Religious Education Unit Overviews

Religious Education

Overview of Topics

	Autumn		Spring		Summer	
EYFS	**PHILOSOPHY** **What is right? What is wrong? What is good?** Christianity	**THEOLOGY** **What is the nativity story about? Why might people tell this story?** Christianity	**THEOLOGY** **What does the word God mean?** Christianity, Judaism, Hinduism	**HUMAN/SOCIAL SCIENCES** **How do people celebrate?** Christianity, Judaism, Hinduism	**HUMAN/SOCIAL SCIENCES** **What happens in a church and a synagogue?** Christianity, Judaism	**PHILOSOPHY & HUMAN/SOCIAL SCIENCES** **Whole school enquiry** Christianity, Non-Religious Worldview
KS1 – year A	**PHILOSOPHY** **How did the universe come to be?** Christianity, Hinduism	**THEOLOGY** **Why is light an important symbol for many religious believers?** Christianity, Judaism, Hinduism, Sikhism	**HUMAN/SOCIAL SCIENCES** **How does a celebration bring a community together?** Christianity, Judaism, Hinduism	**THEOLOGY** **What does the cross mean to Christians?** Christianity	**HUMAN/SOCIAL SCIENCES** **How do Christians belong to their faith family?** Christianity	**PHILOSOPHY & HUMAN/SOCIAL SCIENCES** **Whole school enquiry** Christianity, Non-Religious Worldview
KS1 – year B	**PHILOSOPHY** **How do people decide what is right and wrong?** Non-Religious Worldviews	**THEOLOGY** **What does the nativity story teach Christians about Jesus?** Christianity	**THEOLOGY** **What do Jewish people remember on Shabbat?** Judaism	**HUMAN/SOCIAL SCIENCES** **How do Jewish people celebrate Passover (Pesach)?** Judaism	**PHILOSOPHY** **What do my senses tell me about the world of religion and belief?** Christianity, Judaism, Hinduism, Sikhism	**PHILOSOPHY & HUMAN/SOCIAL SCIENCES** **Whole school enquiry** Christianity, Non-Religious Worldview
LKS2 – Year A	**THEOLOGY & HUMAN/SOCIAL SCIENCES** **Why is there so much diversity of belief about creation?** Christianity, Sikhism, Judaism, Islam, Non-Religious Worldview	**THEOLOGY** **What do Christians and Sikhs believe about God?** Christianity, Sikhism	**HUMAN/SOCIAL SCIENCES** **What difference do religious teachings make to the daily life of Christians and Sikhs?** Christianity, Sikhism	**PHILOSOPHY** **What does sacrifice mean?** Christianity, Judaism, Sikhism, Buddhism, Islam, Non-Religious Worldview	**HUMAN/SOCIAL SCIENCES** **How do people express commitment to a religion/worldview in different ways?** Christianity, Judaism, Sikhism, Islam	**PHILOSOPHY & HUMAN/SOCIAL SCIENCES** **Whole school enquiry** Christianity, Non-Religious Worldview

LKS2 – Year B	**PHILOSOPHY** **What is philosophy? How do people make moral decisions?** Christianity, Non-Religious Worldview	**THEOLOGY** **Where do religious beliefs come from?** Christianity	**PHILOSOPHY** **What do we mean by truth? Is seeing believing?** Sikhism, Christianity, Buddhism	**THEOLOGY** **What is the Trinity?** Christianity	**HUMAN/SOCIAL SCIENCES** **How do/have religious groups contribute/d to society and culture?** Christianity, Sikhism, Islam	**PHILOSOPHY & HUMAN/SOCIAL SCIENCES** **Whole school enquiry** Christianity, Non-Religious Worldview
UKS2 – Year A	**THEOLOGY** **Creation and science: conflicting or complementary?** Christianity, Non-Religious Worldview, Humanism	**THEOLOGY** **Was Jesus the Messiah?** Christianity, Judaism, Islam, Non-Religious Worldview	**HUMAN/SOCIAL SCIENCES** **How do beliefs shape identity for Muslims?** Islam	**THEOLOGY** **How do Muslims make sense of the world?** Islam	**PHILOSOPHY** **Is being happy the greatest purpose of life?** Christianity, Buddhism, Non-Religious Worldview, Humanism	**PHILOSOPHY & HUMAN/SOCIAL SCIENCES** **Whole school enquiry** Christianity, Non-Religious Worldview
UKS2 – Year B	**HUMAN/SOCIAL SCIENCES** **How and why does religion bring peace and conflict?** Christianity, Islam, Judaism	**THEOLOGY** **How do Muslims and Christians explain the suffering in the world?** Christianity, Islam	**PHILOSOPHY** **Is believing in God reasonable?** Christianity, Non-Religious Worldview, Humanism	**THEOLOGY** **What difference does the resurrection make to Christians?** Christianity	**HUMAN/SOCIAL SCIENCES** **How have religious beliefs impacted on music and art throughout history?** Christianity, Islam	**PHILOSOPHY & HUMAN/SOCIAL SCIENCES** **Whole school enquiry** Christianity, Non-Religious Worldview

EYFS

Autumn	Spring	Summer
Understanding the world: • What is right? What is wrong? What is good? • What is the nativity story about? Why might people tell this story?	**Understanding the world:** • What does the word God mean? • How do people celebrate?	**Understanding the world:** • What happens in a church and synagogue? • Whole school enquiry.

Key Stage 1

(Years 1 and 2)

Big Question: Do you remember?
Unit grid: RE - How did the universe come to be?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>EYFS – What is right? What is wrong? What is good?</td><td rowspan="2">PHILOSOPHY
• Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.
• Talk about a reason why someone might hold a particular belief using the word ‘because’.
• Using religious stories, talk about connections between peoples’ beliefs about right and wrong and their actions.</td><td>Engage</td><td>What is the universe? Go outside and appreciate the natural world. Where did it come from? How did it get here?</td><td rowspan="5">A booklet to retell the Christian creation story from Genesis.

Collaborative artwork to show a Hindu creation story.

Mini books telling their own creation stories.

End of unit quiz</td></tr>
<tr><td rowspan="4"><u>Key Vocabulary</u>
Universe
Natural world
Creation/create/creator
God
Belief
Christian
Genesis
Bible
Hindu
Cycle
Lord Brahma
Lord Vishnu
Lord Shiva
Cobra
Lotus flower
Om
Care</td><td>Enquire</td><td>Draw/write their initial ideas about where the world came from and how the universe came to be.</td></tr>
<tr><td>Explore</td><td>Explore the Christian creation story from Genesis. Create a booklet to retell the story.
Explore a Hindu creation story and the belief that the world has been created many times in a cycle. Create artwork to show each part of the story and use the artwork to retell the story by memory.</td></tr>
<tr><td>Evaluate</td><td>Consider how Hindus and Christians might treat the natural world based on their beliefs about creation. Consider their own views about looking after the natural world.</td></tr>
<tr><td>Express</td><td>Make mini books telling their own creation story. Complete the end of unit quiz.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do you remember the Christian/Hindu creation story?</td><td colspan="3">To show wisdom in how we care for our world.</td></tr>
</table>

Big Question: Do you remember?
Unit grid: Why is light an important symbol for many religious believers?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>EYFS - What is the nativity story about?

EYFS – How do people celebrate?

<u>Key Vocabulary</u>
Light
Symbol
Religious believers
Festival
Celebration
Diwali
Diya lamp
Rama and Sita
Hanukkah
Menorah
Star of David
Christmas
Nativity
Jesus
Incarnation
Christingle</td><td>THEOLOGY
• Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.
• Recognise that beliefs are influenced by events in the past and present.
• Recognise that some beliefs connect together and begin to talk about these connections, including recognising the beliefs that are contained in stories.</td><td>Engage</td><td>What is light? Why is it important to us? How do we use light? When do we need light? How does it keep us safe? Where does light come from? Children draw lots of different examples of lights and how/why they are used e.g. candles on a birthday cake, fireworks for celebrations, traffic lights, torches to find things in the dark etc.</td><td rowspan="5">A diya lamp

A Menorah / Star of David

A Christingle

An explanation of what each symbol represents and why it is important to religious believers

End of unit quiz</td></tr>
<tr><td>Enquire</td><td>Introduce the enquiry question. What do the children want to find out to help them answer this question?</td></tr>
<tr><td>Explore</td><td>1. Explore how light is used as a symbol in Diwali celebrations (Hinduism/Sikhism) and make a diva.
2. Explore how light is used as a symbol in Hanukkah celebrations (Judaism) and make a menorah/Star of David.
3. Explore how light is used as a symbol in Christmas celebrations (Christianity) and make a Christingle.</td></tr>
<tr><td>Evaluate</td><td>Compare the importance of light in all 3 festivals.</td></tr>
<tr><td>Express</td><td>Look at the symbols of light they have made. Explain what each symbol represents and why it is important to religious believers. Complete the end of unit quiz.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What do religious believers remember at Diwali/Hanukkah/Christmas?</td><td colspan="3">Jesus said that he came to give life in all its fullness. He also said, "I am the light of the world." Are these two things connected?</td></tr>
</table>

Big Question: Where shall we go?
Unit grid: How does a celebration bring a community together?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>EYFS – How do people celebrate?

<u>Key Vocabulary</u>
Festival
Celebrate
Celebration
Community
Christian
Christmas
Easter
Jewish
Hanukkah
Passover
Hindu
Diwali
Holi</td><td>HUMAN AND SOCIAL SCIENCES
• Recognise the names of different religions, religious beliefs and worldviews and use them correctly.
• Recognise evidence of religion and beliefs, including some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.
• Recognise that beliefs can have an impact on a believer’s daily life, their family or local community.</td><td>Engage</td><td>Look at pictures of lots of different celebrations. What's similar? What's different? Can they recognise what the people are celebrating?</td><td rowspan="5">A variety of foods / crafts / music associated with each festival

A labelled picture of each festival, describing how people would feel to be a part of it

End of unit quiz</td></tr>
<tr><td>Enquire</td><td>What questions do they have about the celebrations in the pictures? Introduce the enquiry question. What is a community?</td></tr>
<tr><td>Explore</td><td>Explore how Christians come together at Christmas/Easter.
Explore how Jewish people come together at Hanukkah/Passover.
Explore how Hindus come together at Diwali/Holi.</td></tr>
<tr><td>Evaluate</td><td>Reflect on the similarities between the celebrations and which elements bring the community together and why.</td></tr>
<tr><td>Express</td><td>Label pictures of each festival with how they might make people feel.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Where shall we go to celebrate?</td><td colspan="3">What does it mean to give back to the community?</td></tr>
</table>

Big Question: Where shall we go?
Unit grid: What does the cross mean to Christians?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>EYFS – What happens in a church?
EYFS – What does the word God mean?

<u>Key Vocabulary</u>
Christian
Cross
Easter
Jesus
Salvation
Symbol
Church
Belief
Hope
God</td><td>THEOLOGY
• Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.
• Recognise different types of writing from within one text.
• Recognise that beliefs are influenced by events in the past and present.
• Recognise that some beliefs connect together and begin to talk about these connections, including recognising the beliefs that are contained in stories.
• Give different examples of how _____ beliefs influence daily life.</td><td>Engage</td><td>Listen to the Easter story in a variety of forms. What questions does it raise?</td><td rowspan="5">A variety of traditional crosses from Christian communities around the world.

Acrostic poems to show what the cross means to Christians

Easter cards that show the meaning of the cross for Christians.

End of unit quiz</td></tr>
<tr><td></td><td></td><td>Enquire</td><td>What do children know about the symbol of the cross? What questions do they have about its meaning?</td></tr>
<tr><td></td><td></td><td>Explore</td><td>Visit the church and look for examples of the symbol of the cross. If possible, listen to a member of the church talk about Easter.
Read 'The Garden, The Curtain and The Cross' to explore the bigger picture of Christian beliefs and introduce the concept of salvation and hope.</td></tr>
<tr><td></td><td></td><td>Evaluate</td><td>GLOBAL CHRISTIANITY: Make some traditional crosses from Christian communities around the world and consider their meaning and significance.</td></tr>
<tr><td></td><td></td><td>Express</td><td>Write acrostic poems and make Easter cards to show what the cross means for Christians. Complete the end of unit quiz.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Where shall we go to find a Christian cross symbol?</td><td colspan="3">To promote dignity and acceptance by learning about traditional crosses from other cultures.</td></tr>
</table>

Big Question: What is home?
Unit grid: How do Christians belong to their faith family?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>EYFS – What happens in a church?

<u>Key Vocabulary</u>
Christian
Christianity
Church
Faith family
Belong
Belonging
Christening
Dedication
Baptism
Font
First Holy Communion
Worship
Prayer
Symbol</td><td>HUMAN AND SOCIAL SCIENCES
• Recognise the names of different religions, religious beliefs and worldviews and use them correctly.
• Recognise evidence of religion and beliefs, including some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.
• Recognise that beliefs can have an impact on a believer’s daily life, their family or local community.</td><td>Engage</td><td>What groups/teams do you belong to? How did you join? How does it feel to be part of it? Look at examples of Christian worship in different churches. What do you notice? How do you think it would feel to be a part of it?</td><td rowspan="6">An interview with a Christian about their experience of being part of a faith family.

Pictures to show the difference between a church and the church.

End of unit quiz</td></tr>
<tr><td>Enquire</td><td>Introduce the enquiry question. What is a 'faith family'? What questions do you have about being part of one?</td></tr>
<tr><td>Explore</td><td>Explore Christenings, Baptisms and First Communion, and the associated artefacts.
Explore symbols that Christians use to show their belonging e.g. crosses, fish, water.
Explore the different activities and roles within churches and how they help people to belong.</td></tr>
<tr><td>Evaluate</td><td>Interview a Christian about their experience of being part of a faith family.</td></tr>
<tr><td>Express</td><td>Draw 2 pictures to show the difference between a church (the building and the symbols within it) and the church (a group of Christians worshipping, praying and carrying out different roles).
Complete the unit quiz.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What could be called home for Christians?</td><td colspan="3">Consider how Christians might give back to their community or 'faith family'.</td></tr>
</table>

Big Question: How has Life Changed?
Unit grid: RE - How do people decide what is right and wrong?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr>
<td>EYFS – What is right? What is wrong? What is good?

<u>Key Vocabulary</u>
Right
Wrong
Good
Bad
Philosophy
Philosophical
Dilemma
Scenario
Decide
Decision
Belief
View
Agree
Disagree
Sources of authority
Influence
Golden Rule
Religious
Non-religious</td>
<td>PHILOSOPHY
• Talk about a reason why someone might hold a particular belief using the word ‘because’.
• Using religious stories, talk about connections between peoples’ beliefs about right and wrong and their actions.</td>
<td>Engage</td><td>Sort pictures/scenarios into right/wrong and discuss reasons. Start with obvious scenarios where most people will agree. Then, introduce more controversial scenarios e.g. a woman steals a loaf of bread to feed her starving child, a child shouts at another child in the playground because they pushed their little sister over, someone finds some money in the park and keeps it, a man runs away from a wasp next to a sign that says 'no running', a child breaks their friend's toy and no one saw them do it so they don't say anything and just put it back.</td>
<td>Discussions about philosophical dilemmas and the difference between right/wrong.

Create a mind-map of all of the people or things that help you to make decisions about what is right/wrong (e.g. parents, rules, teachers, feelings etc.)

Write your own golden rule for life and draw different ways that you could follow it.

End of unit quiz</td>
</tr>
<tr><td></td><td></td><td>Enquire</td><td>What is right? What is wrong? Who decides? Discuss the enquiry question. Explain that people have different views and beliefs about right/wrong. Start to consider sources of authority that might influence these views/beliefs e.g. religious teachings.</td><td></td></tr>
<tr><td></td><td></td><td>Explore</td><td>Create a mind-map of all the people who help you make decisions about right/wrong.
If possible, interview a Christian about how they decide between right and wrong and create a mind-map for who/what influences their decisions.</td><td></td></tr>
<tr><td></td><td></td><td>Evaluate</td><td>Compare mind-maps with each other and with other examples created by the teacher, including some religious sources of authority. Discuss what common themes run throughout all of the mind-maps. Explore the 'Golden Rule' that features in almost every major world religion and evaluate it as a tool for deciding between right and wrong. Revisit some philosophical dilemmas from first session.</td><td></td></tr>
<tr><td></td><td></td><td>Express</td><td>Write your own golden rule for life. Draw how you would use it in different scenarios. Complete end of unit quiz.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Does what is right and what is wrong change?</td><td colspan="3">To develop wisdom by considering how people make wise choices about right/wrong.</td></tr>
</table>

Big Question: How has Life Changed?
Unit grid: RE - What does the nativity story teach Christians about Jesus?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>EYFS - What is the nativity story about? Why might people tell this story?</td><td rowspan="6">THEOLOGY
Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.
Recognise different types of writing from within one text e.g. stories about Jesus and stories Jesus told.
Recognise that beliefs are influenced by events in the past and present.
Recognise that some beliefs connect together and begin to talk about these connections, including recognising the beliefs that are contained in stories.
Give different examples of how _____ beliefs influence daily life.</td><td>Engage</td><td>Engage with the nativity story in different formats until the children are confident in retelling the events.</td><td rowspan="6">Design a bedroom for baby Jesus, using symbols to show what you have learnt about him from the nativity story (could be 3D in a shoebox or just a picture).

A performance of the nativity story.

End of unit quiz</td></tr>
<tr><td><u>Key Vocabulary</u>
Christian
Christianity
Christmas
Nativity
Jesus
God
Bible
Special
Important
Holy
Incarnation
Gift</td><td>Enquire</td><td>Introduce the enquiry question – what does this story teach Christians about Jesus? How is Jesus treated? Capture any ideas the children have already.</td></tr>
<tr><td></td><td>Explore</td><td>What presents would you give to the baby Jesus? Why?
Design a bedroom for the baby Jesus, what will you have in there to show he is important? Why did they choose each item? How is it different to the stable and manger from the story they have heard?
Invite the local vicar to come and talk about the Christian preparations for Christmas and how Jesus is at the heart of it.</td></tr>
<tr><td></td><td>Evaluate</td><td>Consider the description of Jesus as 'The Light of the World' and how this is shown in the nativity story. Evaluate the use of light as a symbol of hope. Write a prayer that Christians might say at a Christmas service about Jesus.</td></tr>
<tr><td></td><td>Express</td><td>Perform the nativity story to an audience. Complete the end of unit quiz.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How did Jesus change people's lives?</td><td colspan="3">To promote dignity and acceptance by understanding the significance of Christmas for Christians.</td></tr>
</table>

Big Question: Who Can Help Me?
Unit grid: RE - What do Jewish people remember on Shabbat?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>EYFS - What does the word God mean?
EYFS - How do people celebrate?
EYFS - What happens in a church and a synagogue?</td><td rowspan="2">THEOLOGY
• Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.
• Recognise different types of writing from within one text.
• Recognise that beliefs are influenced by events in the past and present.
• Recognise that some beliefs connect together and begin to talk about these connections, including recognising the beliefs that are contained in stories.
• Give different examples of how _____ beliefs influence daily life.</td><td>Engage</td><td>Engage with the Jewish creation story, with emphasis on the 7th day when God rested. Gather 'I wonder...' statements about the story.</td><td rowspan="2">Pictures of things Jewish people can/cannot do on Shabbat.

Pictures/models of artefacts associated with Shabbat.

End of unit quiz</td></tr>
<tr><td><u>Key Vocabulary</u>
Jew
Jewish
Judaism
Shabbat
Rest
Saturday
Artefact
Candles
Challah
Bread
Creation
Kiddush Cup
Menorah
Synagogue
Zemirot</td><td>Enquire</td><td>Introduce the enquiry question. Has anyone ever heard of Shabbat? Explain what it is and relate it to the story of creation.</td></tr>
<tr><td></td><td></td><td>Explore</td><td>Explore how and why Jews celebrate Shabbat, including the associated artefacts. Draw pictures of things they can/cannot do on Shabbat. Create pictures/models of artefacts.
If possible, invite a local Jewish representative to talk about Shabbat.</td><td></td></tr>
<tr><td></td><td></td><td>Evaluate</td><td>Evaluate the importance and impact of rest, both for themselves and for Jewish people.</td><td></td></tr>
<tr><td></td><td></td><td>Express</td><td>Write about what you would do on a day of rest. Compare this to what many Jews do on Shabbat.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Who can help me to rest?</td><td colspan="3">To consider the importance of rest in developing endurance.</td></tr>
</table>

Big Question: Who Can Help Me?
Unit grid: RE - How do Jewish people celebrate Passover (Pesach)?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>EYFS - How do people celebrate?
EYFS - What happens in a church and a synagogue?</td><td rowspan="5">HUMAN AND SOCIAL SCIENCES
• Recognise the names of different religions, religious beliefs and worldviews and use them correctly.
• Recognise evidence of religion and beliefs, including some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.
• Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</td><td>Engage</td><td>Discuss: What things do we celebrate? How do we celebrate these events/festivals? When do we celebrate these festivals/events? Why do we celebrate these events/festivals? Draw pictures of celebrations.</td><td rowspan="5">Create a seder plate by drawing/sticking on a paper plate and label it.

Give each pair/group of children a part of the story to draw and label and put them together to make a story board telling the story of Moses and the Passover.

End of unit quiz</td></tr>
<tr><td><u>Key Vocabulary</u>
Jew
Jewish
Judaism
Passover
Matzah bread
Moses
Pesach
Seder plate</td><td>Enquire</td><td>Introduce the enquiry question. Has anyone ever heard of Passover (Pesach)? What questions do they have about it?</td></tr>
<tr><td></td><td>Explore</td><td>Explore the story of Moses and create a storyboard.
Act out a Passover meal and make a Seder plate, learning about the symbols.</td></tr>
<tr><td></td><td>Evaluate</td><td>Listen to Jewish people talking about how they celebrate Passover and the significance it has in their lives. This could be in person or in videos. Point out the connection between Judaism and Christianity by explaining that Jesus ate the Passover meal.</td></tr>
<tr><td></td><td>Express</td><td>Children answer the enquiry question in their own words and complete the end of unit quiz.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Who helped the people in the story of Passover?</td><td colspan="3">To promote acceptance of the Jewish community.</td></tr>
</table>

Big Question: Are We There Yet?
Unit grid: RE - What do my senses tell me about the world of religion and belief?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="8">EYFS - What happens in a church and a synagogue?

<u>Key Vocabulary</u>
Senses – sight, hearing, smell, taste, touch
Christian
Church
Worship
Jewish
Synagogue
Hindu
Temple / Mandir
Shrine
Puja
Sikh
Gurdwara</td><td rowspan="8">PHILOSOPHY
• Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.
• Talk about what people mean when they say they ‘know’ something, making links to the use of their senses.
• Talk about a reason why someone might hold a particular belief using the word ‘because’.
• Using religious stories, talk about connections between peoples’ beliefs about right and wrong and their actions.</td><td>Engage / Enquire</td><td>Engage the children in using and understanding their 5 senses. Explain that in Hinduism it is believed that to have the best experience of worshipping God, it’s good to use as many senses as possible. Introduce the enquiry question. Show pictures of Christian, Jewish, Hindu and Sikh worship. What questions do the children have? Have any of the children ever been to a place of worship before? What could they see/hear/smell/taste/touch?</td><td rowspan="8">Create posters to show how a Christian might use their 5 senses in a church.

Create a sensory trail to represent Hindu Puja, including each of the 5 senses.

End of unit quiz</td></tr>
<tr><td rowspan="4">Explore</td><td>Christianity – go to a church and explore what your senses tell you. Create posters to show what they have found.</td></tr>
<tr><td>Judaism – go on a virtual tour of a synagogue and explore what your senses tell you.</td></tr>
<tr><td>Sikhism – watch videos about Sikh worship in a Gurdwara and consider how it involves each of the 5 senses.</td></tr>
<tr><td>Hinduism – find out about Hindu worship and how it involves the senses.</td></tr>
<tr><td>Evaluate</td><td>Compare how the senses are used in practising each religion.</td></tr>
<tr><td>Express</td><td>Create a sensory trail to represent Hindu Puja, including each of the 5 senses, and invite guests to experience it. Complete end of unit quiz.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What do your senses tell you about where you are?</td><td colspan="3">To consider the part our senses play in living life in all its fullness.</td></tr>
</table>

Lower Key Stage 2 (Years 3 and 4)

Big Question Link: What does it mean to be human?
Unit grid: Why is there so much diversity of belief about creation?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td rowspan="2">Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.
Recognise that beliefs are influences by events in the past and present.
Recognise that some beliefs connect together and begin to talk about these connections, including recognising the beliefs that are contained in stories.</td><td rowspan="7">• Identify different sources of authority and how they link with beliefs.
• Give examples of different writings and different ways in which believers interpret sources of authority.
• Identify examples of events in history and society which have influenced some religious and nonreligious worldviews.
• Identify links between different beliefs being studied within a religion or worldview.
• Identify some of the similarities and differences between and within religions and worldviews.
• Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.</td><td>Engage</td><td>Introduce the word family based on the word ‘create’ and explore the meanings of the words e.g. creative, creating, creator, creation. Show a picture of bread and ask how it was created. Show a picture of all the ingredients to make bread and ask how they were created. Begin to generate discussions about how natural products were created. Once the children are engaged, ask how the world was created. Let everyone share their own ideas.</td><td rowspan="7">A mini book retelling the creation story from Genesis 1 in their own interpretation

An explanation your own beliefs and 3 other beliefs about creation with reasons

End of unit quiz</td></tr>
<tr><td><u>Key Vocabulary</u>
Beliefs
Diversity
Creation
Creator
God
Genesis
Sources of authority
Interpretation
Literal
Non-literal
Similarity
Difference
Evidence
Reasons
Theory</td><td>Enquire</td><td>Recap some of their ideas about how the world was created. Does everyone have the same idea? Why not? Introduce the big question. Explain that there are many different theories, beliefs and stories about how the world was created. Find out if they know any already.</td></tr>
<tr><td></td><td>Explore</td><td>Read the creation story from Genesis 1 in many different Bibles. Compare what is similar or different in the different versions. Explain that the creation story is interpreted in different ways (e.g. literal / non-literal). Ask the children to make a mini book to retell the creation story from Genesis in their own way. How will they interpret it? Which words will they use to describe it?</td></tr>
<tr><td></td><td>Evaluate</td><td>Compare the creation story from the Bible with many different creation stories, including an Islamic creation story, a Sikh creation story and a non-religious theory. Consider the evidence for/against a creator.</td></tr>
<tr><td></td><td>Express</td><td>Write an explanation of you believe about creation and why. Then, write about 3 different beliefs about creation and why people might believe them.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Where did the first humans come from? Were they created for a purpose?</td><td colspan="3">To promote acceptance of diverse beliefs</td></tr>
</table>

Big Question: What does it mean to be human?
Unit grid: What do Christians and Sikhs believe about God?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Recognise that some beliefs connect together and begin to talk about these connections, including recognising the beliefs that are contained in stories.
Give different examples of how _____ beliefs influence daily life.</td><td rowspan="9">Identify different sources of authority and how they link with beliefs.
Give examples of different writings and different ways in which believers interpret sources of authority.
Identify links between different beliefs being studied within a religion or worldview.
Identify some of the similarities and differences between and within religions and worldviews.
Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.</td><td>Engage</td><td>What does your name mean? Do you have an nicknames? Could some people name you based on your relationship to them e.g. brother / sister / friend / neighbour? Make a name map to show all your names and labels, who uses them and any meanings they have.</td><td rowspan="9">A name map

A mantra to summarise their own beliefs

An explanation of the significance of 3 Christian names for God

A Venn diagram comparing Christian and Sikh beliefs about God

2 acrostic poems to show what Christians and Sikhs believe about God

End of unit quiz</td></tr>
<tr><td rowspan="8"><u>Key Vocabulary</u>
Christian
Sikh
God
Monotheism
Waheguru (Wonderful Teacher)
Ik Onkar (The Only God)
Sat Nam (True Name)
Guru Granth Sahib
Mool Mantar
Jehovah (God)
Abba (Father)
Yahweh (I Am / Lord)
Jesus (Salvation)
The Holy Trinity
Adonai (Master)
Bible</td><td>Enquire</td><td>Introduce the enquiry question and find out if they know anything about Christian/Sikh beliefs in God already. Do they have any questions? Ask: if God exists, what do you think God is like? Show different names for God. Can they work out which religion each name is associated with? Explain that, just like they can see on their own name map, God is called many different names by different people, based on their relationship and understanding of what God is like.</td></tr>
<tr><td>Explore</td><td>Explore Sikh beliefs about God through the Mool Mantar. Create their own ‘mantra’ to summarise what they believe.</td></tr>
<tr><td>Explore</td><td>Explore Christian beliefs about God through a range of Bible verses. Choose 3 names that Christians might use for God and explain their significance.</td></tr>
<tr><td>Evaluate</td><td>Create a Venn diagram to compare Christian and Sikh beliefs about God.</td></tr>
<tr><td>Express</td><td>Write 2 acrostic poems to show what Christians and Sikhs believe about God.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Is it part of human nature to believe in God?</td><td colspan="3">To promote dignity by explaining your own beliefs and acceptance by listening to others’ beliefs respectfully</td></tr>
</table>

Big Question Link: How do we use...?

Unit grid: What difference do religious teachings make to the daily lives of Christians and Sikhs?

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</td><td rowspan="5">Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</td><td>Engage</td><td>Read lots of Sikh and Christian teachings. What thoughts or questions do you have? Engage the children in the idea of daily life and what it involves.</td><td rowspan="5">Questions or thoughts about religious teachings.

A mind map to show their own daily lives.

A mind map to show an example of a Sikh's daily life.

A mind map to show an example of a Christian's daily life.

A Mirror book to show the possible daily lives of a Sikh and Christian child, based on religious teachings.

End of unit quiz</td></tr>
<tr><td rowspan="4"><u>Key Vocabulary</u>
Daily lives
Religious teachings
Sikh
Christian
Church
Gurdwara
Bible
Guru Granth Sahib
The 5 Ks</td><td>Enquire</td><td>Create a series of questions that summarise the different aspects of daily life e.g. What do you wear? Where do you go? Etc.</td></tr>
<tr><td>Explore</td><td>Explore the answers to these questions for themselves, a Sikh and a Christian. Use visitors where possible.</td></tr>
<tr><td>Evaluate</td><td>What were the similarities and differences between the three people's daily lives? How did religious teachings affect this?</td></tr>
<tr><td>Express</td><td>Create a 'Mirror' book to show the daily lives of a Sikh child and a Christian child, with some reference to religious teachings e.g. reading the Bible, visiting the Gurdwara etc.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How do we use religious teachings in daily life?</td><td colspan="3">How do people live out their religious values?</td></tr>
</table>

Big Question Link: How do we use...?
Unit grid: What does sacrifice mean?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Ask questions about the world around them and talk about these questions.
Give a reason to say why someone might hold a particular belief using the word ‘because’</td><td rowspan="2">Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.
Give reasons for more than one point of view, providing pieces of evidence to support these views.
Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.</td><td>Engage</td><td>Engage the children in conversations about giving things up. Consider the difference between religious and non-religious sacrifices and begin to unpick the many different definitions of the word ‘sacrifice’ with examples, including fictional and non-fictional.</td><td rowspan="5">A definition of the word ‘sacrifice’ with examples.

A class list of ‘I wonder...’ statements.

A table to sort examples religious and non-religious sacrifices.

Fact files or notes pages to show what ‘sacrifice’ means to Buddhists, Sikhs, Christians, Jews and one non-religious worldview.

A philosophical dialogue to discuss the big question, using the P4C approach.

End of unit quiz</td></tr>
<tr><td rowspan="4"><u>Key Vocabulary</u>
Sacrifice
Religious
Non-religious
Philosophy
Commitment
Altruism
Selflessness</td><td>Enquire</td><td>Create a list of ‘I wonder...’ statements surrounding the enquiry question. Begin to sort examples of sacrifices into religious and non-religious.</td></tr>
<tr><td>Explore</td><td>Explore the meaning of the word sacrifice in different religions, including the Buddha’s sacrifice, Jesus’ sacrifice, sacrifices made by the Khalsa Sikhs and Jewish animal sacrifices. Contrast this with a non-religious example. Create fact files / notes pages for each religion/worldview.</td></tr>
<tr><td>Evaluate</td><td>Can you answer your ‘I wonder...’ statements? Do you have any new questions?</td></tr>
<tr><td>Express</td><td>A philosophical dialogue to discuss the big question, using the P4C approach. Summarise the dialogue to stick in books.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How do we use the term ‘sacrifice’?</td><td colspan="3">Should we make sacrifices in order to give back to the community?</td></tr>
</table>

Big Question: What's so important about water?
Unit grid: How do people express commitment to a religion/worldview in different ways?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr>
<td>Prior Learning Links</td>
<td>Key NC Objectives</td>
<td colspan="2">Session overviews</td>
<td>Unit Outcomes</td>
</tr>
<tr>
<td>A. Recognise the names of different religions, religious beliefs and worldviews and use them correctly.
B. Identify evidence of religion and belief especially in the local area.
C. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.

<u>Key Vocabulary</u>
• Belonging
• Commitment
• Faith
• Rite of passage
• Christianity
• Judaism
• Sikhism
• Baptism (infant / full immersion)
• Amrit
• Khalsa
• Bat Mitzvah</td>
<td rowspan="5"><u>Human & Social Sciences</u>
A. The diverse nature of religion: Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.
B. Diverse ways in which people practice and express beliefs: Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.
C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa: Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</td>
<td>Engage</td>
<td>Unpick the word 'commitment' and what it means in their own lives. What are they committed to and how do they show it? What might other people be committed to and how might they show/express it?</td>
<td rowspan="5">• Examples of commitments and how people might express them
• A class list of questions to explore
• Draw and label examples of rite of passage ceremonies from each of the 3 religions.
• A Venn diagram to compare the ceremonies.
• Explanations of how each ceremony might express commitment, including the meaning of symbols.
• End of unit quiz</td>
</tr>
<tr>
<td>Enquire</td>
<td>Look at the big question. In order to answer this question, what might we need to find out? Generate questions.</td>
</tr>
<tr>
<td>Explore</td>
<td>Explore expressions of commitment to...
• Christianity (Baptism)
• Judaism (Bar Mitzvah)
• Sikhism (Amrit)</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Create a Venn diagram to compare baptisms, Bar Mitzvahs and Amrit.</td>
</tr>
<tr>
<td>Express</td>
<td>Under each picture they have drawn of a ceremony, they need to explain how this expresses commitment.</td>
</tr>
<tr>
<td colspan="2">Biq Question Link</td>
<td colspan="3">Vision and Values Link</td>
</tr>
<tr>
<td colspan="2">What's so important about water as a religious symbol in rite of passage ceremonies?</td>
<td colspan="3">Is commitment the same as endurance?</td>
</tr>
</table>

Big Question: Who's in control?
Unit grid: What is philosophy? How do people make moral decisions?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td rowspan="2">Talk about what people mean when they say they 'know' something, making links to the use of their senses.
Using religious stories, talk about connections between peoples' beliefs about right and wrong and their actions.</td><td rowspan="7">• Talk about the difference between knowing and believing.
• Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.
• Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</td><td>1</td><td>ENGAGE/ENQUIRE: Discuss the meaning of 'philosophy' and explore the difference between 'knowledge' and 'wisdom'. Make a list of things you 'know'. Discuss how you know they are true. For each piece of knowledge, consider whether you have any related wisdom. Where does that wisdom come from?</td><td rowspan="7">A comparison between knowledge and wisdom.

A table of empirical or theoretical methods to find out what is in a box.

A question quadrant for Goldilocks and The Three Bears.

A table of empirical and theoretical methods for making moral decisions.

A mind-map of sources of authority that influence moral decisions.

End of unit quiz</td></tr>
<tr><td rowspan="6"><u>Key Vocabulary</u>
Philosophy
Knowledge
Wisdom
Empirical
Theoretical
Belief
Question quadrant
Moral decisions
Sources of authority</td><td>2</td><td>EXPLORE: Bring out a box with a question mark on it. Ask the children what could be in there and how they might find out. Separate these ways of finding out into two categories empirical (physically observable) and theoretical (not reliant on physical evidence). Relate these methods to the difference between 'knowing' and 'believing'. Do you know what is in the box? Do you have a theory of what's in the box? Is this the same as a belief?</td></tr>
<tr><td>3</td><td>EXPLORE: Read Goldilocks and the Three Bears. What questions do you have based on this story? Introduce the question quadrant. Sort questions about the story into the quadrant. Consider which of these questions rely on knowledge / wisdom / theories / beliefs.</td></tr>
<tr><td>4</td><td>EXPLORE: Introduce the question – How do people make moral decisions? Unpick the meaning of the question. Where would this question go in our question quadrant? Create a table of empirical and theoretical methods for moral decisions e.g. I know stealing is against the law / I believe stealing is wrong.</td></tr>
<tr><td>5</td><td>EVALUATE: What sources of authority influence the way you behave and the decisions that you make? How do you know what is right/wrong? Where does your knowledge and wisdom come from? Would this be the same for everyone? What other sources of authority influence people's behaviour? Create a mind map of sources of authority.</td></tr>
<tr><td>6</td><td>EXPRESS: Discuss a range of moral dilemmas – how might different groups of people decide what to do? Make reference to religious teachings and different sources of authority.</td></tr>
<tr><td colspan="2">Big Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Who's in control of your moral decisions?</td><td colspan="3">What is wisdom? Where does it come from?</td></tr>
</table>

Big Question: Who's in control?
Unit grid: Where do Christian beliefs come from?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.
Recognise different types of writing from within one text
Recognise that beliefs are influenced by events in the past and present.
Recognise that some beliefs connect together and begin to talk about these connections, including recognising the beliefs that are contained in stories.</td><td rowspan="3">• Identify different sources of authority and how they link with beliefs.
• Give examples of different writings and different ways in believers interpret sources of authority.
• Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.</td><td>Engage</td><td>Introduce the Bible.</td><td rowspan="6">Interview different Christians from different denominations.

A poster to show where Christian beliefs come from

End of unit quiz</td></tr>
<tr><td>Key Vocabulary</td><td>Enquire</td><td>Consider the big question – where could beliefs come from? Consider different possible influences and sources of authority for Christians. Could they be interpreted in different ways?</td></tr>
<tr><td>Bible
Christian
Christianity
Sources of Authority
Interpret
Beliefs
The Old Testament
The New Testament
Law
Commandments
Sacrifice
Atonement
Sin
Jesus
Church
Denomination</td><td>Explore</td><td>The Old Testament - consider the impact of the laws, including the 10 commandments.</td></tr>
<tr><td></td><td>Explore</td><td>The New Testament – find out about the concepts of sacrifice and atonement, including the significance of Jesus for Christians. Consider how Jesus changed people's beliefs and what he said about the commandments.</td></tr>
<tr><td></td><td>Evaluate</td><td>Compare the experiences of different Christians, from different denominations. How did they become Christians? What do they believe? Where did their beliefs come from? How do they interpret the Bible? What are the similarities/differences between them?</td></tr>
<tr><td></td><td>Express</td><td>Create a poster to show where Christian beliefs come from.</td></tr>
<tr><td colspan="2">Big Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Who's in control of people's beliefs?</td><td colspan="3">To promote acceptance of different denominations and interpretations within Christianity.</td></tr>
</table>

Big Question: What lights up the world?
Unit grid: What do we mean by truth? Is seeing believing?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr>
<td>Talk about what people mean when they say they ‘know’ something, making links to the use of their senses. Talk about a reason why someone might hold a particular belief using the word ‘because’.

<u>Key Vocabulary</u>
Axiom Proof
Burden of proof
Supreme Truth
Reality
Evidence Truth
Waheguru
Ik Onkar Ultimate reality
Miracle</td>
<td>• Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.
• Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.
• Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.
• Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</td>
<td>Engage</td><td>Discuss the meaning of truth and introduce key terminology such as reality, proof, burden of proof and evidence. How do you know what is true?</td>
<td rowspan="6">A comparison table between different religious and non-religious worldviews

A table of evidence for/against one of Jesus’ miracles

A written response to the enquiry question

End of unit quiz</td>
</tr>
<tr><td>Enquire</td><td>Consider the second part of the big question: Is seeing believing? Begin to distinguish between facts, opinions and beliefs. Introduce the idea of axioms and explain Aristotle’s axioms. Consider whether the children have any of their own axioms that underpin their own beliefs.</td></tr>
<tr><td>Explore</td><td>Begin to explore the differences between beliefs. Learn the difference between atheists, theists and agnostics. Consider why people have different beliefs and make comparisons between different religious and non-religious worldviews.</td></tr>
<tr><td>Explore</td><td>Explore in-depth Sikh and Christian beliefs about truth, including with references to scriptures. Make comparisons between them.</td></tr>
<tr><td>Evaluate</td><td>Evaluate the diversity of beliefs about truth through the context of miracles, including David Hume’s theories. Evaluate evidence for/against Jesus’ miracles.</td></tr>
<tr><td>Express</td><td>Answer the big question – What do we mean by truth?</td></tr>
<tr><td colspan="2">Big Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can truth light up the world?</td><td colspan="3">How is wisdom linked to truth?</td></tr>
</table>

Big Question: What lights up the world?
Unit grid: What is the Trinity?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Recognise that some beliefs connect together and begin to talk about these connections, including recognising the beliefs that are contained in stories.</td><td rowspan="7">Show awareness of different sources of authority and how they link with beliefs.
Identify different types of writing and give an example of how a believer might interpret a source of authority
Identify some links between beliefs being studied within a religion or worldview.
Recognise ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others</td><td>Engage</td><td>Look at artwork depicting Jesus' baptism and discuss using 'I see... I think... I wonder...' Repeat this with other artworks that represent the Trinity. Read/watch the story of Jesus' baptism and relate it to the art. Annotate the artwork in sketchbooks.</td><td rowspan="7">A piece of artwork to represent the Holy Trinity to be displayed in the church

End of unit quiz</td></tr>
<tr><td rowspan="6"><u>Key Vocabulary</u>
Christian
Jesus
Baptism Father
Son
Holy Spirit
Incarnation
Salvation
Trinity
Monotheistic
God
Symbol</td><td>Enquire</td><td>Introduce the big question. Discuss: Christians believe in 3 Gods – true or false? Explain that Christians are monotheistic. Generate questions that this raises about the Trinity. Make a class list of questions. Find out the literal meaning of the word 'trinity' (tri + unity = three in one) and the meaning it holds for Christians. Create a sketchbook page with symbols and key words.</td></tr>
<tr><td>Explore</td><td>Explore each person in the Trinity in depth and create a sketchbook page full of symbols and pictures to represent Christians beliefs about the nature of God as each person – Father, Son, Holy Spirit.</td></tr>
<tr><td>Explore</td><td>Explore what the Bible says about the Trinity. Draw pictures inspired by each Bible passage. How do the pictures reflect each person in the Trinity?</td></tr>
<tr><td>Evaluate</td><td>Have we answered all the questions on the list? Do you have any questions that you still cannot answer? Could you explain what the Trinity is to someone else? Would you be able to understand what a Christian means when they talk about the Holy Trinity?</td></tr>
<tr><td>Express</td><td>Create a piece of artwork to be displayed in the church to represent the Holy Trinity. Write an explanation to accompany your artwork, explaining how you have represented the Father, Son and Holy Spirit and why.</td></tr>
<tr><td colspan="2">Big Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How is light used as a symbol in the trinity?</td><td colspan="3">How does the trinity link to life in all its fullness?</td></tr>
</table>

Big Question: What is stronger – people or their environment?
Unit grid: How do/have religious groups contribute(d) to society and culture?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td colspan="2">Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td colspan="2">Recognise the names of different religions, religious beliefs and worldviews and use them correctly.
Recognise evidence of religion and beliefs, including some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.
Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</td><td rowspan="2">• Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.
• Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/ worldviews) with reference to at least two religions/worldviews.
• Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</td><td>Engage</td><td>Recap on what a human/social scientist does. Use the book 'If the world were a village...' to engage the children in discussions about society and culture.</td><td rowspan="6">Posters to show how religious groups contribute to society

End of unit quiz</td></tr>
<tr><td><u>Key Vocabulary</u>
Religious groups
Contribute
Society
Culture
Contribute
Compassion
Christian / Christianity
The Salvation Army
Mother Teresa
Trussell Trust
Foodbanks
C.S. Lewis
Stormzy
Church</td><td>Sikh / Sikhism
Equality
Guru Nanak
Sewa
Khalsa
Langar
Khalsa Aid
Nishkam SWAT
Gurdwara
Muslim / Islam
5 pillars
Zakah
Community
Mosque
Sadaqah
Muhammad
Ummah</td><td>Enquire</td><td>Introduce the enquiry question and unpick the meaning. What are religious groups? Can you name any? What does it mean to contribute to something? What is society? What is culture? Discuss what they already know that might help them with this question.</td></tr>
<tr><td colspan="2"></td><td>Explore</td><td>Explore the big question in the context of Christianity, Sikhism and Islam (as well as Buddhism and Hinduism if time allows). For each religious group, explore the beliefs and teachings that encourage them to contribute to society, the impact that these beliefs have and some real-life examples of key figures or charities.</td></tr>
<tr><td colspan="2"></td><td>Evaluate</td><td>Compare similarities and differences between the contributions of the different religious groups studied. Do the children now feel able to answer the enquiry question?</td></tr>
<tr><td colspan="2"></td><td>Express</td><td>In groups, make a poster to show how one religious group contributes to society.</td></tr>
<tr><td colspan="3"></td><td colspan="2">Vision and Values Link</td></tr>
<tr><td colspan="3">Religious charities often respond to human and natural disasters – does this show that humans are stronger?</td><td colspan="2">How do religious groups give back to their communities?</td></tr>
</table>

Upper Key Stage 2 (Years 5 and 6)

Big Question Link: How do you live?
Unit grid: RE: Creation or Science: Conflicting or Complementary?
Year A/Year B
Autumn/Spring/Summer

Prior Learning Links	Key Local Syllabus Objectives	Session Overviews		Unit Outcomes
Creation stories from different Seed - How did the universe come to be? Seed - What do my senses tell me about the world of religion and belief? Sapling - Why is there so much diversity of belief about creation? Sapling - What do Christians and Sikhs believe about God? Sapling - Where do religious beliefs come from? Sapling - What do we mean by truth? Is seeing believing? Year 6 only Blossom - Is believing in God reasonable? Blossom - How have religious beliefs impacted on music and art throughout history?	• Explain different sources of authority and the connections with beliefs. • Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. • Explain connections different beliefs being studied and link them to sources of authority using theological terms • Explain the key theological similarities and differences between and within religions and worldviews • Explain and discuss how beliefs shape the way Christians view the world in which they live and how they view others	1	**Engage** Compose a poem which explores awe and wonder of creation	A poem Theory fact files Scientist fact files Group presentations
Key Vocabulary		2	**Enquire and Explore** Examine and analyse the Biblical creation story	
Theory Big Bang Creation Theory Cosmology Theory Evolution Genesis Conflicting Complementary		3	**Enquire and explore** Research and compare theological and scientific theories of creation	
		4	**Evaluate** Investigate the beliefs of the acclaimed scientists regarding theology and science	
		5	**Express** Plan and present a cohesive argument that addresses a complex question	

Biq Question Link	Vision and Values Link
How do religious beliefs affect how people live?	To accept different beliefs?

Big Question Link: How do you live?
Unit grid: RE: was Jesus the Messiah?
Year A/Year B
Autumn /Spring/Summer

<table>
<tr>
<td>Prior Learning Links</td>
<td>Key Local Syllabus Objectives</td>
<td colspan="2">Session overviews</td>
<td>Unit Outcomes</td>
</tr>
<tr>
<td>Seed - What does the cross mean to Christians?
Seed - What does the nativity story teach Christians about Jesus?
Seed - What do Jewish people remember on Shabbat?
Sapling - What does sacrifice mean?
Sapling - What is the Trinity?
Year 6 only
Blossom - What difference does the resurrection make to Christians?</td>
<td rowspan="3">• Explain and discuss different sources of authority and the connections with beliefs.
• Explain and discuss a range of genre and interpretations of sources of authority and take into account the reliability of sources when enquiring into religions and worldviews
• Explain how events in history and society have influenced some religious and non-religious worldviews
• Explain connections between sources of authority and key concepts or beliefs studied using theological terms</td>
<td>1</td>
<td>Engage
Identify what a saviour is. Think about ‘saviours’ in terms of real-life examples.
Identify what is happening at the end of the old testament.
Explore Matthew 1:18–24, 2:1–12</td>
<td rowspan="7">• Saviour wanted poster
• Journalistic writing
• Gallery display
• Tv/radio programme
• Balanced argument or persuasive writing or poster for an ad campaign</td>
</tr>
<tr>
<td>Key Vocabulary</td>
<td>2</td>
<td>Enquire and Explore
Link Christmas to celebrating the arrival of the messiah. What is the true meaning of Christmas? How is this lost?</td>
</tr>
<tr>
<td>Messiah
Saviour
Incarnation
Gospel
Prophecy
Bible
New testament
Old testament
Transfiguration
Christmas
Contemporary</td>
<td>3</td>
<td>Enquire and explore
What would the Messiah of today look like?
For people who do not believe in God, where do their messages of hope for the future come from?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Enquire and explore
Explore the transfiguration through scripture and art work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Enquire and explore
Explore the entry into Jerusalem.
Look at how contemporary Christians are following the teachings of Christ.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>Evaluate, express and assess
Choose from the following tasks:
● Share the statement: ‘The world doesn’t need a messiah — it just needs people to love each other.’ Give pupils an opportunity to weigh up different responses to the quotation, offering ideas ‘on the one hand’ and ‘on the other hand’. Make links to their learning about Jesus as Messiah and Son of God, and write a balanced argument.
● Write a persuasive piece to explain why Jesus is the Messiah from a Christian point of view or why he is not from a Jewish point of view- draw upon knowledge, key pieces of scripture, learning throughout the unit
● Create poster for an ad campaign to explain why Jesus is the messiah and the importance of Christmas</td>
</tr>
<tr>
<td colspan="2">Biq Question Link</td>
<td colspan="3">Vision and Values Link</td>
</tr>
<tr>
<td colspan="2">How do religious beliefs affect how people live?</td>
<td colspan="3">How does belief in Jesus as a messiah contribute to acceptance and tolerance</td>
</tr>
</table>

Big Question Link: What do you believe?
Unit grid: RE: How do beliefs shape identity for Muslims?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Local Syllabus Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Seed - What do my senses tell me about the world of religion and belief?
Seed – How do Christians belong to their faith family?
Seed – What is ‘good’ and ‘bad’?
Sapling - How do people express commitment to a religion/worldview in different ways?
Sapling - What difference do religious teachings make to the daily life of Christians and Sikhs?
Sapling - Where do religious beliefs come from?
Sapling - How do/have religious groups contribute/d to society and culture?
Y6 only
Blossom - How and why does religion bring peace and conflict?
Blossom - How do Muslims and Christians explain the suffering in the world?</td><td rowspan="7">• Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
• Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</td><td>1</td><td>Engage
Understand how Islam has developed over time.
Identify the key dividing factor for Sunni and Shia Muslims
Compare and contrast Sunni and Shia</td><td rowspan="7">A life plan for Muslims
Presentation</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Enquire and explore
Identify key practices within the five pillars
Identify which key practices have to be completed daily, weekly, monthly, annually or once in a lifetime</td></tr>
<tr><td>Caliph Shia
Hadith Sunni
Iman Allah
Mecca Jummah
Medina</td><td>3</td><td>Enquire and explore
Investigate how the scriptures influence the life choices of Muslims – particularly zoom in on Ramadan and Sawm</td></tr>
<tr><td></td><td>4</td><td>Evaluate
Investigate the contribution of the mosque to Islamic identity</td></tr>
<tr><td></td><td>5</td><td>Express
Work in groups to prepare and deliver a presentation to answer the core question ‘How do beliefs shape identity for Muslims?’</td></tr>
<tr><td></td><td>6</td><td>Assessment
Quiz</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What are the fundamental Islamic beliefs and how to these compare to your own?</td><td colspan="3">Tolerance, acceptance, dignity, understanding</td></tr>
</table>

Big Question Link: What do you believe?
Unit grid: RE: How do Muslims make sense of the world?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key local syllabus Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="3">Seed - What do my senses tell me about the world of religion and belief?
Seed - How did the universe come to be?
Seed - Why is light an important symbol for many religious believers?
Sapling - How do people express commitment to a religion/worldview in different ways?
Sapling - Where do religious beliefs come from?
Sapling - How do/have religious groups contribute/d to society and culture?
Blossom - How do Muslim beliefs shape identity for Muslims?</td><td rowspan="6">• Explain different sources of authority and the connections with beliefs.
• Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</td><td>1</td><td>Engage
Define the fundamental concepts and beliefs which underpin Islam
History of Islam revision
5 pillars revision</td><td rowspan="6">Create a leaflet for Sapling class</td></tr>
<tr><td>2</td><td>Enquire and explore
Examine Islamic beliefs about God
Allah
Shahadah
Images
99 Names</td></tr>
<tr><td>3</td><td>Enquire and explore
Investigate the significance of Ramadan and Eid-ul-fitr to Muslims</td></tr>
<tr><td>Key Vocabulary</td><td>4</td><td>Evaluate
Explain how Islamic beliefs shaped the life of Malala Yousafzai</td></tr>
<tr><td>5 pillars
Shahadah
Salat
Zakat
Sawm
Hajj

Iman
Allah</td><td>5</td><td>Express
Make an information leaflet about the fundamental Islamic beliefs for Sapling Class pupils</td></tr>
<tr><td>6</td><td>Assessment
Quiz</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What are the fundamental Islamic beliefs and how to these compare to your own?</td><td colspan="3">Tolerance, acceptance, dignity, understanding</td></tr>
</table>

Big Question Link: ¿Qué hizo que los mayas fueran increíbles?
Unit grid: RE: Is being happy the greatest purpose in life?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key local syllabus Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Seed – How does a celebration bring a community together?
Seed - What do my senses tell me about the world of religion and belief?
Seed – What is ‘good’ and ‘bad’?
Sapling - How do people express commitment to a religion/worldview in different ways?
Sapling - What is philosophy? How do people make moral decisions?
Sapling - Where do religious beliefs come from?
Sapling - How do/have religious groups contribute/d to society and culture?
Sapling – What does sacrifice mean?
Year 6 only
Blossom - How do Muslims and Christians explain the suffering in the world?
Blossom – Is believing in God reasonable?
Blossom - What difference does the resurrection make to Christians?</td><td rowspan="5">Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.
Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.
Use well-chosen pieces of evidence to support and counter a particular argument
Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</td><td>1</td><td>Engage
Explore different beliefs about what causes and affects happiness</td><td rowspan="6">River of life
Balanced argument</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Enquire and explore
Examine a philosophical ideology of happiness</td></tr>
<tr><td>Hedonic calculus
Platonic
Utilitarianism
Hedonism
Purpose
Christian

Reason
Saint
Humanist
Soul
Happiness
Freedom</td><td>3</td><td>Evaluate
Compare and contrast Christian ad Humanist views of life and purpose</td></tr>
<tr><td></td><td>4</td><td>Evaluate
Create a river of life</td></tr>
<tr><td></td><td>5</td><td>Express
Create a balanced argument for the core question – Is being happy the greatest purpose in life?</td></tr>
<tr><td></td><td>6</td><td>Assessment
Quiz</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What are the fundamental Islamic beliefs and how to these compare to your own?</td><td colspan="3">Tolerance, acceptance, dignity, understanding</td></tr>
</table>

Big Question Link: Evacuee or refugee?
Unit grid: RE: How and why does religion bring peace and conflict?
Year A/Year B
Autumn /Spring/Summer

<table>
<tr>
<td>Prior Learning Links</td>
<td>Key Local Syllabus Objectives</td>
<td colspan="2">Session overviews</td>
<td>Unit Outcomes</td>
</tr>
<tr>
<td>Seed - What is ‘good’ and what is ‘bad’?
Seed - What do my senses tell me about the world of religion and belief?
Sapling - What difference do religious teachings make to the daily life of Christians and Sikhs?
Sapling - How do people express commitment to a religion/worldview in different ways?
Sapling - Where do religious beliefs come from?
Sapling - How do/have religious groups contribute/d to society and culture?
Year 6 only
Blossom - How do beliefs shape identity for Muslims?
Blossom - How do Muslims make sense of the world?
Blossom - Is being happy the greatest purpose in life?</td>
<td rowspan="3">• Begin to analyse and evaluate the varying use of the terms ‘religion’ and ‘belief’ by followers from within a religion or worldview and those from outside it.
• Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
• Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</td>
<td>1</td>
<td>Engage
Research and review Christian, Islamic and Hindu beliefs about peace.
Explore the Golden Rule</td>
<td rowspan="6">Create their own golden rule
Non-chronological report
Balanced argument text</td>
</tr>
<tr>
<td rowspan="2">Key Vocabulary

Pacifism
Conflict
Peace
Self-defence
Violence

Justice
Jihad
Harb al-Muqadis
Ahimsa</td>
<td>2</td>
<td>Enquire and Explore
Examine the connection between religion and conflict</td>
</tr>
<tr>
<td>3</td>
<td>Enquire and explore
Investigate the motives, actions and impact of activists</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Evaluate
Identify the different ways in which religious members express their desire for peace</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Express
Construct a balanced argument which examines both viewpoints and expresses a personal conclusion</td>
</tr>
<tr>
<td colspan="2">Biq Question Link</td>
<td colspan="3">Vision and Values Link</td>
</tr>
<tr>
<td colspan="2">Jewish links to WWII</td>
<td colspan="3">How does our vision relate to peace?</td>
</tr>
</table>

Big Question Link: Evacuee or refugee?
Unit grid: RE: How do Muslims and Christians explain suffering in the world?
Year A/Year B
Autumn /Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Local Syllabus Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Seed - What is ‘good’ and what is ‘bad’?
Seed - What do my senses tell me about the world of religion and belief?
Sapling - What difference do religious teachings make to the daily life of Christians and Sikhs?
Sapling - How do people express commitment to a religion/worldview in different ways?
Sapling - Where do religious beliefs come from?
Sapling - How do/have religious groups contribute/d to society and culture?
Blossom - How and why does religion bring peace and conflict?
Year 6 only
Blossom - How do beliefs shape identity for Muslims?
Blossom - How do Muslims make sense of the world?
Blossom - Is being happy the greatest purpose in life?</td><td rowspan="6">• Explain connections different beliefs being studied and link them to sources of authority using theological terms
• Explain the key theological similarities and differences between and within religions and worldviews
• Explain and discuss how beliefs shape the way Christians and Muslims view the world in which they live and how they view others</td><td>1</td><td>Engage
Consider the different types of evil and suffering in the world</td><td rowspan="6">Information leaflet</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Enquire and Explore
Examine the Christian response to suffering</td></tr>
<tr><td>Suffer
Natural evil
Moral evil
Justice
Bible
Qu’ran
Hadith
Paradox</td><td>3</td><td>Enquire and explore
Examine the Islamic response to suffering</td></tr>
<tr><td></td><td>4</td><td>Evaluate
Compare the response of different religions to suffering</td></tr>
<tr><td></td><td>5</td><td>Express
Create a leaflet from either a Christian or Islamic viewpoint to explain why there is suffering in the world</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Jewish links to WWII</td><td colspan="3">How does our vision relate to peace?</td></tr>
</table>

Big Question Link: How far can you go?
Unit grid: RE: Is believing in God reasonable?
Year A/Year B
Autumn /Spring/Summer

<table>
<tr>
<td>Prior Learning Links</td>
<td>Key Local Syllabus Objectives</td>
<td colspan="2">Session overviews</td>
<td>Unit Outcomes</td>
</tr>
<tr>
<td>Seed - How did the universe come to be?
Seed - What does the cross mean to Christians?
Seed - What do my senses tell me about the world of religion and belief?
Sapling - What do Christians and Sikhs believe about God?
Sapling - What is philosophy? How do people make moral decisions?
Sapling - Where do religious beliefs come from?
Sapling - What do we mean by truth? Is seeing believing?
Year 6 only
Blossom - Creation and science: conflicting or complementary?</td>
<td rowspan="3">• Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.
• Explain some of the different ways in which philosophers understand abstract concepts.
• Explain, using a range of reasons, whether a position or argument is coherent and logical.
• Link a range of different pieces of evidence together to form a coherent argument.</td>
<td>1</td>
<td>Engage
Identify and categorise philosophical and non-philosophical questions</td>
<td rowspan="6">A written balanced argument</td>
</tr>
<tr>
<td>2</td>
<td>Enquire and Explore
Define and summarise the beliefs and values of Theist, Agnostic and Atheist followers</td>
</tr>
<tr>
<td>3</td>
<td>Enquire and explore
Compare and contrast two theories of religious belief</td>
</tr>
<tr>
<td>Key Vocabulary</td>
<td>4</td>
<td>Evaluate
Evaluate the beliefs of Humanists</td>
</tr>
<tr>
<td>Reasonable
Humanist
Christian
Atheist
Agnostic

Theist
Faith
Reason
Evidence
Rational</td>
<td>5</td>
<td>Express
Plan and compose a balanced argument which considers a range of viewpoints</td>
</tr>
<tr>
<td colspan="2">Biq Question Link</td>
<td colspan="3">Vision and Values Link</td>
</tr>
<tr>
<td colspan="2">How far will people go to justify their faith?</td>
<td colspan="3">Understand and accept that people have different beliefs</td>
</tr>
</table>

Big Question Link: How far can you go?
Unit grid: RE: What difference does the resurrection make to Christians?
Year A/Year B
Autumn /Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Local Syllabus Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>Seed - What does the nativity story teach Christians about Jesus?
Seed - What does the cross mean to Christians?
Sapling - What do Christians and Sikhs believe about God?
Sapling - What is the Trinity?
Sapling - Where do religious beliefs come from?
Year 6 only
Blossom - Is Jesus the messiah?</td><td rowspan="6">Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.
Describe the connections between different beliefs being studied and link them to sources of authority.
Describe ways in which beliefs shape the way Christians view the world in which they live and how they view others.</td><td>1</td><td>Engage
Examine the purpose of religious and secular celebrations</td><td rowspan="6">Resurrection infographic</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Enquire and Explore
Compare and contrast the Gospels of Christ’s Resurrection</td></tr>
<tr><td>Sacrifice Forgiveness
Atonement Redemption
Salvation Secular
Resurrection Gospel</td><td>3</td><td>Enquire and explore
Explain the significance of a religious festival to Christian beliefs</td></tr>
<tr><td></td><td>4</td><td>Evaluate
Debate the significance of the Easter Festival to Christian beliefs</td></tr>
<tr><td></td><td>5</td><td>Express
Create an infographic poster explaining the relevance of the Resurrection</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How far will people go in the name of religion?</td><td colspan="3">Understand and accept that people have different beliefs</td></tr>
</table>

Big Question Link: What would you vote for?
Unit grid: RE: How have religious beliefs impacted on music and art throughout history?
Year A/Year B
Autumn /Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Local Syllabus Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Seed - How does a celebration bring a community together?
Sapling - What do Christians and Sikhs believe about God?
Sapling - How do people express commitment to a religion/worldview in different ways?
Sapling - How do/have religious groups contribute/d to society and culture?</td><td rowspan="6">• Show awareness that talking about religion and belief can be complex.
• Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</td><td>1</td><td>Engage
Examine different types of artistic expression</td><td rowspan="6">A debate</td></tr>
<tr><td></td><td>2</td><td>Enquire and Explore
Identify the history and symbolism of Christian art</td></tr>
<tr><td></td><td>3</td><td>Enquire and explore
Compare and contrast Islamic art forms</td></tr>
<tr><td>Key Vocabulary</td><td>4</td><td>Evaluate
Analyse the impact of different cultures on a significant architectural site</td></tr>
<tr><td>Hadith
Expression
Mosque
Iconoclasm
Aniconism
Architecture
Symbolic</td><td>5</td><td>Express
Compose and conduct a debate which encompasses conflicting viewpoints</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do you think the Hagia Sophia should be a Church, a Mosque or a secular museum? Why?</td><td colspan="3">To understand the role of democracy in building an accepting and content society</td></tr>
</table>