

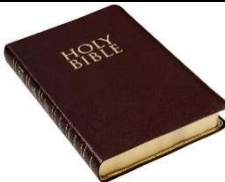





YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
What does it mean to belong to a faith community?	How and why do we celebrate special and scared times? (Christmas)	Who is a Christian and what do they believe?	What makes some places sacred?	Who is a Jew and what do they believe?	What makes Christians, Jews and Muslims the same and different?
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Task		Key indicators assessed		Children not at EXS	
Start of unit: Review Task; Draw and/or label symbols of belonging clubs/religions. <i>Do you know any symbols of belonging for clubs or religions?</i>		How symbols in people’s own lives show that they belong e.g. symbols for scouts, gym club.			
Review Task; Sorting task – Islamic mosques and Christian churches. <i>Sort the following images into where you might find them, either an Islamic mosque or Christian church, or both.</i>		That religious believers use symbols of ‘belonging,’ e.g. in Christianity, baptismal candle in baptism; a cross to symbolise the sacrifice Jesus made; prayer beads in Islam to show the 99 names of Allah and a prayer mat for cleanliness. What is good about being a Muslim and Christian today using the idea of coming together for prayer, having someone to talk to and praying 5 times a day.			
					
					
					
Review task; – using drawings and labels. <i>Christians enjoy spending time together.</i> <i>What else is good about being a Muslim or a Christian today?</i>					

YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
How should we care for the world and why does it matter?	How can we learn from sacred books? (Christmas).	Who is Muslim and what do they believe?	Who is Muslim and what do they believe?	How and why do we celebrate special and scared times?	What does it mean to belong to a faith community?
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Task		Key indicators assessed		Children not at EXS	
Start of unit: Review Task; post-it note answers with names on to be discussed, photographed and stuck in books. <i>Why is the world special to you and everyone else?</i>		Pre-requisite knowledge: Why the world is special to them and everyone else. (Relationships and Communities/Understanding our World and Cultures)			
Review Task; Children to tick the correct answer. <i>What is the key teaching from the parable of the paralysed man? Tick below:</i> <ol style="list-style-type: none"> <i>You should ignore people when they are in need.</i> <i>You should care for others as much as you care for yourself.</i> <i>Jesus did not support his followers.</i> 		That in religion we can learn what is special about our world and caring for others, from the story of how God blesses the children (Matthew 19); the paralyzed man. That stories show believers how to be good.			
Review Task; Children to annotate the thought bubble with ideas. <i>The Creation Story teaches us a lot about what Christians believe God is like. Add what you have learned around the thought bubble.</i> <div data-bbox="175 1464 456 1615" data-label="Image"> </div>		That the Creation story gives us an idea of what God is like (creative, great, that creation and people are important). That serving others and supporting the poor are important parts of being a religious believer (<i>Islam/Muslims must give to charity (Zakat-one of their 5 pillars); Judaism/Jews must also give to charity (Tzedekah).</i>).			
Final piece; written or scribed: <i>Why is charity important to religious believers?</i>					

YEAR 3									
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6				
What does it mean to be a Christian in Britain today?		What do different people believe about God (Christians and Muslims)?	Why are festivals important to religious communities? (Christians and Muslims)	Why do people pray?	Why is the Bible important for Christians today?				
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Task		Key indicators assessed		Children not at EXS					
Start of unit: Review Task; Children to write responses on named post-it notes for flipchart to be discuss, be photographed and recorded in books. <i>What do different religions think about their God/Gods? Are there any similarities?</i>		Pre-requisite knowledge: That different religions have different and the same beliefs about God (all powerful, loving, close, forgiving). (Beliefs- traditions, routines and rituals/Knowledge over time). To identify and name examples of what Christians have to do in their church to show their faith. What you might find and what people might do in a Christian home that shows their faith e.g., Bible, crucifix, palm cross and the links to the Easter story; praying, reading the Bible and giving money to charity.							
Review Task; written/drawn response: <i>How do Christians show their faith in Church and in their homes? What might they do or have?</i>									
<table><tr><th>In Church</th><th>At home</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	In Church			At home					
In Church	At home								
Review Task; Written response. <i>List three different ways that a Christian may show their faith in the wider community.</i> 1. 2. 3.		That Christians show their faith in the wider community for the good of others- visiting the sick, charity groups (Christians against poverty), food banks.							
Final piece – Written response. <i>Why is it both good and difficult to be a Christian in Britain today? Give examples where you can.</i>		To explore why it is good and difficult being a Christian in Britain today – sense of community; someone to talk to; it's difficult being different; time commitment.							

YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
What does it mean to be a Hindu in Britain today?	What does it mean to be a Hindu in Britain today?	What can we learn from religion about deciding what is right and wrong?	Why is Jesus inspiring to some people?	How do people from religious and non-religious communities celebrate key festivals?	Why do some people think life is a journey and what significant experiences mark this?
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Task		Key indicators assessed		Children not at EXS	
Start of unit: Review Task; written or scribed: <i>Circle the answer:</i> <i>The Hindu prayer is called The Lord's Prayer/Gayatri Mantri Prayer/Jumah</i> <i>Christmas/Easter/Diwali/Eid is a special Hindu festival.</i>		Pre-requisite knowledge: The <i>Gayatri Mantra prayer</i> is a special chant/prayer for Hindus That Diwali is a special Hindu festival. (Relationships and Communities/Festivals and Celebrations)			
Review Task; Children should draw and label their responses. <i>What do Hindus have in their homes to show their faith?</i> <i>What is the significance of these?</i>		What Hindus have in their home to show their faith – murtis (statues of gods), family shrine, pictures of deities, puja tray (a tray containing a bell a pot of water, a diva lamp, an incense burner, a pot of kum kum powder and a spoon) .			
Review Task; Complete the table. <i>(The meaning of these is important, not the actual words at this stage)</i> <i>What are the 4 key Hindu aims of life (punusharthas)? What examples can you give of these?</i>		What some of the Hindu aims of life are (punusharthas) - moral duty (dharma); (providing for the family (artha) ; enjoying life (kama) and birth and rebirth (moksha), are through the story of Rama and Sita.			
Final piece – written response. <i>Why is it both good and difficult to be a Hindu in Britain today?</i>		Theologians identify possible reasons why it is good and difficult being a Hindu in Britain today – coming together to perform rituals; sense of community, the commitment.			

YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Why do some people believe God exists?	What would Jesus do? Can people live by the values of Jesus today in the twenty-first century?	What would Jesus do? Can people live by the values of Jesus today in the twenty-first century?	What does it mean to be a Muslim in Britain today?	If God is everywhere, why go to a place of worship?	If God is everywhere, why go to a place of worship?
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Task		Key indicators assessed		Children not at EXS	
Start of unit: Review Task; written response. <i>What are some Christian beliefs about God?</i>		Pre-requisite knowledge: To explore how ideas about God are shown in stories/narratives: e.g. encounters which help believers to understand God's relationship with people...(Beliefs/Knowledge Over Time)			
Vocabulary activity; Define each word. <i>Define the different beliefs about religion:</i> <ol style="list-style-type: none"> 1. Atheist – 2. Theist – 3. Agnostic – 		That everyone has their own beliefs and that these are atheist (lack of belief in God/gods), theist (belief in God or gods) and agnostic (cannot say if God exists).			
Review Task; written or scribed: <i>What are the key teachings of the Creation Story? What does it teach believers about the power of God?</i>		To know the Genesis account of the creation story and to explore how Christians view this.			
Review Task; written or scribed: <i>Using a few examples, explain how the views of the creation story differ from scientists and Christians.</i>		To be able to compare the views of Christians and that of religious scientists about the creation story. (Jennifer Wiseman, John Polkinghorne, Denis Alexander).			

YEAR 6									
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6				
What do religious and non-religious world views teach about caring for the Earth?	Is it better to express your belief in arts and architecture or in charity and generosity?	What difference does it make to believe in Ahimsa, Grace and/or Ummah?	What matters most to Christian's and Humanists?	What can be done to reduce racism? Does religion help?	What does religion say to us when life gets hard?				
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Task		Key indicators assessed		Children not at EXS					
Start of unit: Review Task; written response to question. <i>What do different religions teach us about looking after each other and the world?</i>		Pre-requisite knowledge: That in religion we can learn what is special about our world and caring for others, (Genesis 2 that we should look after the world as a gardener). (Relationship and Communities) Through debating green justice and how this fits with religious ideas, what kinds of behaviour, beliefs and expression the world needs. To appreciate how religious groups are responding to issues about the environment by looking at the work of religious groups- Jewish Ecological Coalition; Islamic relief tree planting and the Christian Eco Church or Operation Noah and that they should show their traditions more strongly.							
Review Task; Written response. <i>Summarise the concept of 'green justice'.</i>									
Review Task; Complete the table with the beliefs from each religious groups. <i>What do each of these religious groups teach us about how they respond to environmental issues?</i> <table><tr><td>Jewish Ecological Coalition</td><td>Islamic relief tree planting</td><td>Christian Eco Church or Operation Noah</td></tr><tr><td></td><td></td><td></td></tr></table>				Jewish Ecological Coalition	Islamic relief tree planting	Christian Eco Church or Operation Noah			
Jewish Ecological Coalition	Islamic relief tree planting	Christian Eco Church or Operation Noah							
Final piece – written response <i>Compare the work of these religious groups with a key environmental activist e.g. Greta Thunberg.</i>		There are key environmental problems and religious teachings about the ... to consider how this compares with the work of Greta Thunberg.							