

Year groups	Autumn term	Christmas	Spring term	Easter	Summer term
Foundation	Special People		Special Places		Special Times
Year 1	<p><b>Looking at me, looking at you</b> Christianity &amp; Judaism</p> <p>LO: explore creation stories from holy books LO: consider the ways in which the world is a special place and how faiths say it should be cared for. LO: Explore and discuss sacred stories.</p> <p>Explore what makes the children feel special and who is special to them.</p> <p>What makes a name special?</p> <p>What do some Christians do to welcome a baby into the Christian faith?</p> <p>What symbols and artefacts are used in an infant baptism (Christening) and why are they used?</p> <p>Find out about an infant baptism by watching clips or role-playing a ceremony.</p> <p>What does another religion do to mark the birth of a child?</p> <p>How do stories from the bible show Jesus caring for different people?</p> <p>How do stories from other religions show how people are cared for?</p>		<p><b>Caring for the world</b> Christian/Jewish Creation stories</p> <p>LO: explore creation stories from holy books LO: consider the ways in which the world is a special place and how faiths say it should be cared for</p> <p>LO: explore and discuss sacred stories.</p> <p>Talk about individual special places. What makes these special?</p> <p>Describe your own special place and talk about what makes it special.</p> <p>What does 'precious' mean?</p> <p>What is precious to others and me?</p> <p>How do people treat precious things differently?</p> <p>Where do sacred stories come from? Listen to the creation story from the Judeo-Christian tradition.</p> <p>Explore creation in sense of new beginnings the preciousness of life and how we look after creation.</p> <p>Why are faith stories important to believers?</p> <p>Look at Art linked to creation stories.</p>		<p><b>Worship and festivals</b> Christianity &amp; Judaism (Sunday &amp; Shabbat worship at home &amp; place of worship)</p> <p>LO: find out about different religious festivals and rituals.</p> <p>LO: find out about different ways in which people worship.</p> <p>LO: explore a place of worship and how the building is used .</p> <p>What is worship?</p> <p>Where can people worship?</p> <p>What happens in a church? What happens at another place of worship?</p> <p>Who goes to a place or worship?</p> <p>Visit a place of worship?</p> <p>Who looks after the places of worship?</p> <p>Who leads worship? How do they prepare? What do they wear? What do they do?</p> <p>What objects/artefacts do you find in a church and in other places of worship?</p> <p>Interview worshippers about what they do</p> <p>What special clothes might people wear in a place of worship?</p> <p>What festivals are linked to Christianity?</p>

			<p>Present a creation story in the form of Art or Drama.</p> <p>How is Earth precious and where did it all come from?</p>		<p>What festivals are linked to Judaism?</p>
Year 2	<p><b>Belonging</b> Christianity &amp; Judaism Symbols of belonging – artefacts and actions, stories</p> <p>LO: Find out about different religious festivals and rituals</p> <p>LO: Find out about how a person of faith lives their life</p> <p>LO: Explore how values provide rules for living</p> <p>LO: Explore the idea of committing to a faith</p> <p>Identify different groups the children belong to: family, class, uniformed youth organisations, sports teams...</p> <p>How do they show belonging? Uniforms, badges...</p> <p>Begin to think about what it means to belong, promises or commitments made to a particular group or activity; draw on children's own experiences of belonging...Brownies, cubs, school clubs, committing to turn up for team football matches.</p> <p>Set up a moral dilemma to get the children thinking about rules and values.</p> <p>What does a Christian/Jewish child wear/do because they belong to a church?</p> <p>What promises does a member of the Christian/Jewish faith make; what actions do they undertake when they become a member of a Christian group; what happens at special times of the year?</p>		<p><b>Believing</b> Christianity &amp; Judaism Golden Rule &amp; 10 Commandments Jesus, Paul (Acts) Abraham, Moses, Noah LO: Explore beliefs and find out what people of faith believe</p> <p>LO: Explore and discuss sacred stories</p> <p>LO: Identify different ways in which people of faith express their beliefs through use of artefacts, symbols and actions</p> <p>Think, pair, share - groups pupils belong to, recapping work covered in <a href="#">Unit 2.1</a></p> <p>Revisit the promises made when joining a uniformed organisation; what do they say about what we believe in? Are there gestures and actions that are carried out as a group?</p> <p>Look at artefacts linked to Christianity and another faith; what do they say about what a faith member believes? What is a 'belief'? What do I believe in?</p> <p>Do others believe the same as me?</p> <p>What do Christians believe?</p> <p>What do members of another faith believe?</p> <p>How do I treat objects that are precious to me?</p> <p>How do people of faith treat objects that are precious?</p> <p>Unpick a simple version of the Lord's Prayer and talk about what a believer might pray for</p>		<p><b>Questions, Questions</b> Christianity &amp; Judaism + Hindu creation story LO: Explore creation stories from holy books</p> <p>LO: Ask, think and talk about some big questions of meaning, purpose and truth</p> <p>Share their ideas about where the world came from with a partner.</p> <p>Listen to a non-religious or traditional story about how the world was created or listen to a poem that has lots of big questions in it</p> <p>Who is God?</p> <p>Where is God?</p> <p>What is right? What is wrong?</p> <p>Where do religious people find answers to big questions?</p> <p>Why do religious people think we should care for the world?</p> <p>Listen to creation stories from Christianity and another faith</p> <p>Identify similarities and differences between the creation stories from two different faiths</p> <p>use expressive arts to explore the theme of creation</p> <p>Pupils suggest their own answers to some big questions; does this raise new ones? Do</p>

	<p>Listen to stories from the Bible that contain rules for living</p> <ul style="list-style-type: none"> <li>• Ten Commandments (Exodus 20:1–17)</li> </ul> <p>Listen to stories from another sacred text that contain rules for living</p> <p>Find out about the way a faith member practises their faith at home and what they do at special times, giving opportunity to compare festivals from more than one faith</p> <p>Roleplay a faith story about caring, forgiveness, truth, fairness</p> <p>Identify links between religious rules and rules in school and wider society</p> <p>Create artwork illustrating a rule for living from a particular faith tradition</p>		<p>Talk about how some artefacts linked to Christian beliefs, and the beliefs of one other faith, are used</p> <p>Visit a church online and a place of worship linked to the other faith to see the artefacts in context and/or in worship</p> <p>Take part in a seasonal festival or celebration; unpick the beliefs that underpin it</p> <p>Explore how beliefs are expressed through actions and gestures in worship and celebrations</p> <p>Consider the similarities and differences in the beliefs of people of different faiths</p> <p>How faith members show their beliefs through commitment; how do I show my beliefs and commitment?</p>		<p>we need to be able to answer every question?</p>
Year 3	<p><b>Remembering</b> Christianity &amp; Islam Festivals: Celebrating Eid, Remembrance Day + others in this term LO: Investigate the significance of religious festivals and rituals</p> <p>LO: Explore religious teachings of forgiveness and reconciliation</p> <p>LO: Explore how people express their beliefs through personal symbols and artefacts</p> <p>What special times in their life do they remember? What was being celebrated at these special times? What actions did they take part in (giving or receiving gifts, eating special food, singing special songs), how did they feel during the celebration? Collect, share and talk about photos from special celebrations.</p> <p>Watch videos of a variety of different faith celebrations or remembrance, including clips of young faith members talking about special times and celebrations in their own lives, for example Christmas, Milad un Nabi</p> <p>Meet and talk with faith members, finding</p>		<p><b>Faith founders</b> Christianity, Judaism, Sikhism Jesus &amp; Paul, Moses, Guru Nanak (Muslims see Allah as founder, not Muhammad) LO: Investigate key teachings of faith founders and make links with key religious beliefs</p> <p>LO: Explore how values provide rules for living and may be influenced by religious belief</p> <p>Write a job advert for a faith founder.</p> <p>Sort key beliefs and teachings and identify which faith and founder they are from; consider why there similarities and differences between faiths Create a depiction of a faith founder as a stained glass window, a picture or a model to reflect a teaching of a faith founder.</p> <p>Storyboard an aspect of the life and work of Jesus and another faith founder; sequence key events to illustrate their teachings.</p> <p>In the role of a faith founder, create a diary, a blog or Tweets, or freeze-frame a life-</p>		<p><b>Encounters</b> Christianity, Islam &amp; Judaism Sacred places, Lourdes, Makkah &amp; Jerusalem</p> <p>LO: Investigate different forms of worship</p> <p>LO: Explore the diversity and significance of local religious places to faith groups and members of the community</p> <p>Begin to collect images of special religious places with which the pupils are familiar, asking: Where are these places? When and why do faith members go there? What do they do when they are there? Are there any special rules when they are there? Who is responsible for looking after the special place?</p> <p>Visit a local sacred place or place of worship; find out about what happens there.</p>

<p>out how they celebrate the special festivals within their lives and community. Sample special food, music, art, dance, drama relating to religious festivals celebrated in Christianity and one or two other faiths. Look at some of the symbols and artefacts associated with religious celebrations.</p> <p>What actions or rituals are performed at a celebration or remembrance?</p> <p>What do different religious celebrations or remembrances have in common?</p> <p>How might a believer feel a sense of belonging when participating in a festival or a ritual?</p> <p>What does it mean to forgive? How might a person of faith be encouraged to forgive through remembrance?</p> <p>Watch video clips of a variety of different religious festivals and celebrations</p> <p>Observe a remembrance ceremony and discuss elements such as reflective silence, how they felt when taking part.</p> <p>Compare two religious celebrations from different faiths - processions, readings, singing, food, symbols, artefacts, actions</p> <p>Explore why people of faith often feel that it is important to remember</p> <p>Roleplay a festival or celebration; sample traditional celebratory food, music, dance and art</p> <p>Respond to music linked to happy and sad occasions</p> <p>Compare festivals or joyous remembrance and celebration to more sombre festivals of remembrance</p> <p>Play dilemma games to explore and roleplay a time when it could be difficult for faith members to forgive someone; what</p>		<p>changing moment for a faith founder and discuss its impact.</p> <p>Dramatize a parable in a modern context; explain its moral or message.</p> <p>Set up a dilemma for a faith follower ('Conscience Alley'); explore how key teachings influence the decision between what a person wants to do, what they ought to do and say what may help them decide.</p> <p>Identify sources of authority in a person's life and how they influence decision-making; look at ultimate sources of authority and identify the place of God in religious codes for living.</p> <p>Create a 'golden rule' for their community; try to identify a common 'golden rule' for 2 or three faiths.</p> <p>Share thoughts and feelings when hearing a story about a faith founder's story from a holy book; explain its meaning to a believer Express thoughts about how the teachings of faith founders can change lives for the better and be a source of guidance for faith followers.</p> <p>What is the point of having rules?</p> <p>Are religious rules the same as secular rules?</p> <p>What aspects of living a faith are the hardest and why?</p>	<p>Visit a contrasting worship space for a different faith or access a virtual tour online.</p> <p>Make 3D model of a place of worship visited or set one up as a role play area.</p> <p>Create a brochure/information leaflet/video presentation for a sacred space they have visited, labelling the parts and their uses.</p> <p>Identify why a space is sacred and explain what makes it so.</p> <p>Create collages/montages/videos showing how a faith member or local faith community may worship and use their sacred place in different ways.</p> <p>Interview a faith member about how they worship at home and in their place of worship and how it makes them feel; what might influence the type of worship activity they do at specific times?</p> <p>Investigate how shared religious rituals and worship for a faith member give a sense of identity and belonging.</p> <p>Compare religious rituals and styles of worship from different faiths; consider how they express the beliefs of faith members.</p>
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Year 4	<p><b>Belief in the community</b>            Christianity, Islam, Sikh, Hindu, Baha'i, Judaism, Buddhism etc.            Daily life and practice            LO: Explore issues of justice and freedom</p> <p>LO: Explore religious rituals that show identity and belonging in different religious traditions</p> <p>Explore what it means to belong to a group and talk about groups pupils belong to</p> <p>Collect photos and watch video clips of people involved in routines and rituals, secular and non-secular (such as New Zealand Rugby All-Blacks' Haka Haka).</p> <p>Consider significant moments in the pupils' lives and what symbols may be associated with these special times</p> <p>Watch video clips of marriage ceremonies and rituals; consider what aspects of the ceremony are about belief and belonging.</p> <p>What does it mean to belong? Why do people belong to groups?</p> <p>What 'big promises' and commitments are made during marriage ceremonies? How does being part of a faith community help faith members to keep the 'big promises' involved in the marriage ceremony?</p> <p>Identify the ways in which members from two or three faith communities gain a sense of identity and belonging from celebrating and supporting marriage within their community.</p> <p>Roleplay a Christian marriage ceremony and talk about how it makes them feel</p> <p>Compare the promises made in marriage</p>		<p><b>Saints and Heroes</b>            Christianity, Islam &amp; Hindu            E.G. Saint Margaret Clitherow, Gandhi            LO: Explore commitment as demonstrated in the lives and work of significant people of faith</p> <p>LO: Explore teachings of significant religious people</p> <p>Find out, recognise, and celebrate unsung heroes in the family, school and community. Local and family heroes - grandparents, aunts and uncles.</p> <p>Look at local and national newspapers and magazines. Heroic acts, deeds of kindness.</p> <p>Learn about great lives and their commitment and motivation. Link motivation to commitment and belief.</p> <p>Listen to audio books, 'Heroes' DVD series, story books, music. Collect pictures for display/scrapbook.</p> <p>Sights, sounds, food associated with saint or hero (start with secular images before tackling religious characters).</p> <p>Look at religious symbols that distinguish one saint from another. Importance of logos and badges to show belonging. Symbols of saints, their artefacts and legacy - cross keys of St Peter, St Catherine's wheel.</p> <p>Consideration of long-lasting values that come down to present from past generations. Recognising 'what really matters'.</p> <p>Name a saint.</p> <p>Talk about what makes a hero.</p>		<p><b>Our world</b>            Christianity/Judaism + Hindu            concept of karma</p> <p>LO: Explore beliefs about how the universe began</p> <p>LO: Recognise that the Earth is unique and consider the concept of stewardship</p> <p>Explore pupils' concept of the word 'creation'.</p> <p>Share pupils' views about how Earth was created.</p> <p>Talk about the Christian creation story. What do other religions say about creation?</p> <p>Research key creation stories in Christianity and one or two other faiths. Compare with scientific views on how Earth was created.</p> <p>Research key creation stories in Christianity and one or two other faiths.</p> <p>Compare with scientific views on how Earth was created.</p> <p>Explore non-religious/other viewpoints on creation such as aboriginal dreamtime stories.</p> <p>Explore stories, songs and psalms of creation; consider the writers' inspiration: Deuteronomy 10:14, 1 Chronicles 29:11, Psalm 19:1-4, Psalm 24:1-2, Psalm 65:5-13, Psalm 104:1-6, John 1:1-5</p> <p>What is meant by stewardship of the Earth?</p> <p>Explore the impact of beliefs about creation on believers - thanksgiving, awe, wonder, stewardship.</p>

	<p>ceremonies from Christianity and at least one other faith and consider the meaning behind them</p> <p>Devise a grid to show key rules of living for two or more faiths and showing where these teachings have come from.</p> <p>Share ideas about the difference it makes for a believer to be married in a place of worship</p>		<p>Identify what the saint believed in. Respond to a heroic act.</p> <p>Describe how the saint showed what they believed.</p> <p>Reflect on the influence of the hero.</p>	<p>Consider ways creation is celebrated in secular society or by faith members.</p> <p>Think about pupils' own impact on the local environment; what can they do to better care for the world around them? What duties and responsibilities do young people have to care for the world? What duties do adults have, whether faith members or not?</p> <p>Talk to a faith member about their view of creation; what practical things can they do to look after the world that God created for them?</p> <p>Investigate man's dependence on Earth's resources, considering the duty and challenge for faith members.</p> <p>Go on a 'stewardship walk' around the school environment looking out for places that need more careful stewardship; in what ways could they be improved?</p> <p>Devise a new act of stewardship and carry it out; choose a special local place and make a plan for class commitments to improve it.</p> <p>In a Venn diagram, present similarities and differences between Christianity and one or two other faiths, in terms of beliefs about creation.</p> <p>Where do we come from? Present opposing views from different faith standpoints.</p>
<p>Year 5</p>	<p><b>Expressions of faith</b> Christianity &amp; Islam Creed &amp; Five Pillars</p> <p>LO: Explore how people express their beliefs through personal symbols and artefacts</p> <p>LO: investigate the significance of religious festivals and rituals</p>		<p><b>Faith in action</b> Christianity, Islam Mother Theresa, Desmond Tutu, William Wilberforce, Bono, Malala, Red Crescent, Muslim Premier League footballers</p> <p>LO: consider what motivates faith believers to get involved in different causes.</p>	<p><b>Pilgrimage</b> Christianity &amp; Islam Walsingham, Beverley Hajj and Umrah</p> <p>LO: explore how a person of faith may make a special journey.</p>

	<p>LO: explore how values provide rules for living and may be influenced by religious belief</p> <p>Consider religious symbolism in personal artefacts and festivals, (Harvest, Advent, Easter, Christmas)</p> <p>How do faith members creatively express and feel a sense of belonging from their beliefs through symbols and artefacts, and in story, drama, art, dance?</p> <p>What are common forms of expression in religious celebrations from different faiths?</p> <p>Talk to a faith member about how it feels to belong to a faith.</p> <p>Compare some religious rituals from different faiths.</p> <p>Reflect on the importance of celebrations and festivals in community life- how does it create a sense of belonging?</p> <p>Create a display to illustrate the ways a religious festival is celebrated in diverse ways across the globe;</p>		<p>LO: explore teachings of significant religious people.</p> <p>LO: explore commitment as demonstrated in the lives and work of significant people of faith</p> <p>Engage with different communities of faith - local and online - to find out about their commitments Look at what random acts of kindness are.</p> <p>What does commitment mean for a person of faith? How might they show their commitment?</p> <p>What is the ultimate sacrifice?</p> <p>Investigate the commitment and influence of one or more of Jesus' disciples or followers – (Matthew the tax collector, Saul (Paul) of Tarsus )</p> <p>Interview a faith member</p> <p>Why did the disciples leave everything to follow Jesus? How did this impact their lives? What kind of commitment did they make?</p> <p>Explore the life of someone who has made a faith commitment.</p> <p>At Eastertime: read or watch an account of the death and resurrection of Jesus; consider the factors that motivated Jesus to accept death; reflect on the resurrection and explain why Easter is the most important Christian festival Share a story of commitment in a creative way, through drama or dance.</p>	<p>LO: explore the diversity and significance of local religious places to faith groups and members of the community</p> <p>What is a pilgrimage?</p> <p>Why do faith members attend pilgrimage, what do they gain from it?</p> <p>Make a virtual or real visit a local sacred site and/or talk with someone who has been on pilgrimage.</p> <p>Read/listen to John Bunyan's <i>Pilgrims' Progress</i> and other stories of life-changing journeys;</p> <p>Investigate sites of pilgrimage for three different world faiths; identify the significance of what happens at each and make connections.</p> <p>Imagine life as a pilgrim; make a diary of events and journal thoughts and impressions as you go along and assess the impact at the finish</p>
Year 6	<p><b>Justice and Freedom</b> Christianity &amp; Judaism</p> <p>LO: Explore issues of justice and freedom.</p> <p>LO: Explore religious teachings of forgiveness and reconciliation</p>		<p><b>Living a faith</b> Christianity &amp; Islam</p> <p>LO: Investigate different forms of worship LO: explore religious rituals that show identity and belonging in different religious traditions</p>	<p><b>Hopes and Visions</b> Christianity plus other faiths and worldviews</p> <p>LO: Investigate the life and key teachings of faith founders and make links with key religious beliefs</p>

<p>Provide opportunity for pupils to talk about their experiences of fairness and what is not fair; talk about personal justice</p> <p>Consider the practice of restorative justice in school.</p> <p>Listen to a protest song and consider the words; what does the lyric say about the issue?</p> <p>Focus on bringing religious concerns into the discussion.</p> <p>What does freedom mean to people of faith and to those with no faith? What would the world be like without forgiveness? Is it easy to forgive?</p> <p>Investigate issues of personal, social and global injustice – investigate people of faith who have been treated unfairly.</p> <p>Jesus' teaching about justice: Sermon on the Mount; Parables of the Good Samaritan and the Unforgiving Servant, Jesus healing the leper,</p> <p>Explore the notion of freedom of action; analyse the meaning of freedom, using examples from both faith stories and for believers today.</p> <p>On a picture/model of the scales of justice, place on one side an issue of injustice, and discuss whether it is ever possible to balance the scales</p> <p>Debate a current issue of justice and freedom; make a response – letter to local MP, petition, demonstration Pupils talk about what freedom means to me and to people of faith.</p> <p>Reflect upon how forgiveness and reconciliation can change lives of both victim and perpetrator Consider what it takes to make a just society</p>		<p>Share film clips of the fans at a football match or a pop concert, observe the actions of the fans, and... Show clips of religious worship from different faiths.</p> <p>... How are these actions similar and different? Discuss whether the actions of fans may be described as worship</p> <p>What gives us a sense of identity and belonging?</p> <p>How do people of faith mark the transitions of life?</p> <p>Why do people of faith worship? Do people of no faith worship too?</p> <p>How do rites of passage demonstrate identity and belonging for a person of faith? Read <i>Luke 1:31</i> and <i>Matthew 1:21</i> and find out how Jesus got his name.</p> <p>Investigate rituals or rites of passage associated with other transitions/stages of life, including rituals to do with the end of life.</p> <p>Explore how rites of passage are significant for a faith member, their family and the religious community.</p> <p>Design and label a maze to illustrate life's milestones for a person of faith; the centre of the maze should represent the destination or goal of life, junctions are where the person needs to make a choice; what might dead-ends represent? Describe and explain worship in a Christian tradition Respond to the statement, "Worship is something that all people do"</p>	<p>LO: Consider some ultimate questions.</p> <p>Questions, questions- look into open and closed questions- group/circle activity.</p> <p>When do people ask questions? If you wanted to find an answer to any question how would you try to find out? Do we always get answers to our questions? Does anyone know all the answers?</p> <p>Invite pupils to think about who or what has the most influence on their life; what is the most important thing they have learned from this person or experience?</p> <p>What do they want to be when they grow up?</p> <p>What do religions teach about how people should live their lives? What do people of different faiths believe about the purpose of life?</p> <p>Participate in a community of enquiry to explore an ultimate question.</p> <p>Identify what makes some questions ultimate; reflect on big questions in my life Share my hopes and dreams for my future and for the world</p>
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