

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	<p>How should we care for others and the world and why does it matter? (y1)</p> <p>Knowledge: Jewish and Christian people believe that God created the world and that everyone in it is special. Therefore, we should take care of the planet.</p> <p>Context: Bible and Torah. Book of Psalms. Examples of quotes that say that Humans are created in God's image which makes them special.</p>	<p>Who do Christians say made the world? (y1)</p> <p>Knowledge: Christians believe that God created the world in seven days. Christians also believe that God created everything and they should show thanks for this.</p> <p>Context: The Creation story from the book of Genesis. Harvest festival.</p>	<p>Who is a Muslims and how do they live? part 1 (y2)</p> <p>Knowledge: Muslims believe there is only one God, and nothing is equal to God (Tawhid). There are no pictures of Allah. Muslims will worship Allah through praying five times a day and following the 5 pillars. Muhammad is the prophet of Allah who received the Qur'an, the Muslim holy book from God.</p> <p>Context: Daily prayers Going to the Mosque. Reading the Qur'an. Ramadan. Giving money.</p>	<p>What do Christians believe god is like? (y1) (y2)</p> <p>Knowledge: Jesus told his followers stories that are called Parables. Christians believe God is forgiving. When Christians worship and go to Church, they ask for forgiveness and/or help.</p> <p>Context: The Story of the Prodigal Son The story of Jonah and the Whale.</p>	<p>What does it mean to belong to a faith community? (y1)</p> <p>Knowledge: A faith community is a group of people who believe the same things as each other. People within the faith community will often have special events</p> <p>Context: Children's own experience of faith.</p>	<p>Who is Jewish and how do they live? (y1)</p> <p>Knowledge: Jewish people have many items in their homes which help them show that they follow the Jewish faith. Some Jewish people will also keep Shabbat when they will not work or travel. Jewish festivals.</p> <p>Context: Jewish festivals and items.</p>

Year 2	<p>What makes some sacred places? (y2)</p> <p>Knowledge: Jewish people worship in a synagogue, Muslims worship in a mosque, Christians worship in a church</p> <p>Context: different religions have different places of worship</p>	<p>Why does Christmas matter to Christians? (Y1)</p> <p>Knowledge: Christmas is an important Christian celebration, Christians remember the time leading up to Jesus' birth</p> <p>Context: Nativity, advent</p>	<p>Who is a Muslim and how do they live? part 2 (y2)</p> <p>Knowledge: Allah has 99 names to describe the different features of his character, five pillars of Islam</p> <p>Context: Stories about the prophet</p>	<p>Why does Easter matter to Christians? (Y2)</p> <p>Knowledge: Key events in the Easter story, Easter story represents new life, Jesus gave instructions to his followers about how to behave</p> <p>Context: Easter Story and Holy Week</p>	<p>What is the good news that Christians sat Jesus bring part 1 (y2)</p> <p>Knowledge: Jesus teaches about forgiveness by looking at their heart rather than their past</p> <p>Context: Jesus calling Matthew to be a disciple</p>	<p>What is the good news that Christians sat Jesus bring part 2 (y2)</p> <p>Knowledge: Jesus brings peace to his followers</p> <p>Context: Christian art represents different responses to Jesus</p>
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<p style="text-align: center;">Year 3</p>	<p>How do festivals and worship how what matters to a Muslim (y3)</p> <p>Knowledge: Muslims show they submit to Allah</p> <p>Context: Muslims submit themselves by worshipping Allah by Shahadah, Salah, Sawm, Fasting and Zakah . They celebrate this via having festivals like Eid-Al-Fitr</p>	<p>What is the Trinity and why is it important for Christians? (Y3)</p> <p>Knowledge: Christians believe the Trinity is the Father, The Son and Holy Spirit</p> <p>Context: Some Christians will be baptised in infancy or later in life to show their devotion to their belief of the Holy Trinity</p>	<p>What is it like for someone to follow God? (y3)</p> <p>Knowledge: Prophets/Story of Noah's arc/ Abrahma's story/ Wedding ceremonies showing promises to God.</p> <p>Context: The Bible teaches stories/morals about how to live their lives</p>	<p>Why do Christians call the day Jesus died Good Friday (Y4)</p> <p>Knowledge: Easter/crucifixion/resurrection</p> <p>Context: Good Friday is called good because of Jesus being crucified and being resurrected and restoring the relationship between God and humanity.</p>	<p>How do festivals and family life show what matters to Jewish people? (Y3)</p> <p>Knowledge: Jewish people take part in festivals such as Rosh Hashanah, Yom Kippur and Pesach.</p> <p>Context: Jewish people celebrate many festivals to show their devotion to family and God.</p>	<p>What do Christians learn from the creation story? (y3)</p> <p>Knowledge: Creation, Genesis, The Fall</p> <p>Context: The Bible has many stories about humanity and its relationship with God. Looking at how life was created, humans being stewards, temptation and sinning.</p>
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<p style="text-align: center;">Year 4</p>	<p>How and why do people try to make the world a better place? (y3)</p> <p>Knowledge: Each religion has a Golden Rule, this is something that everyone can follow in that faith. They study how some faiths believe they are sent by their God to look after the creation He has made.</p> <p>Context: What is the state of the world, and is everything good in the world? What can we do make the world a better place for everyone.</p>	<p>What kind of world did Jesus want? (Y4)</p> <p>Knowledge: How Christians in the modern world try following the teachings of Jesus in their daily life.</p> <p>Context: The gospel is used to spread parables, like the Good Samaritan, about Jesus and to get more people to follow the teachings in Christianity.</p>	<p>How and why do people mark the significant event in life? (y4)</p> <p>Knowledge: They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. Some Rites of Passages are: Baptisms(Christianity), Bar/Bat Mitzvah (Judaism) and Sacred Thread (Hindi) and weddings (all faiths)</p> <p>Context: Many religious worldviews will hold a ceremony to celebrate significant points in the religious journey a person is talking. These take place at various points in a person's life and help to show their commitment to their religion</p>	<p>When Jesus left what was the impact of Pentecost? (Y4)</p> <p>Knowledge: After Jesus' resurrection he spent time with his disciples and told them to wait in Jerusalem and then he went back to Heaven to be with God. The book of Acts in the New Testament tells Christians about the events on the day of Pentecost when the Holy Spirit was received by the disciples. (The Pentecost is the day the Holy Spirit came to Earth.)</p> <p>Context: Christians today follow this example and guided and supported by the power of the Holy Spirit to carry on this work and spread the message in the UK and around the world, just as the book of Acts tells people the disciples did.</p>	<p>What do Hindus believe god is like? (y4)</p> <p>Knowledge: The ultimate reality is known as Brahman who is the source of everything in the universe. The atman is a spark of Brahman in every living creature and the namaste welcome is a way of recognising the spark of Brahman inside every living creature. The Aum symbol represents Brahman but also the first sound in the creation of the universe</p> <p>Context: They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman. They use the creation of Brahmna, Vishnu and Shiva and the story of Ganesh.</p>	<p>What does it mean to be a Hindu in Britain today? (y4)</p> <p>Knowledge: The puja focuses the Hindu on Brahman and helps them fulfil their dharma or purpose. Many stories in the Hindu Dharma try to explain what the dharma is for humans and they will help Hindus to fulfil their duty.</p> <p>Context: For many Hindus it is important that they connect with Brahman, the ultimate reality and they will perform puja in their home or in the mandir. The puja will take place at the shrine which is often dedicated to a deity within the Hindu Dharma.</p>
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<p style="text-align: center;">Year 5</p>	<p>What does it mean if Christians believe in god is holy and loving (Y5)</p> <p>Knowledge: What Christian's believe God is like. The Bible describes God as being both holy and loving. Christians believe that God is omnipotent, omniscient and eternal.</p> <p>Context: Expressions of God in art and through the biblical books Isaiah and John.</p>	<p>Why do Christians believe in Jesus was the Messiah? (Y6)</p> <p>Knowledge: The concept of 'incarnation' and how it fits within the big story of the Bible. Christians believe that Jesus fulfilled the expectation of the Messiah.</p> <p>Context: Stories of Jesus' birth and prophecies of the Messiah.</p>	<p>Racism</p> <p>Knowledge: Examples of racism, including what is unfair or unjust in each case.</p> <p>Examples from the teaching of sacred texts about justice and say what they think about the meanings of these texts.</p> <p>Links between religious teaching and practice and the struggle to reduce racism.</p> <p>Ways of reducing prejudice and racism.</p> <p>Context: Justice in sacred texts.</p>	<p>What matters most to humanists and Christians? (Y5)</p> <p>Knowledge: Actions, sources of authority, values, religious and non-religious worldviews. Links with sources of authority that tell people how to be good.</p> <p>Context: Similarities and difference between Christian and Humanist ideas about being good and how people live. What it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.</p>	<p>Why do Hindus want to be good (y6)</p> <p>Knowledge: key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities</p> <p>They will build on their understanding of dharma. Pupils will hear and interpret t</p> <p>Context: The story of the man in the well form the Mahabharata.</p>	<p>How can following god bring freedom and justice? (y5)</p> <p>Knowledge: Connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. Ways in which some Christians put their beliefs into practice by trying to bring freedom to others. The 10 commandments apply to their lives today.</p> <p>Context: The story of the Exodus, including the 10 commandments</p>
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Year 6	<p>What does it mean to be a Muslim in Britain today (y5)</p> <p>Knowledge: Five pillars of Islam – repeat the Shahadah many times a day, pray up to five times a day, fasting, share a percentage of savings with the poor, pilgrimage to Makkah.</p> <p>Context: Considering how the five pillars affects the day to day life of Muslims in Britain.</p>	<p>For Christians what kind of king was Jesus? (Y6)</p> <p>Knowledge: Christians believe that they become Christians when they let God rule in their hearts. When they accept the invitation to God’s kingdom they should not get distracted by the temptations of the world.</p> <p>Context: Christian interpretations of the parable of the Great Banquet.</p>	<p>Christians and how to live: what would Jesus do (y6)</p> <p>Knowledge: The gospels tell the story of Jesus’ life and messages. The gospels are written by Matthew, Mark, Luke and John. Jesus taught through a mixture of direct teaching and through stories and parables.</p> <p>Context: Christians make decisions in their lives based on how they believe Jesus would have acted in certain situations. They form their beliefs based on what is in the Bible about Jesus.</p>	<p>What difference does the resurrection make to Christians? (Y6)</p> <p>Knowledge: Central Christian concepts are those of: sacrifice, resurrection, salvation, incarnation and hope.</p> <p>Context: Jesus’ death and resurrection which Christians celebrate at Easter.</p>	<p>Why is the Torah so important to Jewish people (y5)</p> <p>Knowledge: The Torah is the five Jewish books of law. Jewish people make decisions about how they live their lives based on their understanding of the Torah.</p> <p>Context: Explore different interpretations of the Torah and the diversity of expressions of Judaism i.e. orthodox and progressive Judaism.</p>	<p>Why do some people believe in God and some people not? (Y6)</p> <p>Knowledge: A rising number of people in the world identify as having no religion. Atheist – somebody who believes that God does not exist. Agnostic – a person who does not know whether or not God exists. Theist – somebody who believes in God.</p> <p>Context – Recognising that the world is made up of people with a diverse range of beliefs.</p>
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