shahadah. Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. Recognise that there is diversity within Islamic schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text. Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam. 	<p>Social Scientists:</p> <ul style="list-style-type: none"> Describe similarities and differences in how people contribute to society in Islam and Christianity (locally & nationally). (Y4Sp2) Describe ways beliefs about giving impact peoples' choices in everyday life, community & society. (Y4Sp2) Recognise that individual and community action can shape beliefs. (Y4Sp2)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus sacrificed his life to save the people he loved. (Y2) <p>Human Context</p> <ul style="list-style-type: none"> People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2) Different groups express their beliefs in different ways (Y2) 	<p>Sacrifice</p> <ul style="list-style-type: none"> In Islam, submission to the will of Allah can involve commitments of time, money and effort. <p>Human Context</p> <ul style="list-style-type: none"> Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. Some people express religious symbolism through creative arts, others don't. 	<p>Sacrifice</p> <ul style="list-style-type: none"> In Islam and Christianity, personal self sacrifice in the form of action and charity is important. (Y4) <p>Human Context</p> <ul style="list-style-type: none"> Expression of belief can be seen locally, nationally and internationally (local focus places of worship or contribution to local community). (Y4) Events in history and human conflict have impacted (Islamic) diversity (Y4)



Year 3: Summer 2

Is it reasonable to believe God is omnipotent, omnibenevolent, omniscient and omnipresent?



Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Substantive</p> <ul style="list-style-type: none"> • Alternative theories of creation (Y1Sp2) • “Reasonable” exercise of freedom, Exodus story (Y2A2) • Hindu understanding of “god” through senses (Y2Su2) • Reason in moral decision making (Y3Sp1) • Biblical stories about the nature of God (Y2sp1) • What is the Bible? (Y3A1) • Biblical reference to persons of the Trinity (Y3A2) 	<ul style="list-style-type: none"> • Philosophers try to explain why they think something is true, they try to do this in logical way • Philosophers show their thinking in steps show what they know and how it leads to their new idea. Logic helps us to decide if we are convinced by argument • Deductive argument 1. Something we know is true. 2. a second thing we know is true. 3. From the first two things this must be true. (logic) If the conclusion follows the first 2 things valid argument • Inductive argument These lead to likely conclusions based on probability and might best be expressed with qualifiers such as “most” or “some” rather than “all”. These are general rules might have exceptions • The Greek Philosopher Socrates 469-399 BCE, talked people through their arguments pointing out when things didn’t make sense and asking questions, he used reasoning to assess the strength of an argument • The Abrahamic faiths (Judaism, Christianity & Islam) often connect the idea of God with “Omni” traits • Omni = all • Omnipotent = all powerful – Seen in story of creation. • Omnibenevolent = all loving – “for God so loved the world, he gave his only Son, so that whoever believes in him may not perish but would have everlasting life.” The Bible, John 3:16 • Omniscient = all knowing – knows what’s in people’s hearts and minds (Seen in the story of Jonah) • Omnipresent = everywhere – Psalm 33: 1314 • Some might argue that an omnipotent, omnibenevolent God would not let people suffer, yet they do. • What contradictions are there in religious stories that might cause people to question these attributes of God? • Exodus – God had the power to free the Jewish people, in the process hurting many Egyptians. Does this fit with the idea of a loving God? • Story of Job – tested by Satan, and still faithful, accepted was not for him to know God’s ways • Greek Philosopher Epicurus 341-270 BCE, thought about the problem of evils God willing to prevent evil, but not able? Then he is not omnipotent. Is he able, but not willing? Then he is malevolent. Is he both able and willing? Then whence cometh evil? Is he neither able nor willing? Then why call him God? • A philosopher might ask if sacred texts are reasonable to consider as evidence for truth claims are a matter of personal faith and do not offer physical evidence. 	<ul style="list-style-type: none"> • Meaning of “truth”, Evidence and reasoning (Y4A1) • Is belief in God rational? (Y5Su2) • Are religion & science in conflict? (Y6A2)



Year 3: Summer 2

Is it reasonable to believe God is omnipotent, omnibenevolent, omniscient and omnipresent?



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Disciplinary	<p>Philosophers:</p> <ul style="list-style-type: none"> Identify philosophical questions. (Y2Sp1) Decide if a Christian belief about morality makes sense and give reasons why. (Y3Sp1) Consider that people have different answers to questions about the world. (Y3Sp1) <p>Theologians:</p> <ul style="list-style-type: none"> Interpret the Bible to try to understand the concept of God as Trinity: Father, Son & Holy Spirit. One but also three. (Y3A2) Recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. (Y3A2) 	<p>Philosophy: Philosophers deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The nature of knowledge, meaning and existence How and whether things make sense Issues of right & wrong, good & bad <p>Methods and processes used by philosophers:</p> <ul style="list-style-type: none"> Analysis of the validity of "truth" claims (doubt) Development and use of coherent questioning Development of and analysis of coherent argument Understanding of the human quest for knowledge and meaning Connecting belief (motivation) with behaviour <p>Theology: Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> Where beliefs come from How beliefs change over time How beliefs relate to each other How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> Interpretation of story & text Consideration of reliability of sources Considering unity & diversity within and between worldviews Considering evidence of how beliefs change over time 	<p>In this unit:</p> <p>Philosophers:</p> <ul style="list-style-type: none"> Identify logical arguments Decide if a belief makes logical sense and give reasons why. Recognise that claims of truth based on faith are difficult to examine logically. Consider that people have different answers to questions about the world and seek answers in different places. <p>Theologians:</p> <ul style="list-style-type: none"> Consider how beliefs shape how some people see the world. Consider how believers interpret scripture. Consider reliability of religious sources. 	<p>Philosophers:</p> <ul style="list-style-type: none"> Discuss our understanding of the concepts of knowledge, belief and opinion. (Y4A1) Consider philosophical ideas of truth, doubt and reality. (Y4A1) Understand some reasons why people answer philosophical questions in different ways. (Y4A1) Begin to decide whether religious reasoning is clearly expressed. (Y4A1)
VCs	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus sacrificed his life to save the people he loved. (Y2) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Stories from sacred texts teach people about right and wrong. (Y2) Concepts such as freedom are hard to define but have huge human significance. (Y2) 	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people. <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Ideas about what is true can be critically examined using logic and reasoned argument. 	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence. (Y4) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> People can interpret Truth in different ways (Plato's cave), humans are limited by experience. (Y4) 	





Substantive	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
	<ul style="list-style-type: none"> Alternative theories of creation (Y1Sp2) "Reasonable" exercise of freedom (Y2A2) Hindu understanding of "god" through senses (Y2Su2) Reason in moral decision making (Y3Sp1) Reasonable to believe? (Y3Su2) 	<ul style="list-style-type: none"> Philosophy comes from Greek and means Love of Wisdom, philosophers try to make sense of the world by asking questions and analysing arguments Knowledge is an awareness of something true based on experience, education or evidence. Belief is something someone thinks is true without proof. Opinion is a view formed based on experience without sure knowledge. To make decisions about if we know, believe or have an opinion on something we might evidence and reasoning. There are different types of evidence Empirical evidence based on experimenting, observation and data Theoretical evidence based on experience or opinion but is not proved (yet). Many worldviews make claims about their idea truth. It is possible for different people to experience truth in different ways, it depends on their perspective or greater knowledge. The story of The Blind Men and the Elephant is one way to explain this idea, this story is often used to explain the idea of religion or belief Hindu Dharma, Buddhism and other worldviews. We are all limited by our own experience. Plato (428-360BCE), Greek philosopher who thought deeply about truth and existence. He said that our senses can be tricked so might not be reliable in showing us the truth, we see this in magic tricks. Plato's Cave is a story to explain how we are limited by our experience and find it hard to think outside that experience. We can apply some themes from Plato's Cave to our thinking about religion and belief What if prophets and religious people do have a higher knowledge of things beyond our understanding? Because it seems impossible to our understanding, we might reject what they say, but they might be telling truth, we might be living in a world of shadows. In history, people who try to share what they believe to be their greater knowledge of the truth sometimes get in to trouble: Christians believe Jesus was executed for claiming he was the Son of God; many people have died because they stuck with their religious beliefs Socrates (Plato's teacher) was forced to drink poison because the government didn't like what he was teaching. If we know something, do we have a duty to share knowledge with others? 	<ul style="list-style-type: none"> Blind men & the Elephant & Plato's cave in Hindu & Buddhist Dharma (Y5A1 & Y5sp1) Is belief in God rational? (Y5Su2) Are religion & science in conflict? (Y6A2)





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p>Philosophers:</p> <ul style="list-style-type: none"> Identify logical arguments (Y3Su2) Decide if a belief makes logical sense and give reasons why. (Y3Su2) Recognise that claims of truth based on faith are difficult to examine logically. (Y3Su2) Consider that people have different answers to questions about the world and seek answers in different places. (Y3Su2) 	<p>Philosophers deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The nature of knowledge, meaning and existence How and whether things make sense Issues of right & wrong, good & bad <p>Methods and processes used by philosophers:</p> <ul style="list-style-type: none"> Analysis of the validity of "truth" claims (doubt) Development and use of coherent questioning Development of and analysis of coherent argument Understanding of the human quest for knowledge and meaning Connecting belief (motivation) with behaviour 	<p>In this unit:</p> <p>Philosophers:</p> <ul style="list-style-type: none"> Discuss our understanding of the concepts of knowledge, belief and opinion. Consider philosophical ideas of truth, doubt and reality. Understand some reasons why people answer philosophical questions in different ways. Begin to decide whether religious reasoning is clearly expressed. Connect strongly held beliefs with human behaviour including a willingness to die for the sake of "truth". 	<p>Philosophers:</p> <ul style="list-style-type: none"> Begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view. (Y4Sp1) Explain different philosophical answers to questions about God's existence. (Y5Su2) Explain some philosophical approaches to the abstract concept of God's existence. (Y5Su2) Explain if an argument for God's existence seems logical. (Y5Su2)
VCs	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Ideas about what is true can be critically examined using logic and reasoned argument. (Y3) 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> People can interpret Truth in different ways (Plato's cave), humans are limited by experience. Teachings from sacred texts can inspire people's actions, sacrifice, charity and service. 		<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Many human beings see they have responsibilities to others and the world. (Y5) Buddhist Dharma seeks to end suffering through reaching enlightenment. (Y5) Evidence for God's existence is contested but still sought. (Y5)





Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
<p>Substantive</p> <ul style="list-style-type: none"> • Jesus as the incarnation of God (Y1A2) • Genesis Creation & the Fall (Y1Sp1) • Vocabulary used by Christians to show God's importance (Y1Su2) • What stories from the Bible reveal about God? (Y2Sp1) • Jesus' sacrifice at Easter (Y2Sp2) • What is the Bible? (Y3A1) • Biblical reference to persons of the Trinity (Y3A2) • Bible stories and attributes of God (Y3Su2) • Origins of Islamic belief (Y3Sp2) • Islamic expression of belief (Y3Su1) 	<ul style="list-style-type: none"> • Sacrifice has different meanings, it can mean giving something up for the sake of someone/thing else • In a religious context, ritual sacrifice can involve offering something to God to keep things right with God. Over history this has taken many forms such as food, precious objects, killing animals or even people. • In ancient Jewish traditions, scripture required the ritual spilling of an animal's blood, which would then be burnt. • The Bible and the Torah tell the story of Abraham & Isaac. Abraham was tested by God, he was willing to sacrifice his son on God's orders, he was stopped at the last moment. Abraham was rewarded by God. • The Qur'an tells the story of Ibrahim & Ishmael. Almost the same story but Ishmael was a different son, who Muslims treat as a prophet and believe was an ancestor to Muhammad. Muslims remember the story of Ibrahim's willingness to sacrifice Ishmael. Eid al-Adha • Because of their links in religious traditions to Abraham, Judaism, Christianity and Islam are often called the Abrahamic faiths. (Some shared stories and core beliefs like the idea of one God.) • Animal sacrifice in the past was performed as a way of saying sorry to God and gaining a temporary "covering" or forgiveness for sins. • According to Christian belief, when Adam and Eve broke God's rules and brought sin into the world (the Fall), humans were divided from God by their sin and would not be able to have eternal life for their soul with God. • Christianity teaches that Jesus became the Ultimate Sacrifice (final). His suffering and death meant that all past and future sins can be forgiven. Some Christians see Jesus as a bridge allowing humans to get back to God. Salvation. After that, people only needed to repent (be sorry), and animal sacrifice was not needed. • Jesus' suffering and sacrifice is remembered by many Christians. Good Friday. Traditionally, some Christians perform pilgrimage in Jerusalem to remember the events of his crucifixion. • Many churches all over the world try to replicate this. Stations of the Cross. 4 images showing Jesus' suffering. On Good Friday, many Christians visit these and use them as a focus for prayer. 	<ul style="list-style-type: none"> • Biblical reference to charity (Y4Sp1&2) • The Bible & Christian diversity (Y5Sp2) • prophecy of Messiah (Y5Su1) • Gospel narratives of resurrection (Y6A1) • Islamic beliefs about poverty & sacrifice (Y4Sp1&2) • Islamic diversity (Y4Su1) • Islamic beliefs about life's purpose (Y6Su1)





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p>Theologians:</p> <ul style="list-style-type: none"> • Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2Sp2) • Consider how some Christians might interpret Biblical text. (Y3A1) • Infer how Islamic beliefs developed based on events. (Y3Sp2) 	<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • Where beliefs come from • How beliefs change over time • How beliefs relate to each other • How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> • Interpretation of story & text • Consideration of reliability of sources • Considering unity & diversity within and between worldviews • Considering evidence of how beliefs change over time 	<p>In this unit:</p> <p>Theologians:</p> <ul style="list-style-type: none"> • Recognise of how believers might interpret different texts in different ways • Identify the influence of historical events of Easter on Christian worldviews. • Identify similarities and differences within and between the Abrahamic faiths. • Identify how beliefs in God as most important might influence a person's life, how they view the world and other people. 	<p>Theologians:</p> <ul style="list-style-type: none"> • Describe different interpretations of the Ramayana. (Y5A2) • Describe the influence of historical events on worldviews. (Y5A2) • Describe theological similarities and differences within and between worldviews. (Y5A2) • Describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people. (Y5A2)
VCs	<p>Sacrifice</p> <ul style="list-style-type: none"> • Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people. (Y3) • In Islam, submission to the will of Allah can involve commitments of time, money and effort. (Y3) <p>Human Context</p> <ul style="list-style-type: none"> • Some people express religious symbolism through creative arts, others don't. (Y3) 	<p>Sacrifice</p> <ul style="list-style-type: none"> • Historically, the Abrahamic faiths required sacrifice of animals to honour God. Abraham was honoured by God for his willingness to sacrifice his son on God's command. • Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence. <p>Human Context</p> <ul style="list-style-type: none"> • Expression of belief can be seen locally, nationally and internationally (local focus places of worship or contribution to local community). 		<p>Sacrifice</p> <p>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. (Y4)</p> <ul style="list-style-type: none"> • In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5) • Christians believe Jesus fulfilled the prophecies of the Old Testament of the coming of a Messiah, a saviour. (Y5) <p>Human Context</p> <ul style="list-style-type: none"> • Religious worldviews have significant impact on arts and culture. (Y5)



Year 4: Spring 1

How do people think about poverty, justice and sacrifice? - Christianity/ Islam/ Humanism



Substantive	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
	<ul style="list-style-type: none"> • What stories from the Bible reveal about God (Y2Sp1) • Jesus' sacrifice at Easter (Y2Sp2) • What is the Bible? (Y3A1) • Biblical reference to persons of the Trinity (Y3A2) • Bible stories and attributes of God (Y3Su2) • Biblical & Qur'anic reference to sacrifice (Y4A2) • Origins of Islamic belief (Y3Sp2) • Islamic expression of belief (Y3Su1) • Humanism & moral decisions (Y3Sp1) 	<ul style="list-style-type: none"> • Poverty means being extremely poor. Absolute poverty means not having enough of one or more of the things we need to live: food, water, clothing & shelter. Relative poverty is not having enough in comparison with the people around you (dependent on where and when you live). • Justice means things are morally right and fair. • Sacrifice has different meanings, it can mean giving something up for the sake of someone/thing else" • Some people might say that it is not morally right and fair that some people live in poverty and believe that they should make personal sacrifices to help them. • Self-sacrifice can be practiced every day, giving up small comforts or wants for other people. • Self-sacrifice can be a big thing, like soldiers risking their lives to defend others in war. • Many Christians follow the teachings of Jesus in the Bible and believe they should help other people. They believe that doing this will please God. • Many Muslims follow the teachings of the Qur'an and the example of Prophet Muhammad and should show care for others. They believe doing this will please Allah. • Some religious people seek to please God because they hope for a reward in the future, like going to heaven. • Altruism means doing good things without expecting a reward, being selfless. • Many people think that where they see injustice in the world they should help others, perform acts of self-sacrifice, just because it is the right thing to do. • Humanists are one non-religious worldview. Humanists don't have a sacred text or teachings to tell them what to do, they rely on their own judgement about what is a right and just society. • At the core of the humanist approach to life is human happiness. Some humanists choose to follow an agreed set of 10 Commitments, an ethical way of living life, this includes altruism. Humanists do not do things because they think they will be rewarded in heaven; most humanists do not believe there is anything beyond this life. • American writer and philosopher Ernesto Eiseley (1907-1977) wrote "The star thrower" pointing out that small actions can have impact on individuals even if the whole task seems overwhelming. 	<ul style="list-style-type: none"> • Biblical reference to charity (Y4Sp2) • The Bible & Christian diversity (Y5Sp2) • prophecy of Messiah (Y5Su1) • Gospel narratives of resurrection (Y6A1) • Islamic & Christian contribution to society (Y4Sp2) • Islamic diversity (Y4Su1) • Islamic beliefs about life's purpose (Y6Su1)

Year 4: Spring 1



Year 4: Spring 1

How do people think about poverty, justice and sacrifice? - Christianity/ Islam/ Humanism



	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p>Philosophers:</p> <ul style="list-style-type: none"> Decide if a Christian belief about morality makes sense and give reasons why. (Y3Sp1) Recognise that ideas of right and wrong are difficult to define. (Y3Sp1) Understand some reasons why people answer philosophical questions in different ways. (Y4A1) Begin to decide whether religious reasoning is clearly expressed. (Y4A1) 	<p>Philosophers deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The nature of knowledge, meaning and existence How and whether things make sense Issues of right & wrong, good & bad <p>Methods and processes used by philosophers:</p> <ul style="list-style-type: none"> Analysis of the validity of "truth" claims (doubt) Development and use of coherent questioning Development of and analysis of coherent argument Understanding of the human quest for knowledge and meaning Connecting belief (motivation) with behaviour 	<p>In this unit:</p> <p>Philosophers:</p> <ul style="list-style-type: none"> Describe different philosophical answers to questions about poverty, justice and sacrifice Begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view. Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences. 	<p>Philosophers:</p> <ul style="list-style-type: none"> Explain Buddhist answers to ethical questions. (Y5Sp1)
VCs	<p>Sacrifice</p> <ul style="list-style-type: none"> In Islam, submission to the will of Allah can involve commitments of time, money and effort. (Y3) Historically, the Abrahamic faiths required sacrifice of animals to honour God. Abraham was honoured by God for his willingness to sacrifice his son on Gods command. (Y4) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Teachings from sacred texts help some people make moral decisions (Y3) Ideas of 'morality' and responsibility are complex (Y3) <p>Human Context</p> <ul style="list-style-type: none"> Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3) 	<p>Sacrifice</p> <ul style="list-style-type: none"> In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Teachings from sacred texts can inspire people's actions, sacrifice, charity and service. Most human beings have a sense of moral justice. <p>Human Context</p> <ul style="list-style-type: none"> Expression of belief can be seen locally, nationally and internationally (local places of worship or contribution to local community). 		<p>Sacrifice</p> <ul style="list-style-type: none"> In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5) Christians believe Jesus fulfilled the prophesies of the Old Testament of the coming of a Messiah, a saviour. (Y5) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Many human beings see they have responsibilities to others and the world. (Y5) Evidence for God's existence is contested but still sought. (Y5) <p>Human Context</p> <ul style="list-style-type: none"> Religious worldviews have significant impact on arts and culture. (Y5)



Year 4: Spring 2

How do people contribute to society? Islam / Christianity



Substantive	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
	<ul style="list-style-type: none"> • Jesus' sacrifice at Easter (Y2Sp2) • Biblical & Qur'anic reference to sacrifice (Y4A2) • Biblical & Qur'anic reference to charity (Y4Sp1) • Origins of Islamic belief (Y3Sp2) • Islamic expression of belief (Y3Su1) 	<ul style="list-style-type: none"> • Society is a group of people who live and interact together. Many people believe they have a responsibility to contribute to how that society works together. This may involve making sacrifices for the good of others. • To follow the 5 pillars of Sunni Islam, many Muslims believe they have an obligation to give money to charity, this is called Zakat. Many Muslims also give voluntarily Sadaqa because it helps others and pleases Allah. • Some Muslims show their belief in action in the community by supporting or volunteering for charities. • Inspired by their Islamic faith, Islamic Reliefs a charity begun by Dr Hany El Banna and a group of friends in Birmingham in 1984, now it is international charity helping people in need in 45 countries across the world. Guided by teachings from Qur'an and the prophet's example in the Sunnah, the charity runs on principles of sincerity, excellence, compassion, social justice and custodianship. • Christianity teaches that Christians should help people in need, whoever they are, as in the story of the Good Samaritan living your beliefs and contributing to society is important. • The Bible suggests different types of giving, such as Tithes (10% of income), Offerings (voluntary giving over 10%), Alms giving (private donations to people in need) • There are many examples of local, national and international Christian charities e.g. Tearfund, CAP, local churches • People's actions can also contribute to society. Edith Cavell (1865-1915) was a Nurse born in Norfolk, she had a strong Christian faith and believed in helping people. In WWI in Belgium, she treated all soldiers equally. She helped Allied soldiers to escape and was arrested and shot by the German occupiers. Before she died, she said, "Standing as I do in view of God and Eternity, I realise that patriotism is not enough, I must have no hatred or bitterness towards anyone." Her life was guided by her Christian principles and led to her death. 	<ul style="list-style-type: none"> • The Bible & Christian diversity (Y5Sp2) • prophecy of Messiah (Y5Su1) • Gospel narratives of resurrection (Y6A1) • Islamic diversity (Y4Su1) • Islamic beliefs about life's purpose (Y6Su1)

Year 4: Spring 2





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p>Social Scientists:</p> <ul style="list-style-type: none"> Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. (Y3Su1) Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam. (Y3Su1) 	<p>Social Sciences</p> <p>Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The diverse nature of religion The diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity, and impact on communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> Seek evidence of belief in human behaviour and forms of expression Recognise similarities and differences within and between groups Consider forms of evidence and its reliability (e.g. data) Consider individual, local, national and global evidence of lived experience 	<p>In this unit:</p> <p>Social Scientists:</p> <ul style="list-style-type: none"> Describe similarities and differences in how people contribute to society in Islam and Christianity (locally & nationally). Recognise ways beliefs about giving impact peoples' choices in everyday life, community & society. Recognise that individual and community action can shape beliefs. 	<p>Social Scientists:</p> <ul style="list-style-type: none"> Seek evidence of lived religion in our local area. (Y4Su2) Describe ways beliefs impact peoples' choices in everyday life, community & society. (Y4Su2) Explain how the context of individuals, community & society can shape beliefs. (Y6Sp1) Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally). (Y6Su1) Describe how beliefs impact choices in individuals' lives, community & society. (Y6Su1)
VCs	<p>Sacrifice</p> <ul style="list-style-type: none"> In Islam, submission to the will of Allah can involve commitments of time, money and effort. (Y3) In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. (Y4) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Teachings from sacred texts help some people make moral decisions (Y3) <p>Human Context</p> <ul style="list-style-type: none"> Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3) 	<p>Sacrifice</p> <ul style="list-style-type: none"> In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Teachings from sacred texts can inspire people's actions, sacrifice, charity and service. <p>Human Context</p> <ul style="list-style-type: none"> Expression of belief can be seen locally, nationally and internationally (local places of worship or contribution to local community). Person, Time & Place Hany ElBanna (Muslim), 1980s, Birmingham Person, Time & Place Edith Cavell (Christian), 1865-1915AD, England & Belgium 		<p>Sacrifice</p> <ul style="list-style-type: none"> In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5) Christians believe Jesus fulfilled the prophecies of the Old Testament of the coming of a Messiah, a saviour. (Y5) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Many human beings see they have responsibilities to others and the world. (Y5) <p>Human Context</p> <ul style="list-style-type: none"> Religious worldviews have significant impact on arts and culture. (Y5) Person, Time & Place Hany ElBanna (Muslim), 1980s, Birmingham (UK) Person, Time & Place Edith Cavell (Christian), 1865-1915, Belgium



Year 4: Summer 1

How have events in history shaped Islamic diversity? - Islam



Substantive	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
	<ul style="list-style-type: none"> • Islam, Muslim, Mosque vocabulary (Y2A1) • Origins of Islamic belief (Y3Sp2) • Islamic expression of belief (Y3Su1) • Sacrifice in the Qur'an (Y4A2) • Islamic beliefs about poverty & self sacrifice (Y4Sp1&2) • Islamic diversity (Y4Su1) • Islamic beliefs about life's purpose (Y6Su1) 	<ul style="list-style-type: none"> • It is estimated there are 1.8 billion Muslims in the world today (largest religion after Christianity). • Prophet Muhammad is often called "The Seal of the Prophets" his work completed Allah's message to the people. • During Muhammad's lifetime, there was unity in Islam, "Hold fast to God's rope all together; do not split into factions" (Qur'an 3:103) • After Muhammad died, people disagreed over who should lead. This led to a split. • The Sunni believed the most worthy should lead and chose Abu Bakr, Muhammad's friend to lead them. Sunni Muslims regard Abu Bakr as the Rightly Guided Caliph • The Shi'a believed that Ali, the cousin of Muhammad and his descendants should lead as he was from Muhammad's family. Shi'a Muslims do not recognize the authority of the first three Caliphs and consider Ali the first Imam • In the 30 years after Muhammad's death, Muslims were led by five Caliphs. Shia Muslims say that Ali pledged loyalty to the first three Caliphs to keep unity, even though he thought he was the rightful leader. Ali did eventually become the fourth Rightly Guided Caliph (Imam to the Shia). • During the Rightly Guided Caliphate there were huge migration changes in government and many battles spreading Islam to Tunisia, Central Asia and Cyprus • There was unrest during the Caliphate. Uthman and Ali were killed by rebels • Eventually the Rightly guided Caliphate came to an end and the uneasy unity also ended. Sunni and Shi'a split and followed different leaders. Islam continued to spread, but the wider it spread, new cultures influenced it at new denominations schools of thought began • Sufi Islam developed as a personal spiritual approach connecting with Allah. • The diverse groups agree on some things such as the oneness of Allah and daily prayers practice and understand other things differently. Some differences resulted from different interpretations of the Qur'an • Although men have dominated much of Islamic history, women had an important role in early Islamic development: • Muhammad's first wife Khadija, supported him financially and emotionally. When he doubted his abilities, she helped him to see what Allah wanted him to do. Muhammad showed great devotion to her even after her death. • Aisha survived after Muhammad's death and narrated Hadith and was an early scholar of Islam. Muhammad said Muslims could learn half the faith from her. • Hafsah helped in keeping safe and compiling the Qur'an • Fatimah, Muhammad's daughter, is revered by Shi'a Muslims. • Khawlah bint al-Azwar was a female warrior in the early battles of Islam. • Diversity of expression may be shown in: Prayer, observance, worship, tradition and celebration. 	<ul style="list-style-type: none"> • Islamic beliefs about life's purpose (Y6Su1)



Year 4: Summer 1

How have events in history shaped Islamic diversity? - Islam



	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p>Theologians:</p> <ul style="list-style-type: none"> Infer how Islamic beliefs developed based on events. (Y3Sp2) Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet. (Y3Sp2) There are differences within Islam, such as Sunni & Shia. (Y3Sp2) 	<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> Where beliefs come from How beliefs change over time How beliefs relate to each other How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> Interpretation of story & text Consideration of reliability of sources Considering unity & diversity within and between worldviews Considering evidence of how beliefs change over time 	<p>In this unit:</p> <p>Theologians:</p> <ul style="list-style-type: none"> Identify the influence of historical events on the development of Islam. Identify similarities and differences within Islamic schools of thought. Consider how beliefs might influence a Muslim's life, how they view the world and other people. 	<p>Theologians:</p> <ul style="list-style-type: none"> Describe the influence of historical events on divisions in the Christian Church. (Y5Sp2) Describe theological similarities and differences within Christian worldviews. (Y5Sp2) Describe how beliefs might influence a Christian's life. (Y5Sp2)
VCs	<p>Human Context</p> <ul style="list-style-type: none"> Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3) Some people express religious symbolism through creative arts, others don't. (Y3) 	<p>Human Context</p> <ul style="list-style-type: none"> Expression of belief can be seen locally, nationally and internationally (local places of worship or contribution to local community). Events in history and human conflict have impacted (Islamic) diversity. 		<p>Human Context</p> <ul style="list-style-type: none"> Events in history in different places have impacted (Christian) diversity. (Y5) Religious worldviews have significant impact on arts and culture. (Y5)



Year 4: Summer 2

How has religion & belief shaped our local area? (local focus)



	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Local study (Y2A1) 	<ul style="list-style-type: none"> Global religion data can be used to understand the representation of religion across the world. The National Census takes place every 10 years England and Wales households are legally required to provide the answers to questions like religious identity. National religion data from the Census reveals that Christianity is the most widely represented religion in England and Wales. Islam is the next largest represented religion. This can be compared with international data. Regional/Local religion data (in comparison with Global & National) How is the local data reflected in local community We can find out how local data is reflected in our local community by looking evidence of lived religion in our area. e.g. Buildings, schools, shops, celebrations and charity. Map & visit local place/s of worship (or invite visitors in) 		<ul style="list-style-type: none"> Denominations of Christianity in local area (Y5sp2)
Disciplinary	<p>Social Scientists:</p> <ul style="list-style-type: none"> Recognise evidence of belief in the local community. (Y2A1) Identify how beliefs impact peoples' choices of in everyday life, including local special places. (Y2A1) Describe similarities and differences in how people contribute to society in Islam and Christianity (locally & nationally). (Y4Sp2) Recognise ways beliefs about giving impact peoples' choices in everyday life, community & society. (Y4Sp2) Recognise that individual and community action can shape beliefs. (Y4Sp2) 	<p>Social Sciences</p> <p>Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The diverse nature of religion The diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity, and impact on communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> Seek evidence of belief in human behaviour and forms of expression Recognise similarities and differences within and between groups Consider forms of evidence and its reliability (data) Consider individual, local, national and global evidence of lived experience 	<p>In this unit:</p> <p>Social Scientists:</p> <ul style="list-style-type: none"> Consider what data can tell us about religion locally, nationally and internationally Recognise that the reliability of data must be considered. Seek evidence of lived religion in our local area. Describe ways beliefs impact peoples' choices in everyday life, community & society. Recognise that individuals, community & society can shape beliefs. 	<p>Social Scientists:</p> <ul style="list-style-type: none"> Explain similarities and differences of forms of expression within Hindu Dharma (locally & nationally). (Y5A1) Explain ways beliefs impact choices in individuals' lives, community & society. (Y5A1)
VCs	<p>Human Context</p> <ul style="list-style-type: none"> Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3) 	<p>Human Context</p> <ul style="list-style-type: none"> Expression of belief can be seen locally, nationally and internationally (local places of worship or contribution to local community). 		<p>Human Context</p> <ul style="list-style-type: none"> Events in history in different places have impacted (Christian) diversity (Y5) Religious worldviews have significant impact on arts and culture. (Y5)



Year 5: Autumn 1

How are Hindu beliefs expressed in symbolism & worship? – Hindu Dharma



	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Hindu understanding of “god” through senses (Y2Su2) Hindu celebrations & community (Y2Su2) Story of the Blind Men & the Elephant in the search for “truth” (Y4A1) 	<ul style="list-style-type: none"> Hindu Dharma has a different perspective on ‘God’ than Abrahamic faiths. Sage Yajnavalkya – when asked “How many Gods are there?” had a complex answer – all “gods” are manifestations of one. Story of the Blind Men and the Elephant – we can only know that which we experience, not the whole picture. Brahmanas one supreme being ultimate reality (no images) Trimurti – 3 most significant forms of Brahman: Brahma (Creator), Vishnu (Sustainer), Shiva (destroyer) Stories and depictions of the Trimurti use symbolism to help Hindus understand their significance. Many other deities used in worship, depicted as Murtis. Worship often takes place at home in a domestic shrine. Worship at work may include shrines in a shop or business. Worship in the Mandir can be expressed in diverse ways. Mandirs are different all over the world. Artifacts and actions commonly used in worship: Puja, offerings, food, sound, incense 		<ul style="list-style-type: none"> Hindu scripture & Dharma (Y5A2) Hindu Community (Y6Sp1) Hindu understanding of life’s purpose (Y6su1)
Disciplinary	<p>Social Scientists:</p> <ul style="list-style-type: none"> Seek evidence of lived religion in our local area. (Y4Su2) Describe ways beliefs impact peoples’ choices in everyday life, community & society. (Y4Su2) 	<p>Social Sciences</p> <p>Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The diverse nature of religion The diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity, and impact of communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> Seek evidence of belief in human behaviour and forms of expression Recognise similarities and differences within and between groups Consider forms of evidence and its reliability (data) Consider individual, local, national and global evidence of lived experience 	<p>In this unit:</p> <p>Social Scientists:</p> <ul style="list-style-type: none"> Recognise that ‘religion’ and ‘belief’ mean different things in Dharmic and Abrahamic faiths. Recognise that conversations about religion and belief are complex Explain similarities and differences of forms of expression within Hindu Dharma (locally & nationally). Explain ways beliefs impact choices in individuals’ lives, community & society. 	<p>Social Scientists:</p> <ul style="list-style-type: none"> Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally & globally) (Y6Sp1) Describe how beliefs impact choices in individuals’ lives, community & society. (Y6Sp1) Explain how the context of individuals, community & society can shape beliefs. (Y6Sp1)
VCs	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> People can interpret Truth in different ways (Plato’s cave), humans are limited by experience. (Y4) <p>Human Context</p> <ul style="list-style-type: none"> Expression of belief can be seen locally, nationally and internationally (local focus places of worship or contribution to local community). (Y4) 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Evidence for God’s existence is contested but still sought. <p>Human Context</p> <ul style="list-style-type: none"> Religious worldviews have significant impact on arts and culture. 		<p>Human Context</p> <ul style="list-style-type: none"> Diversity within groups leads to diversity of expression (local, national, Global). (Y6) Places and celebrations have significance to individuals and communities in Hindu Dharma. (Y6)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Hindu understanding of "god" through senses (Y2Su2) Hindu celebrations & community (Y2Su2) Hindu beliefs expressed in worship (Y5A1) 	<ul style="list-style-type: none"> To many Hindus Dharma is understood as a duty, an individual's duty differs depending on who you are and your time of life. Many Hindus think that to complete their Dharma, they must consider themselves, their family, the world around them, God and other people. Hindus have many sacred texts, these were often passed down through oral traditions and have been written down so may have many forms and many interpretations. The Ramayana is an epic story from which Hindus can learn to understand how Dharma is different for different people. There are many different versions of the story, e.g. Valmiki version written down between 500 BCE-100CE The important characters of Rama, Sita, Ravana and Bharata can help Hindus consider different perspectives of the story and how the characters do, or don't, fulfill their Dharma. Fulfilling one's Dharma can include living a life of virtue which can involve personal sacrifices Sita is an interesting female character some question if she is too dependent on Rama, some see her as a feminist role model 	<ul style="list-style-type: none"> Hindu Community (Y6Sp1) Hindu understanding of life's purpose (Y6Su1) Buddhist understanding of Dharma (Y5Sp1)
Disciplinary	<p>Theologians:</p> <ul style="list-style-type: none"> Recognise of how believers might interpret different texts in different ways. (Y4A2) Identify how beliefs in God as most important might influence a person's life, how they view the world and other people. (Y4A2) 	<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> Where beliefs come from How beliefs change over time How beliefs relate to each other How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> Interpretation of story & text Consideration of reliability of sources Considering unity & diversity within and between worldviews Considering evidence of how beliefs change over time 	<p>In this unit:</p> <p>Theologians:</p> <ul style="list-style-type: none"> Describe different interpretations of the Ramayana. Consider if sources of Hindu scripture are reliable. Describe the influence of historical events on worldviews. Describe theological similarities and differences within and between worldviews. Describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people.





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p>Sacrifice</p> <ul style="list-style-type: none"> In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. (Y4) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service. (Y4) Most human beings have a sense of moral justice. (Y4) 	<p>Sacrifice</p> <ul style="list-style-type: none"> In Hindu Dharma, fulfilling your duty may involve personal sacrifice. <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Many human beings see they have responsibilities to others and the world. <p>Human Context</p> <ul style="list-style-type: none"> Religious worldviews have significant impact on arts and culture. 	<p>Sacrifice</p> <ul style="list-style-type: none"> In many worldviews, personal self-sacrifices or living a good life have beneficial, future consequences. (Y6) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Different belief systems influence ideas of life's meaning and purpose. (Y6)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Hindu Dharma (Y5A2) • Plato's cave (Y4A1) 	<ul style="list-style-type: none"> • About 2500 years ago in ancient India, Siddhartha Gautama was a privileged child, shielded from the horrors of the world. • When Siddhartha left the protection of his home he suffering for the first time, he saw a sick man, an old man, a dead man and a Holy man, who had nothing but was content. • He left his home to become a monk to try to understand why there was suffering in the world, began the spiritual journey of an ascetic. • After many years and mistakes trying to find the answer to suffer Siddhartha finally meditated beneath the Bodhi Tree and reached enlightenment and became the Buddha, meaning enlightened one or knower. • The Buddha spent his life sharing his wisdom with others. • Many Buddhists do not understand God in the same way as Abrahamic faiths do. Some Buddhists consider there to be a concept of the divine, but others feel the idea of a creator God, for example is not relevant to humanity. Some people might say this means that Buddhism is not strictly a religion but a philosophy. • The Buddha developed teachings & philosophy for life that many Buddhists use today in different forms in their own search for understanding. • Four Noble Truths - the Buddha taught suffering inevitably exists in life because life isn't perfect; suffering is caused by our desire for things to be as we want them; suffering can be ended if people detach from wanting things; ending suffering can be achieved by following the Eightfold Path • Eightfold path (the middle way) - A philosophical approach to life with 8 guiding principles with the aim of ending suffering and reaching enlightenment. The Eightfold path has 3 elements (the Threefold Way) of ethics, meditation and wisdom • Western philosophy has less focus on meditation but does examine ethics and knowledge • Plato's Allegory of the Cave which the escaped prisoner returns to the prisoners in the cave to share his knowledge of the world outside, can be linked to the Buddha's desire to teach others his wisdom 	<ul style="list-style-type: none"> • Philosophical ideas of life's purpose (Y6Sp2) • Buddhist ideas of life's purpose (Y6Su1)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Disciplinary	<p>Philosophers:</p> <ul style="list-style-type: none"> Recognise that ideas of right and wrong are difficult to define. (Y3Sp1) Understand some reasons why people answer philosophical questions in different ways. (Y4A1) Describe different philosophical answers to questions about poverty, justice and sacrifice. (Y4Sp1) Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences. (Y4Sp1) 	<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> Where beliefs come from How beliefs change over time How beliefs relate to each other How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> Interpretation of story & text Consideration of reliability of sources Considering unity & diversity within and between worldviews Considering evidence of how beliefs change over time <p>Philosophers deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The nature of knowledge, meaning and existence How and whether things make sense Issues of right & wrong, good & bad <p>Methods and processes used by philosophers:</p> <ul style="list-style-type: none"> Analysis of the validity of "truth" claims (doubt) Development and use of coherent questioning Development of and analysis of coherent argument Understanding of the human quest for knowledge and meaning Connecting belief (motivation) with behaviour 	<p>In this unit:</p> <p>Theologians:</p> <ul style="list-style-type: none"> Describe the influence of historical events on Buddhist worldviews. Describe theological similarities and differences within and between worldviews. Describe how Buddhist beliefs might influence a person's life, how they view the world and other people. <p>Philosophers:</p> <ul style="list-style-type: none"> Explain the Buddha's philosophical answers to questions about the world. Explain the Buddhist answers to ethical questions and show awareness of diversity of opinion. 	<p>Philosophers</p> <ul style="list-style-type: none"> Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. (Y6Sp2)
VCs	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> People can interpret Truth in different ways (Plato's cave), humans are limited by experience. (Y4) Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service. (Y4) 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Many human beings see they have responsibilities to others and the world. Buddhist Dharma seeks to end suffering through reaching enlightenment. Evidence for God's existence is contested but still sought. <p>Human Context</p> <ul style="list-style-type: none"> Person, Time & Place: Siddhartha Gautama (The Buddha), about 2500 years ago, Northern India 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Different belief systems influence ideas of life's meaning and purpose. (Y6) Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. (Y6) Ideas of what happens after we die give meaning to human action on earth. (Y6) 	





Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
<p>Substantive</p> <ul style="list-style-type: none"> • What is the Bible? (Y3A1) • Biblical reference to persons of the Trinity (Y3A2) • Local area religion data (Y4Su2) • History Roman Empire (Y5A) 	<ul style="list-style-type: none"> • In the New Testament (Matthew 28:16-20), Jesus gave his followers the Great Commission to make followers of all nations, baptise people and teach them to obey God. This influenced early Christians. • The early spreading of Christianity is demonstrated by Paul's missionary journeys (Romans 15:22-29). • The conversion of Emperor Constantine (270-337 CE) to Christianity helped the spread through the Roman Empire • Divisions began within the Christian Church leading to the Great Schism (tear) in 1053 CE, factors • Theology – 325 CE, Emperor Constantine called a council at Nicaea to discuss the wording of the Nicene creed, including what it said about Trinity. Divisions about the importance of Jesus in the Trinity remained. • Geography – 400-600 CE, two centres of power, Rome in West and Constantinople (Istanbul) in East. Long way apart and isolated by conflict in the Balkans. • Language – Rome used Latin, Constantinople used Greek. • Power – Should the western Pope be in charge or the eastern Patriarch? • True faith – both sides thought they were expressing their beliefs right and the other was spreading lies. • The Great Schism in 1053 led to the Pope (Leo IX) leading the Catholic Church in the west and the Patriarch leading the Eastern Orthodox Church in the East. • Catholicism dominated most of Europe including Britain. • Due to widespread corruption in Catholic Church in Europe, by the 16th Century some people began to seek reform of the Catholic Church, this was collectively known as The Reformation. This led to the rise of Protestant movements. • Martin Luther (1483-1546), was a German Theologian who influenced the Reformation. He disagreed with corruption and translated the Bible to German. • England was officially Catholic until Henry VIII wanted a divorce, not allowed by the Pope. This led to the creation of the Church of England in 1534 with the monarch as the Head. This is called Anglicanism • There is huge diversity within Christianity in the UK today, these groups are called denominations and have arisen due to different views about power, expression of faith and theology. • Locally, we might see evidence of Christian diversity in our community 	<ul style="list-style-type: none"> • Diversity of expression in Christianity (Y5Su1) • Gospel narratives of resurrection (Y6A1)





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p>Theologians:</p> <ul style="list-style-type: none"> Identify the influence of historical events on the development of Islam. (Y4Su1) Identify similarities and differences within Islamic schools of thought. (Y4Su1) Consider how beliefs might influence a Muslim's life, how they view the world and other people. (Y4Su1) Describe different interpretations of the Ramayana. (Y5A2) 	<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> Where beliefs come from How beliefs change over time How beliefs relate to each other How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> Interpretation of story & text Consideration of reliability of sources Considering unity & diversity within and between worldviews Considering evidence how beliefs change over time 	<p>In this unit:</p> <p>Theologians:</p> <ul style="list-style-type: none"> Interpret Biblical text. Describe the influence of historical events on divisions in the Christian Church. Describe theological similarities and differences within Christian worldviews. Describe how beliefs might influence a Christian's life. 	<p>Theologians:</p> <ul style="list-style-type: none"> Explain how the Gospels connect with Christian beliefs and discuss their reliability. (Y6A1) Explain the influence of belief in historical events on Christian worldviews. (Y6A1) Explain theological similarities and differences within Christian worldviews. (Y6A1)
VCs	<p>Human Context</p> <ul style="list-style-type: none"> Expression of belief can be seen locally, nationally and internationally (local focus- places of worship or contribution to local community). (Y4) Events in history and human conflict have impacted (Islamic) diversity. (Y4) 	<p>Human Context</p> <ul style="list-style-type: none"> Events in history in different places have impacted (Christian) diversity. Religious worldviews have significant impact on arts and culture. 		<p>Human Context</p> <ul style="list-style-type: none"> Diversity within groups leads to diversity of expression (local, national, Global). (Y6) Places and celebrations have significance to individuals and communities in Hindu Dharma. (Y6)



Year 5: Summer 1

How has belief in Jesus as the Messiah impacted art & music? - Christianity



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Substantive	<ul style="list-style-type: none"> Jesus as the incarnation of God (Y1A2) Vocabulary used by Christians to show God's importance (Y1Su2) Jesus in the Bible (Y2Sp1) Jesus' sacrifice at Easter (Y2Sp2) Jesus as a person of the Trinity (Y3A2) Jesus as Ultimate Sacrifice (Y4A2) Christian diversity (Y5Sp2) Origins of Islamic belief (Y3Sp2) 	<ul style="list-style-type: none"> Old Testament (Isaiah) included prophecies of a coming 'Messiah'. Messiah in the Old Testament and Jewish scripture is understood to be a saviour who would bring the Jewish peoples in an age of peace. Most Jewish people are still waiting for the promised Messiah. The New Testament claims Jesus as fulfilment of prophecies of the Messiah. People who believed this to be true divided from the Jewish people who didn't and became the first Christians. "Christ" comes from the Greek translation of Messiah Christós. Christianity teaches that Jesus through his Ultimate Sacrifice has saved his people and will return to complete the Old Testament prophecies. In addition, Christians believe Jesus was the Son of God. In Islam, Jesus or Isa is considered Prophet and the Messiah promised to the Israelites, who will return at the end of times. Muslims do not believe Isa was the Son of God. In Christianity, Jesus as fulfilment of the Old Testament prophecies of a Messiah is vital. Importance has inspired art and music across the centuries. Handel's Messiah written by George Frederick Handel (1685-1759), composed his most famous oratory work "The Messiah" in 1741. It inspired by and uses words from the Bible and is still performed today. The Christian concept of Jesus as Messiah as well as Handel's work has inspired many artists across centuries. This art is displayed in churches, public places and sometimes accompanies Handel's music. 	<ul style="list-style-type: none"> Gospel narratives of resurrection (Y6A1) Christian beliefs about life's purpose (Y6Su1) Islamic beliefs about life's purpose (Y6Su1) 	
Disciplinary	<p>Theologians:</p> <ul style="list-style-type: none"> Interpret Biblical text. (Y5Sp2) Describe how beliefs might influence a Christian's life. (Y5Sp2) <p>Social Scientists:</p> <ul style="list-style-type: none"> Identify similarities and differences in how artists have tried to express the Trinity. (Y3A2) 	<p>Social Sciences</p> <p>Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The diverse nature of religion The diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity, and impact on communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> Seek evidence of belief in human behaviour and forms of expression Recognise similarities and differences within and between groups Consider forms of evidence and its reliability (data) Consider individual, local, national and global evidence of lived experience 	<p>In this unit:</p> <p>Social Scientists:</p> <ul style="list-style-type: none"> Recognise that conversations about religion and belief are complex in relation to Abrahamic understandings of Messiah. Explain how belief has been expressed in similar and different artistic forms within Christianity. Explain ways beliefs impact choices in individuals' lives, community & society. Describe how individuals, community & society can shape beliefs. 	<p>Social Scientists:</p> <ul style="list-style-type: none"> Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally & globally) (Y6Sp1) Describe how beliefs impact choices in individuals' lives, community & society. (Y6Sp1) Explain how the context of individuals, community & society can shape beliefs. (Y6Sp1)



Year 5: Summer 1

How has belief in Jesus as the Messiah impacted art & music? - Christianity



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence. (Y4) <p>Human Context</p> <ul style="list-style-type: none"> Expression of belief can be seen locally, nationally and internationally (local focus places of worship or contribution to local community). (Y4) Events in history in different places have impacted (Christian) diversity (Y5) 	<p>Sacrifice</p> <ul style="list-style-type: none"> Christians believe Jesus fulfilled the prophecies of the Old Testament of the coming of a Messiah, a saviour. <p>Human Context</p> <ul style="list-style-type: none"> Events in history in different places have impacted (Christian) diversity. Religious worldviews have significant impact on arts and culture. Person, Time & Place George Frederick Handel (German), 1685-1759 AD, UK 	<p>Sacrifice</p> <ul style="list-style-type: none"> Christianity, belief in Jesus' death and resurrection is important as it brings people to salvation. (Y6) <p>Human Context</p> <ul style="list-style-type: none"> Diversity within groups leads to diversity of expression (local, national, Global). (Y6)





Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
<p>Substantive</p> <ul style="list-style-type: none"> • Alternative theories of creation (Y1Sp2) • “Reasonable” exercise of freedom (Y2A2) • Hindu understanding of “god” through senses (Y2Su2) • Reason in moral decision making (Y3Sp1) • Reasonable to believe? (Y3Su2) • Meaning of “truth”, Evidence and reasoning (Y4A1) 	<ul style="list-style-type: none"> • Philosophers show their thinking in steps show what they know and how it leads to their new idea. Logic helps us to decide if we are convinced by argument. • Philosophers examine & critique different philosophical approaches to the existence of God using rational argument. • Ontological Argument An argument or proof about being or existence. Anselm of Canterbury (French Theologian) in <i>Proslogion</i> (c. 1077CE), claims God is “that than which nothing greater can be conceived. So God is perfect. What if God only exists in our minds? Anselm claimed existence in reality is greater than existence in imagination, and as God is, “that than which nothing greater can be conceived.”, then God must exist in reality not just in our minds. Gaunilo of Marmoutiers (1078CE) said this was flawed. • Cosmological argument Moses Maimonides (c. 1190 CE), suggested all corporal things are finite and can only contain finite power, so must run out of energy and stop moving. Yet, as planets keep turning, something with infinite power must have caused them. That infinitely powerful something, is God. • Thomas Aquinas (1225-1274 CE), claimed everything has a cause and if we track things back there must have been a “first cause”, which he claimed was God as a “necessary being” needing no explanation or cause. • Intelligent Design Argument First associated with Socrates (470-399 BCE), but argued and added to by many others over the years, suggests that the complex functionality of the world looks like it is designed, and what is designed must have a designer. God. • William Paley (1745-1805 CE), was a Christian philosopher who explained the design argument using the “Watchmaker Analogy”. A design implies a designer, intelligent design implies an intelligent designer. A creator deity. • David Hume (1711-1776 CE) Disagreed with intelligent design, claiming that humans can only judge based on experience and observation to make inferences about events and cause. He claimed humans do not observe God or other universes, so we can’t infer their existence. • Most Humanists accept that they cannot prove God does not exist many point to the existence of suffering and evil in the world as evidence that an omnipotent, omnibenevolent God is unlikely to exist. 	<ul style="list-style-type: none"> • Are religion & science in conflict? The Blind Watchmaker Analogy (Y6A2) • Philosophical ideas of life’s purpose (Y6Sp2)





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p>Philosophers:</p> <ul style="list-style-type: none"> • Discuss our understanding of the concepts of knowledge, belief and opinion. (Y4A1) • Consider philosophical ideas of truth, doubt and reality. (Y4A1) • Understand some reasons why people answer philosophical questions in different ways. (Y4A1) • Begin to decide whether religious reasoning is clearly expressed. (Y4A1) 	<p>Philosophers deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • The nature of knowledge, meaning and existence • How and whether things make sense • Issues of right & wrong, good & bad <p>Methods and processes used by philosophers:</p> <ul style="list-style-type: none"> • Analysis of the validity of "truth" claims (doubt) • Development and use of coherent questioning • Development of and analysis of coherent argument • Understanding of the human quest for knowledge and meaning • Connecting belief (motivation) with behaviour 	<p>In this unit:</p> <p>Philosophers:</p> <ul style="list-style-type: none"> • Explain different philosophical answers to questions about God's existence. • Explain some philosophical approaches to the abstract concept of God's existence. • Explain if an argument for God's existence seems logical. 	<p>Philosophers</p> <ul style="list-style-type: none"> • Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. (Y6Sp2) • Begin to analyse if an argument is logical and show awareness of divergent opinions. (Y6Sp2) • Use appropriate evidence to support or counter an argument. (Y6Sp2)
VCs	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • People can interpret Truth in different ways (Plato's cave), humans are limited by experience. (Y4) 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Evidence for God's existence is contested but still sought. 		<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Different belief systems influence ideas of life's meaning and purpose. (Y6) • Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. (Y6)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Substantive	<ul style="list-style-type: none"> • Jesus as the incarnation of God (Y1A2) • Genesis the Fall (Y1Sp1) • Vocabulary used by Christians to show God's importance (Y1Su2) • Jesus in the Bible (Y2Sp1) • Jesus' sacrifice at Easter (Y2Sp2) • What is the Bible? (Y3A1) • Jesus as a person of the Trinity (Y3A2) • Jesus as Ultimate Sacrifice (Y4A2) • prophecy of Messiah (Y5Su1) 	<ul style="list-style-type: none"> • It is a core Christian belief that Jesus was God incarnate the prophesized Messiah • The Gospels included different versions of the narrative of Jesus life, death and resurrection some similarities and differences can be seen in the narratives of the resurre Matthew 28:-10; Mark 16: 18; Luke 24: 110; John 20: 118. • Most Christians would argue that the differences are not materially significant and are due to time, perspective and narrator (some were recorded a long time afterwards and are not necessarily claimed to be directly written by the narrator). However, the similarities in substance of Jesus' resurrection what is important to Christians. • If it were concluded that the narratives were unreliable, Jesus' resurrection was a fiction the consequences for Christian belief are devastating Paul claimed this in 1 Corinthians 15: "And if Christ has not been raised our preaching is useless and so is your faith." • Christianity is built upon the idea Jesus as ultimate sacrifice his resurrection brings salvation to sinners back to God after the Fall • For a Christian Christ's death means forgiveness and everlasting life in God's presence • The significance of Christ's death and resurrection to individuals. 	<ul style="list-style-type: none"> • Christian understanding of life's purpose (Y6Su1) 	
Disciplinary	<ul style="list-style-type: none"> • Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2Sp2) • Describe different interpretations of the Ramayana. (Y5A2) • Interpret Biblical text. (Y5Sp2) • Describe the influence of historical events on divisions in the Christian Church. (Y5Sp2) • Describe how beliefs might influence a Christian's life. (Y5Sp2) 	<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • Where beliefs come from • How beliefs change over time • How beliefs relate to each other • How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> • Interpretation of story & text • Consideration of reliability of sources • Considering unity & diversity within and between worldviews • Considering evidence of how beliefs change over time 	<p>In this unit:</p> <p>Theologians:</p> <ul style="list-style-type: none"> • Explain how the Gospels connect with Christian beliefs and discuss their reliability. • Explain the influence of belief in historical events on Christian worldviews. • Explain theological similarities and differences within Christian worldviews. • Explain how beliefs in Jesus' resurrection might influence a Christians life, how they view the world and other people. 	<p>Theologians:</p> <ul style="list-style-type: none"> • Explain how the Genesis text connects with beliefs and discuss the reliability of the source. (Y6A2) • Explain that religious texts can be interpreted in different ways by different believers. (Y6A2) • Explain theological similarities and differences within and between worldviews. (Y6A2) • Explain how beliefs about creation and science might influence a person's life, how they view the world and other people. (Y6A2)





Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
<p>VCs</p> <p>Sacrifice</p> <ul style="list-style-type: none"> • In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5) • Christians believe Jesus fulfilled the prophecies of the Old Testament of the coming of a Messiah, a saviour. (Y5) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Many human beings see they have responsibilities to others and the world. (Y5) • Buddhist Dharma seeks to end suffering through reaching enlightenment. (Y5) • Evidence for God's existence is contested but still sought. (Y5) <p>Human Context</p> <ul style="list-style-type: none"> • Events in history in different places have impacted (Christian) diversity (Y5) • Religious worldviews have significant impact on arts and culture. (Y5) 	<p>Sacrifice</p> <ul style="list-style-type: none"> • In Christianity, belief in Jesus' death and resurrection is important as it brings people to salvation. <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Different belief systems influence ideas of life's meaning and purpose. • Ideas of what happens after we die give meaning to human action on earth. <p>Human Context</p> <ul style="list-style-type: none"> • Diversity within groups leads to diversity of expression (local, national, Global). 	<p>Sacrifice</p> <ul style="list-style-type: none"> • In Christianity, belief in Jesus' death and resurrection is important as it brings people to salvation. (Y6) • In many worldviews, personal self sacrifices or living a good life have beneficial, future consequences. (Y6) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Different belief systems influence ideas of life's meaning and purpose. (Y6) • Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. (Y6) • Ideas of what happens after we die give meaning to human action on earth. (Y6) <p>Human Context</p> <ul style="list-style-type: none"> • Diversity within groups leads to diversity of expression (local, national, Global). (Y6) • Places and celebrations have significance to individuals and communities in Hindu Dharma. (Y6)





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Genesis story (Y1Sp1) Alternative theories of creation (Y1Sp2) "Reasonable" exercise of freedom (Y2A2) Hindu understanding of "god" through senses (Y2Su2) Reason in moral decision making (Y3Sp1) Reasonable to believe? (Y3Su2) Meaning of "truth", Evidence and reasoning (Y4A1) Is belief in God rational? Watchmaker Analogy (Y5Su2) 	<ul style="list-style-type: none"> The Old Testament story of Creation is found in Genesis 1:1-2:3 Some Christians see this as a literal truth account of the creation of the world others see it as a story from which Christians can infer and understand the influence of a Creator God the beginning. Understanding the genre of writing of Genesis might change our understanding and analysis of it. It could be seen as poem, a report or a story Many scientists explain the beginning of the world using Big Bang Theory of creation (cosmology). Some Christian scientists accept the Big Bang Theory do not see that it discounts the idea of a creator God as the "first cause" Thomas Aquinas (1225-1274 CE). Richard Dawkins (1941- CE), Evolutionary Biologist, claims the intelligent design theory (Y5), is wrong The Blind Watchmaker (1986), he argued evolutionary processes are not guided by a designer The God delusion (2006), he claimed supernatural creator does not exist religious faith is delusion. Pope Francis said, "When we read about creation in Genesis, we run the risk of imagining God was a magician, with a magic wand able to do everything. But that is not so," Albert Einstein (1879-1955), was a theoretical physicist, who suggested human impulses lead to religious belief fear, social or moral concerns, and cosmic religious feelings based in awe and wonder. Blaise Pascal (1623-62 CE), French Philosopher who suggested betting on God, if we can't prove God exists, we are best believing in him. If it turns out God does exist, we will go to heaven, if he doesn't exist then it doesn't matter. 		<ul style="list-style-type: none"> Philosophical ideas about life's purpose (Y6Sp1) Religious ideas about life's purpose (Y6S1)
Disciplinary	<p>Theologians:</p> <ul style="list-style-type: none"> Explain how the Gospels connect with Christian beliefs and discuss their reliability. (Y6A1) Explain the influence of belief in historical events on Christian worldviews. (Y6A1) Explain theological similarities and differences within Christian worldviews. (Y6A1) 	<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> Where beliefs come from How beliefs change over time How beliefs relate to each other How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> Interpretation of story & text Consideration of reliability of sources Considering unity & diversity within and between worldviews Considering evidence of how beliefs change over time 	<p>In this unit:</p> <p>Theologians:</p> <ul style="list-style-type: none"> Explain how the Genesis text connects with beliefs and discuss the reliability of the source. Explain that religious texts can be interpreted in different ways by different believers. Explain theological similarities and differences within and between worldviews. Explain how beliefs about creation and science might influence a person's life, how they view the world and other people. 	





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Evidence for God's existence is contested but still sought. (Y5) <p>Human Context</p> <ul style="list-style-type: none"> Religious worldviews have significant impact on arts and culture. (Y5) 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Different belief systems influence ideas of life's meaning and purpose. <p>Human Context</p> <ul style="list-style-type: none"> Diversity within groups leads to diversity of expression (local, national, Global). 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. (Y6) Ideas of what happens after we die give meaning to human action on earth. (Y6) <p>Human Context</p> <ul style="list-style-type: none"> Diversity within groups leads to diversity of expression (local, national, Global). (Y6)



Year 6: Spring 1

In what diverse ways do Hindus build a sense of community? – Hindu Dharma



Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
<p>Substantive</p> <ul style="list-style-type: none"> Hindu understanding of “god” through senses (Y2Su2) Hindu celebrations & community (Y2Su2) Hindu beliefs expressed in worship (Y5A1) Hindu scripture & Dharma (Y5A2) 	<ul style="list-style-type: none"> Hindus connect in diverse ways through celebrations festivals at home and in the wider community. How a community celebrated depends on where they are in the world. Diwali means “row of lights” festival of lights which links with the story of the Ramayana (y5) and brings in the Hindu New year (in October/November) and celebrates the triumph good over evil Diwali is a 5 Day festival honouring Lakshmi, goddess of wealth, lights are lit in windows and doors left open to let her in. At Diwal, many Hindus spring clean home, gifts & sweets, new clothes, decorate homes, watch fireworks, light diya lamps and create rangoli patterns. Holi is the festival of spring colour & new life. Holi celebrates the story of Vishnu and the legend of Holika and Prahlad Celebrations of Holi are expressed through bonfires, putting grain in the fire and next day throwing of coloured powder and water, many Hindus share food & presents. Pilgrimage is a journey of religious significance. For many Hindus, river Ganges has spiritual significance and many Hindus make pilgrimages to significant places associated with the river. The Ganges runs through northern India and Bangladesh the river had huge significance in India and Hindu culture. Some believe the Ganges flowed from heaven to purify humans. Sometimes, the river is referred to as mother or she. Kumbh Mela – 55 day festival every 12 years (pilgrims visit and bathe in the Ganges, take bottles of water back to loved ones.) Varanasi is a city on the Ganges in Northern India, believed to have been the home of Lord Shiva. At Varanasi the river changes direction. Millions visit to bathe in the Ganges at sunrise. Hindu pilgrims may visit important temples near the river: <ul style="list-style-type: none"> Kashi Vishwanath Mandir dedicated to Lord Shiva Durga Temple dedicated to the goddess Durga Tulsi Manas Temple dedicated to Lord Rama The Ganges and running water significant in funeral rites 	<ul style="list-style-type: none"> Hindu understanding of life’s purpose (Y6Su1)

Year 6: Spring 1



Year 6: Spring 1

In what diverse ways do Hindus build a sense of community? – Hindu Dharma



	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p>Social Scientists:</p> <ul style="list-style-type: none"> Recognise that individual and community action can shape beliefs. (Y4Sp2) Explain similarities and differences of forms of expression within Hindu Dharma (locally & nationally). (Y5A1) Explain ways beliefs impact choices in individuals' lives, community & society. (Y5A1) Explain ways beliefs impact choices in individuals' lives, community & society. (Y5Su1) Describe how individuals, community & society can shape beliefs. (Y5Su1) 	<p>Social Sciences</p> <p>Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The diverse nature of religion The diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity, and impact on communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> Seek evidence of belief in human behaviour and forms of expression Recognise similarities and differences within and between groups Consider forms of evidence and its reliability (e.g. data) Consider individual, local, national and global evidence of lived experience 	<p>In this unit:</p> <p>Social Scientists:</p> <ul style="list-style-type: none"> Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally & globally) Describe how beliefs impact choices in individuals' lives, community & society. Explain how the context of individuals, community & society can shape beliefs 	<p>Social Scientists:</p> <ul style="list-style-type: none"> Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally) (Y6Su1) Describe how beliefs impact choices in individuals' lives, community & society. (Y6Su1) Explain how the context of individuals, community & society can shape beliefs. (Y6Su1)
VCs	<p>Human Context</p> <ul style="list-style-type: none"> Religious worldviews have significant impact on arts and culture. (Y5) 	<p>Human Context</p> <ul style="list-style-type: none"> Diversity within groups leads to diversity of expression (local, national, Global). Places and celebrations have significance to individuals and communities in Hindu Dharma. (Y6) 		

Year 6: Spring 1



Year 6: Spring 2

What do philosophers teach us about life's purpose?



Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
<p>Substantive</p> <ul style="list-style-type: none"> • History Ancient Greece (Y3Su2) • History Quest for knowledge (Y5Su2) • Alternative theories of creation (Y1Sp2) • "Reasonable" exercise of freedom (Y2A2) • Hindu understanding of "god" through senses (Y2Su2) • Reason in moral decision making (Y3Sp1) • Reasonable to believe? (Y3Su2) • Meaning of "truth", Evidence and reasoning (Y4A1) • Is belief in God rational? (Y5Su2) • Religion & Science in conflict? (Y6A2) 	<ul style="list-style-type: none"> • Some philosophers claim humans are the only animal who have an understanding that they will die and that this makes people question life's meaning • Philosophers cannot prove what happens after we die seek explanations • Some philosophers see the mind and body as different types of things. • Ibn Sina (980-1025 CE) (also known as Avicenna), was an Arabic philosopher who argued our minds are separate from our bodies using the flying Man thought experiment. • Many philosophers have argued the body and soul or self are separate, others that the soul or self ends with the body. • Socrates (470-399 BCE) Greek Philosopher, believed in the idea of a soul that lives in our bodies and goes to heaven when we die. • Plato (428-348 BCE), Greek Philosopher, believed in the idea of an eternal soul that would exist beyond the physical body. This meant that the world itself is not important, the soul will return to heaven. • Plato's ideas influenced many Christians, who may accept that life on earth may not be great, but there is something better to come for the soul. • Hypatia (370-415 CE) Female Greek Philosopher Neoplatonist - meaning she believed that the soul would return to a divine being. An idea that appealed to her students, both Christian monotheists and pagans. • Democritus (460-370 BCE), Greek Philosopher who suggested life is given meaning by the pursuit of pleasure, "joy and sorrow are the distinguishing mark of things beneficial and harmful." (Hedonism) Some hedonists have seen this as intellectual pleasure, others physical pleasure. • Friedrich Nietzsche (1844-1900), German philosopher, said people are never satisfied which prevents us finding meaning in life (Nihilism). • Simone de Beauvoir (1909-86), French Philosopher who challenged the idea of a divine plan. She argued humans born free, without a divine plan. That freedom is a blessing and a burden. Following human desire means we should not restrict others freedom to do as they please (Existentialism). 	<p>Differing worldviews' understanding of life's purpose (Y6S1)</p>

Year 6: Spring 2





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p>Philosophers:</p> <ul style="list-style-type: none"> • Explain the Buddha's philosophical answers to questions about the world. (Y5Sp1) • Explain different philosophical answers to questions about God's existence. (Y5Su2) • Explain if an argument for God's existence seems logical. (Y5Su2) 	<p>Philosophy:</p> <p>Philosophers deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • The nature of knowledge, meaning and existence • How and whether things make sense • Issues of right & wrong, good & bad <p>Methods and processes used by philosophers:</p> <ul style="list-style-type: none"> • Analysis of the validity of "truth" claims (doubt) • Development and use of coherent questioning • Development of and analysis of coherent argument • Understanding of the human quest for knowledge and meaning • Connecting belief (motivation) with behaviour 	<p>In this unit:</p> <p>Philosophers</p> <ul style="list-style-type: none"> • Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. • Begin to analyse if an argument is logical and show awareness of divergent opinions. • Use appropriate evidence to support or counter an argument. • Begin to explain connections between beliefs and behaviour. 	
VCs	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Evidence for God's existence is contested but still sought. (Y5) 	<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Different belief systems influence ideas of life's meaning and purpose. • Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. • Ideas of what happens after we die give meaning to human action on earth. <p>Human Context</p> <ul style="list-style-type: none"> • Person, Time & Place: diverse philosophers through time. 		<p>Knowledge & Meaning</p> <ul style="list-style-type: none"> • Different belief systems influence ideas of life's meaning and purpose. (Y6) • Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. (Y6) • Ideas of what happens after we die give meaning to human action on earth. (Y6)



Year 6: Summer 1 & 2

How is an understanding of life's purpose reflected in people's lives?



	Required prior knowledge	Knowledge to be explicitly taught
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Substantive</p> <ul style="list-style-type: none"> • Alternative theories of creation (Y1Sp2) • "Reasonable" exercise of freedom (Y2A2) • Hindu understanding of "god" through senses (Y2Su2) • Reason in moral decision making (Y3Sp1) • Reasonable to believe? (Y3Su2) • Meaning of "truth", Evidence and reasoning (Y4A1) • Is belief in God rational? (Y5Su2) • Religion & Science in conflict? (Y6A2) • Hindu Dharma (Y5A2) • Hindu Community (Y6Sp1) • Is God Omnibenevolent? (Y3Su2) • Jesus as Ultimate Sacrifice (Y4A2) • Christian diversity (5YSp2) • prophecy of Messiah (Y5Su1) • Significance of resurrection in Christianity (Y6A1) • Authority of the Qur'an (Y3Sp2) • Islamic expression of belief & obligation (Y3Su1) • Self-sacrifice in Islam (Y4sp1) • Islamic diversity (Y4Su1) • Buddhist explanation of suffering & enlightenment (Y5Sp1) • Belonging in Judaism (Y1A1) • G-d's relationship with Jewish people (Y2A2) • Humanism, absence of God (Y1Sp2 & Y5Su2) • Moral decisions in Humanism (Y3Sp1) • Altruism and one life (Y4Sp1) 	<ul style="list-style-type: none"> • Many worldviews consider that we all have soul, the essence of you, that lives beyond the body • What people believe happens to the soul when the body dies may influence the choices people make in their lives. • Hindu Dharma: <ul style="list-style-type: none"> • As in the story of the Ramayana (Y5), a person's dharma (duty) depends on who they are (varna) and what stage of life they are at (ashrama) • Ashramas stages of Hindu life: Brahmacar (Student), Grihastha (householder), Vanaprastha (forest dweller), Sannyas (homeless renouncer). Stages have specific duties or ashrama dharma • Purusharthas - goals for living: <ul style="list-style-type: none"> • - dharma, duties of present life • - kama enjoying life • - artha, working for honest success and family • - moksha breaking out of cycle of reincarnation (samsara) to reach atman • Fulfilling dharma is individual each person, so will be inherently diverse • In the Bhagavad Gita - Epic poem takes place on a battlefield when Prince Arjuna fulfil his Dharma as a warrior in battling unjust members of his family. Arjuna has a conversation with Lord Vishnu, expressing his fear of death, he is told it is "It is not taking off your clothes and putting on new ones". • Karma is the cycle of death and rebirth with the aim of reaching Moksha (oneness with God). • These beliefs have a significant impact on how Hindus live their lives especially that living a good life will lead to a better next life. 	
	<p>Christianity:</p> <ul style="list-style-type: none"> • In Christianity, it is widely believed that Jesus' sacrifice means that believers can return to God was part of God's plan for humanity. Jesus' defeat of death in his resurrection, means that although physical death will happen, belief in Christ and living a good life will lead to heaven for the soul • John 3:16 "God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life" • Many Christians believe that the presence of God, their actions in life will be judged. Christians think this will happen when they die, others that everyone will be judged at a future "judgement day", others that there is a personal judgement followed by final judgment. • Heaven could be the result of good deeds. Some see this a literal place paradise where a divine God rules eternally, others think of it more as the reward of being with God • Hell could be the result of bad deeds. Some see this as a literal place of fire and punishment, others that it is a psychological state metaphor for the harm we do ourselves through division from God • Medieval art depicted graphically the idea of soul tortured in hell. Many Christians ask, would a loving God do this to his people? • Catholicism- Purgatory (place in between) where a sinful soul can be purged. • In practice, most Christians believe that they do good things because they are right just for the reward in Heaven that they should develop a relationship with God through prayer and worship. 	

Year 6: Summer 1&2



Year 6: Summer 1 & 2

How is an understanding of life's purpose reflected in people's lives?



Substantive	Required prior knowledge	Knowledge to be explicitly taught
	<ul style="list-style-type: none"> • Alternative theories of creation (Y1Sp2) • "Reasonable" exercise of freedom (Y2A2) • Hindu understanding of "god" through senses (Y2Su2) • Reason in moral decision making (Y3Sp1) • Reasonable to believe? (Y3Su2) • Meaning of "truth", Evidence and reasoning (Y4A1) • Is belief in God rational? (Y5Su2) • Religion & Science in conflict? (Y6A2) • Hindu Dharma (Y5A2) • Hindu Community (Y6Sp1) • Is God Omnibenevolent? (Y3Su2) • Jesus as Ultimate Sacrifice (Y4A2) • Christian diversity (5YSp2) • prophecy of Messiah (Y5Su1) • Significance of resurrection in Christianity (Y6A1) • Authority of the Qur'an (Y3Sp2) • Islamic expression of belief & obligation (Y3Su1) • Self-sacrifice in Islam (Y4sp1) • Islamic diversity (Y4Su1) • Buddhist explanation of suffering & enlightenment (Y5Sp1) • Belonging in Judaism (Y1A1) • G-d's relationship with Jewish people (Y2A2) • Humanism, absence of God (Y1Sp2 & Y5Su2) • Moral decisions in Humanism (Y3Sp1) • Altruism and one life (Y4Sp1) 	<p>Islam:</p> <ul style="list-style-type: none"> • Most Muslims believe in life after death They believe they must live morally in submission to the will of Allah this is life's purpose, then it influences what happens after death • The Qur'an promises "two gardens" on in this life and one in the next. • Islam teaches humans have free will and will be held responsible for their intentions and actions on Earth, these are recorded and taken into account on the "Last Day" or "Day of Judgement". • A person's souls believed to be judged based on what they did in their lifetime, the soul is given a new body bright or dark, depending on their deeds Pure souls will be bright and go to heaven Impure souls will be dark and will go to hell, the soul will then wait, knowing its fate, until the resurrection. • The Angels Israfil will blow the trumpet and all creation will be destroyed The second trumpet blow is the resurrection Some think this will be physical, so bodies need to be buried. Most Muslims think it is the soul that is taken to the afterlife • Jannah (Paradise), a beautiful place with material rewards for a good life. • Jahannam, (Hell) a place of suffering and pains where those who reject the teachings of the prophets go. This is described a fiery place of torture, but many Muslims believe the language of the Qur'an to be symbolic to deter people from committing sin • Some Muslims think that hell is only temporary, that if forgiving Allah will eventually allow all people to heaven. • For many Muslims this is motivation to follow the teachings in the Qur'an and live a good life. <p>Judaism:</p> <ul style="list-style-type: none"> • Jewish teachings are unclear on what happens after death • Many Jewish people believe what is important is how a person lives their life what happens after death should be left to God Good deeds should be done for their own sake. • In the Mishnah it says: <i>Be not like servants who serve their master for the sake of receiving a reward</i> Ethics of the Fathers 1:3 • Some Jewish people believe there is some kind of life after death as the idea of a soul that will return to God mentioned in some traditions. • Some Jewish people believe there will be some kind of eventual judgement when good deeds will be rewarded and bad deeds will be punished, how is not clear. • Many Orthodox Jews consider that if there is to be judgement, they must follow the rules set down in scripture strictly including observing Shabbat and keeping the 613 Mitzvot (Jewish laws) • Many Orthodox Jews are still awaiting the Messiah when the world will be different. • Many Reform or Liberal Jews see the Jewish laws as in need of interpretation for a modern world they are still needing to live a moral life • Many Reform or Liberal Jews do not see the coming of the Messiah as literal, but as the coming of a "Messianic age" in a just world. • There is still no clarity over what happens after death



Year 6: Summer 1 & 2

How is an understanding of life's purpose reflected in people's lives?



	Required prior knowledge	Knowledge to be explicitly taught
Substantive	<ul style="list-style-type: none"> • Alternative theories of creation (Y1Sp2) • "Reasonable" exercise of freedom (Y2A2) • Hindu understanding of "god" through senses (Y2Su2) • Reason in moral decision making (Y3Sp1) • Reasonable to believe? (Y3Su2) • Meaning of "truth", Evidence and reasoning (Y4A1) • Is belief in God rational? (Y5Su2) • Religion & Science in conflict? (Y6A2) 	<p>Buddhist:</p> <ul style="list-style-type: none"> • There is huge diversity in Buddhism. • Many Buddhists believe that the Buddha taught that we are in a cycle of rebirth because we have attachments in life through bad actions. • Good actions in life can lead to higher level of rebirth. • Being human is a gift, if it is wasted your next cycle of rebirth may be lower. • Buddhists aim to break the cycle of rebirth and attain Nirvana through enlightenment
	<ul style="list-style-type: none"> • Hindu Dharma (Y5A2) • Hindu Community (Y6Sp1) 	<p>Humanism:</p> <ul style="list-style-type: none"> • Humanism is a worldview that suggests we have one life • Some humanists suggest we cannot remember before we were born and death will be like that too, a state of existence, no soul will live on because the essence of us is dependent on the physical systems of our body and brain. • Humanists advocate living the best life we can as we don't get a second chance. • Many humanists believe that the purpose of life therefore should be to live a happy life and help others to be happy too • Many humanists believe that good things should be done for the world and other people without expecting a reward in the future this is called altruism • Many humanists believe we have a responsibility to look after the world for future generations
	<ul style="list-style-type: none"> • Is God Omnibenevolent? (Y3Su2) • Jesus as Ultimate Sacrifice (Y4A2) • Christian diversity (5YSp2) • prophecy of Messiah (Y5Su1) • Significance of resurrection in Christianity (Y6A1) 	<p>Sikh:</p> <ul style="list-style-type: none"> • Many Sikhs believe that Waheguru (God or eternal being) exists in everything • The soul must be reincarnated through many cycles of life in order to purify itself and become one with Waheguru and escape from the cycle of death and rebirth (karti). • The cycle of life and death can take animal or human form, but only in the human form can a soul understand right and wrong on "intentional action" (karma) • Good actions right choices and remembering God, can be rewarded with merit and avoid punishment, • The Guru Granth Sahib teaches: <i>Those who meditate on God attain liberation. For them, the cycle of birth and death has been completed</i> • Many Sikhs believe they can gain merit in life and achieve Mukti by following the teachings of the Gurus and the 3 Principles of Sikh: Remembering God, Honest Work and Selfless Service.
<ul style="list-style-type: none"> • Authority of the Qur'an (Y3Sp2) • Islamic expression of belief & obligation (Y3Su1) • Self-sacrifice in Islam (Y4sp1) • Islamic diversity (Y4Su1) 		
<ul style="list-style-type: none"> • Buddhist explanation of suffering & enlightenment (Y5Sp1) 		
<ul style="list-style-type: none"> • Belonging in Judaism (Y1A1) • G-d's relationship with Jewish people (Y2A2) 		
<ul style="list-style-type: none"> • Humanism, absence of God (Y1Sp2 & Y5Su2) • Moral decisions in Humanism (Y3Sp1) • Altruism and one life (Y4Sp1) 		





	Required prior knowledge	Knowledge to be explicitly taught
Disciplinary	<p>Social Scientists:</p> <ul style="list-style-type: none"> Recognise ways beliefs about giving impact peoples' choices in everyday life, community & society. (Y4Sp2) Describe how beliefs impact choices in individuals' lives, community & society. (Y6Sp1) Explain how the context of individuals, community & society can shape beliefs (Y6Sp1) 	<p>Social Sciences</p> <p>Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> The diverse nature of religion The diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity, and impact on communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> Seek evidence of belief in human behaviour and forms of expression Recognise similarities and differences within and between groups Consider forms of evidence and its reliability (data) Consider individual, local, national and global evidence of lived experience <p>In this unit:</p> <p>Social Scientists:</p> <ul style="list-style-type: none"> Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview. Recognise that conversations about religion and belief can be controversial. Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally) Describe how beliefs impact choices in individuals' lives, community & society. Explain how the context of individuals, community & society can shape beliefs.
VCs	<p>Sacrifice</p> <ul style="list-style-type: none"> In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5) <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Many human beings see they have responsibilities to others and the world. (Y5) Buddhist Dharma seeks to end suffering through reaching enlightenment. (Y5) Evidence for God's existence is contested but still sought. (Y5) 	<p>Sacrifice</p> <ul style="list-style-type: none"> In many worldviews, personal sacrifices or living a good life have beneficial, future consequences. <p>Knowledge & Meaning</p> <ul style="list-style-type: none"> Different belief systems influence ideas of life's meaning and purpose. Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. Ideas of what happens after we die give meaning to human action on earth. <p>Human Context</p> <ul style="list-style-type: none"> Diversity within groups leads to diversity of expression (local, national, Global).



Wider Expectations

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Autumn	Trips Visitors Events Anti bullying week World Kindness Day Harvest, Advent, Christmas Display, Yom Kippur, Divali, Hanukah Year group displays around the theme of Kindness	Trips Visitors Events Anti bullying week World Kindness Day Harvest, Advent, Christmas Display, Yom Kippur, Divali, Hanukah Display Year group displays around the theme of Kindness	Trips Church Visitors Events Anti bullying week World Kindness Day Harvest, Advent, Christmas Display, Yom Kippur, Divali, Hanukah Display Year group displays around the theme of Kindness	Trips Church Visitors Events Anti bullying week World Kindness Day Harvest, Advent, Christmas Display, Yom Kippur, Divali, Hanukah Display Year group displays around the theme of Kindness	Trips Church Visitors Events Anti bullying week World Kindness Day Harvest, Advent, Christmas Display, Yom Kippur, Divali, Hanukah Display Year group displays around the theme of Kindness	Trips Visitors Events Anti bullying week World Kindness Day Harvest, Advent, Christmas Display, Yom Kippur, Divali, Hanukah Display Year group displays around the theme of Kindness	Trips Visitors Events Anti bullying week World Kindness Day Harvest, Advent, Christmas Display, Yom Kippur, Divali, Hanukah Display Year group displays around the theme of Kindness	Trips Visitors Events Anti bullying week World Kindness Day Harvest, Advent, Christmas Display, Yom Kippur, Divali, Hanukah Display Year group displays around the theme of Kindness
Spring	Trips Visitors Events Holi, Ramadan, Lent, Passover, Easter, Eid al-Fitr, Display	Trips Visitors Events Holi, Ramadan, Lent, Passover, Easter, Eid al-Fitr, Display	Trips Synagogue Visitors Events Holi, Ramadan, Lent, Passover, Easter, Eid al-Fitr, Display	Trips Hindu Temple Visitors Events Holi, Ramadan, Lent, Passover, Easter, Eid al-Fitr, Display	Trips Buddhist/Quaker meeting House Visitors Events Holi, Ramadan, Lent, Passover, Easter, Eid al-Fitr, Display	Trips Church Visitors Events Holi, Ramadan, Lent, Passover, Easter, Eid al-Fitr, Display	Trips Church Visitors Events Holi, Ramadan, Lent, Passover, Easter, Eid al-Fitr, Display	Trips Church Visitors Events Holi, Ramadan, Lent, Passover, Easter, Eid al-Fitr, Display
Summer	Trips Church Visitors Events Eid al-Adha, The Hajj Display	Trips Church Visitors Events Eid al-Adha, The Hajj Display	Trips Visitors Events Eid al-Adha, The Hajj Display	Trips Visitors Events Eid al-Adha, The Hajj Display	Trips Visitors Events Eid al-Adha, The Hajj Display	Trips Gurdwara Visitors Events Eid al-Adha, The Hajj Display	Trips Islamic Center Visitors Events Eid al-Adha, The Hajj Display	Trips Islamic Center Visitors Events Eid al-Adha, The Hajj Display