

Long Term Plan- Religion and Worldviews at BFPA

Year 1- Autumn 1- How did the world begin?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none">• Christian• Jewish• Muslim	<ul style="list-style-type: none">• God• Creation• Belief	<ul style="list-style-type: none">• I can explore stories	<ul style="list-style-type: none">• I can recall a range of creation stories	<ul style="list-style-type: none">• I can ask questions about the world around me.

Year 1- Autumn 2- What do some people believe God looks like?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none">• Christian• Hindu• Muslim	<ul style="list-style-type: none">• Images• Represents• challenging	<ul style="list-style-type: none">• I can explore stories	<ul style="list-style-type: none">• I can explain how different religions have different ideas about what god looks like	<ul style="list-style-type: none">• I can ask questions about the world around me.

Year 1- Spring 1- What is God's job?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Jewish • Hindu • Muslim • Zoroastrianist 	<ul style="list-style-type: none"> • Job • Roles and responsibility • Sacred 	<ul style="list-style-type: none"> • I can explore stories and scriptures 	<ul style="list-style-type: none"> • I can explain what different people think god does for them 	<ul style="list-style-type: none"> • I can ask questions about the world around me.

Year 1- Spring 2- Why should we care for the world?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim • Jain 	<ul style="list-style-type: none"> • Tu BiShvat • Relationships • Care 	<ul style="list-style-type: none"> • I can explore stories • I can explore photographs and images 	<ul style="list-style-type: none"> • I can explain what happens in the Jewish festival of Tu BiShvat • I can discuss the relationship between humans and nature 	<ul style="list-style-type: none"> • I can ask questions about the world around me.

Year 1- Summer 1- How do we know that new babies are special?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Muslim • Hindu 	<ul style="list-style-type: none"> • Ceremonies • Baby 	<ul style="list-style-type: none"> • I can explore images and videos 	<ul style="list-style-type: none"> • I can recall different facts about how babies are welcomed home in 	<ul style="list-style-type: none"> • I can ask questions about the world around me.

<ul style="list-style-type: none"> Humanist 	<ul style="list-style-type: none"> Welcoming 		<ul style="list-style-type: none"> different religions I can explain some of the symbolism in these ceremonies 	
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Year 1- Summer 2- Why should we care for others?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> Christian Jewish Muslim 	<ul style="list-style-type: none"> Responsibility Charity Making a difference 	<ul style="list-style-type: none"> I can explore stories 	<ul style="list-style-type: none"> I can explain what Christian and Muslim stories teach about caring for others 	<ul style="list-style-type: none"> I can ask questions about the world around me.

Year 2- Autumn 1-Why do we need to give thanks?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> Christian Hindu Humanist 	<ul style="list-style-type: none"> Thankful Puja Offerings 	<ul style="list-style-type: none"> I can explore artefacts 	<ul style="list-style-type: none"> I can explain how offerings are used to show gratitude I can explain what happens during Puja 	<ul style="list-style-type: none"> I can ask questions about the world around me. I can begin to express my own opinion/ answer to questions.

Year 2- Autumn 2- What do candles mean to people?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Hindu 	<ul style="list-style-type: none"> • Light • Festivals • Hanukkah 	<ul style="list-style-type: none"> • I can explore artwork and stories 	<ul style="list-style-type: none"> • I can understand how light is used in a range of religious festivals • I can explain the symbolism of candles used during Hanukkah 	<ul style="list-style-type: none"> • I can ask questions about the world around me. • I can begin to express my own opinion/ answer to questions.

Year 2- Spring 1- How do we know some people were chosen in early life?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Sikh • Muslim 	<ul style="list-style-type: none"> • Chosen • Views • Significant 	<ul style="list-style-type: none"> • I can explore stories 	<ul style="list-style-type: none"> • I can recall facts about the early lives of significant religious people 	<ul style="list-style-type: none"> • I can ask questions about the world around me. • I can begin to express my own opinion/ answer to questions.

Year 2- Spring 2- What is a prophet?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge

<ul style="list-style-type: none"> • Christian • Jewish • Muslim 	<ul style="list-style-type: none"> • Prophets • Teacher 	<ul style="list-style-type: none"> • I can explore stories 	<ul style="list-style-type: none"> • I can explain what a prophet is 	<ul style="list-style-type: none"> • I can ask questions about the world around me. • I can begin to express my own opinion/ answer to questions.
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Year 2- Summer 1- How do some people talk to God?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Jewish • Muslim • Hindu 	<ul style="list-style-type: none"> • Prayer • Communication • Worship 	<ul style="list-style-type: none"> • I can explore artefacts 	<ul style="list-style-type: none"> • I can explain why prayer is important to some people • I can describe and explain what some of the artefacts are that are used during prayer 	<ul style="list-style-type: none"> • I can ask questions about the world around me. • I can begin to express my own opinion/ answer to questions.

Year 2- Summer 2- Where do some people talk to God?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Hindu • Alevi • Muslim 	<ul style="list-style-type: none"> • Place of worship • Features 	<ul style="list-style-type: none"> • I can explore artefacts 	<ul style="list-style-type: none"> • I can explain how buildings some buildings are designed to represent beliefs about their faith 	<ul style="list-style-type: none"> • I can ask questions about the world around me. • I can begin to express my own opinion/ answer to questions.

Year 3- Autumn 1-What makes us human?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Hindu • Buddhist • Humanist 	<ul style="list-style-type: none"> • Inner self • Soul • Spirituality 	<ul style="list-style-type: none"> • I can explore artwork 	<ul style="list-style-type: none"> • I can interpret what what pieces of art are saying about spirituality, inner self and the soul 	<ul style="list-style-type: none"> • I can discuss my own and others' ideas about deciding what is good and bad, and right and wrong.

Year 3- Autumn 2- Where do we get our morals from?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Buddhist • Muslim 	<ul style="list-style-type: none"> • Morals • Moral code • Tallit 	<ul style="list-style-type: none"> • I can explore artefacts 	<ul style="list-style-type: none"> • I can explain how Jewish people use a tallit for guidance 	<ul style="list-style-type: none"> • I can discuss my own and others' ideas about deciding what is good and bad, and right and wrong.

Year 3- Spring 1- Are scriptures central to religion?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim • Hindu 	<ul style="list-style-type: none"> • Scriptures • Sacred 	<ul style="list-style-type: none"> • I can learn through experience 	<ul style="list-style-type: none"> • I can explain how and why scripture is important to different people 	<ul style="list-style-type: none"> • I can discuss my own and others' ideas about deciding what is good and bad, and right and wrong.

Year 3- Spring 2- What happens if we do wrong?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim 	<ul style="list-style-type: none"> • Consequences • Reincarnation • Moral guidance 	<ul style="list-style-type: none"> • I can debate and discuss. 	<ul style="list-style-type: none"> • I can describe different people's beliefs about reincarnation 	<ul style="list-style-type: none"> • I can discuss my own and others' ideas about deciding what is good and bad, and right and wrong.

Year 3- Summer 1- Why is water symbolic?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Sikh • Muslim 	<ul style="list-style-type: none"> • Symbolic • Rituals and ceremonies 	<ul style="list-style-type: none"> • I can explore historical connections 	<ul style="list-style-type: none"> • I can explain why water has symbolic and historical connections in some religions 	<ul style="list-style-type: none"> • I can think about my own ideas about God in light of my learning, experiences and discussions.

Year 3- Summer 2- Why is fire used ceremonially?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Hindu • Zoroastrianist 	<ul style="list-style-type: none"> • Symbolism • Remembrance 	<ul style="list-style-type: none"> • I can explore religious symbolism 	<ul style="list-style-type: none"> • I can explain why fire can be an important symbol of 	<ul style="list-style-type: none"> • I can think about my own ideas about God in light of my learning,

	<ul style="list-style-type: none"> • Commemorate 		remembrance	experiences and discussions.
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Year 4- Autumn 1- Are all religions equal?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Baha'i • Sikh • Hindu 	<ul style="list-style-type: none"> • Unity • Equality • Baha'i 	<ul style="list-style-type: none"> • I can explore geographical and historical links 	<ul style="list-style-type: none"> • I can explain that religious and non-religious worldviews change over time for individuals and groups. • I can explain that there are historical links and connections between religions. 	<ul style="list-style-type: none"> • I can think about my own ideas about God in light of my learning, experiences and discussions.

Year 4- Autumn 2- How can books also be teachers?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Sikh • Buddhist 	<ul style="list-style-type: none"> • Attitudes • Guru • Origins 	<ul style="list-style-type: none"> • I can explore stories and scriptures 	<ul style="list-style-type: none"> • I can explain how scriptures and holy books are used by different faiths. 	<ul style="list-style-type: none"> • I can present different views thoughtfully and creatively, using evidence from learning.

Year 4- Spring 1- Just how important are our beliefs?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Sikh • Jewish • Muslim 	<ul style="list-style-type: none"> • Commitment • Belonging • Priorities 	<ul style="list-style-type: none"> • I can use surveys what is important to different people 	<ul style="list-style-type: none"> • I can explain that people from different religions believe some of the same things. • I can explain that organised and personal religious beliefs change and develop over time. 	<ul style="list-style-type: none"> • I can present different views thoughtfully and creatively, using evidence from learning.

Year 4- Spring 2- Who was Jesus?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim 	<ul style="list-style-type: none"> • Communities • Actions • Perspective 	<ul style="list-style-type: none"> • I can explore historical figures and texts 	<ul style="list-style-type: none"> • I can explain that there is evidence that Jesus was a real person and that people have different beliefs about his significance 	<ul style="list-style-type: none"> • I can present different views thoughtfully and creatively, using evidence from learning.

Year 4- Summer 1- Why is the Bible the best-selling book of all time?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian 	<ul style="list-style-type: none"> • Bible • Spread • Identity 	<ul style="list-style-type: none"> • I can explore maps and historical connections 	<ul style="list-style-type: none"> • To know that holy means divine, sacred or connected to God. 	<ul style="list-style-type: none"> • I can present different views thoughtfully and creatively, using evidence from learning.

Year 4- Summer 2- Does the language of scripture matter?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim 	<ul style="list-style-type: none"> • Translation • Calligraphy • Equality 	<ul style="list-style-type: none"> • I can explore scripture 	<ul style="list-style-type: none"> • I can explain how scriptures and holy books are used by different faiths. 	<ul style="list-style-type: none"> • I can discuss my own views about belonging, meaning, purpose and truth.

Year 5- Autumn 1- Why do people have to stand up for what they believe in?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Sikh • Muslim 	<ul style="list-style-type: none"> • Religious freedom • Controversial • Commitment 	<ul style="list-style-type: none"> • I can explore historical sources 	<ul style="list-style-type: none"> • I can explain that in some times and places people did not or do not have religious freedom. • I can explain that throughout history and in modern times people have had to protest or fight for religious freedom. 	<ul style="list-style-type: none"> • I can discuss ideas about how my own or another person's worldview influences their responses to ethical issues.

Year 5- Autumn 2- Why doesn't Christianity always look the same?

Religions	Vocabulary	Disciplinary	Substantive Knowledge	Personal Knowledge
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		knowledge		
<ul style="list-style-type: none"> • Christian 	<ul style="list-style-type: none"> • First hand accounts • Difference • Worldwide 	<ul style="list-style-type: none"> • I can explore geographical and historical sources 	<ul style="list-style-type: none"> • I can explain some of the ways that history, migration and leadership influence people's worldviews. 	<ul style="list-style-type: none"> • I can engage in times of thoughtfulness and reflection and make links between my own and others' experiences.

Year 5- Spring 1- What happens when we die? (Part 1)

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim • Humanist 	<ul style="list-style-type: none"> • After life • Ceremonies • Death 	<ul style="list-style-type: none"> • I can interpret sources 	<ul style="list-style-type: none"> • I can explain that people have different beliefs about what happens when we die. • I can explain that a person's beliefs about death may influence how they live their life. 	<ul style="list-style-type: none"> • I can make links and comparisons between my own and others' views about belonging, meaning, purpose and truth.

Year 5- Spring 2- What happens when we die? (Part 2)

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Hindu • Buddhist 	<ul style="list-style-type: none"> • Reincarnation • Karma • Similarities 	<ul style="list-style-type: none"> • I can explore sources 	<ul style="list-style-type: none"> • I can explain that people have different beliefs about what happens when we die. • I can explain that a person's beliefs about death may influence how they live 	<ul style="list-style-type: none"> • I can make links and comparisons between my own and others' views about belonging, meaning, purpose and truth.

			their life.	
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Year 5- Summer 1- Who should get to be in charge?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Sikh • Muslim 	<ul style="list-style-type: none"> • Authority • Democracy • Bloodline 	<ul style="list-style-type: none"> • I can explore sources 	<ul style="list-style-type: none"> • I can explain that some people believe leaders are anointed (chosen by god). • I can explain how leadership and authority can impact people's worldviews. 	<ul style="list-style-type: none"> • I can discuss ideas about how my own or another person's worldview influences their responses to ethical issues.

Year 5- Summer 2- Why are some places in the world significant to believers?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim 	<ul style="list-style-type: none"> • Pilgrimage • Culture • Primary sources 	<ul style="list-style-type: none"> • I can explore maps, pictures and texts 	<ul style="list-style-type: none"> • I can explain that some places in the world are significant to religious and non-religious people. 	<ul style="list-style-type: none"> • I can engage in times of thoughtfulness and reflection and make links between my own and others' experiences.

Year 6- Autumn 1- Why does religion look different around the world? (Part 1)

Religions	Vocabulary	Disciplinary	Substantive Knowledge	Personal Knowledge
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		knowledge		
<ul style="list-style-type: none"> • Christian • Jewish • Muslim 	<ul style="list-style-type: none"> • Practices • Tradition • Migration 	<ul style="list-style-type: none"> • I can explore geographical connections 	<ul style="list-style-type: none"> • I can say some of the ways that culture, history, migration and tradition and interpretation influence people's worldviews. 	<ul style="list-style-type: none"> • I can engage in times of thoughtfulness and reflection and make links between my own and others' experiences.

Year 6- Autumn 2- Why does religion look different around the world? (Part 2)

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Hindu • Sikh • Buddhist 	<ul style="list-style-type: none"> • Obligation • Perceptions • Life-styles 	<ul style="list-style-type: none"> • I can explore geographical connections 	<ul style="list-style-type: none"> • I can say some of the ways that culture, history, migration and tradition and interpretation influence people's worldviews. 	<ul style="list-style-type: none"> • I can engage in times of thoughtfulness and reflection and make links between my own and others' experiences.

Year 6- Spring 1- Why is it better to be there in person?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Muslim • Hindu • Buddhist 	<ul style="list-style-type: none"> • Pilgrimages • Challenges and benefits • 	<ul style="list-style-type: none"> • I can learn through experience 	<ul style="list-style-type: none"> • I can explain that some places are valued by certain people due to things that have happened there. 	<ul style="list-style-type: none"> • I can express my own thoughts about the existence and nature of god.

Year 6- Spring 2- Why is there suffering? (Part 1)

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Zoroastrianist • Muslim 	<ul style="list-style-type: none"> • Suffering • Sin • Free will 	<ul style="list-style-type: none"> • I can explore stories and scriptures 	<ul style="list-style-type: none"> • I can explain that free will means humans are able to make their own choices and determine their own fate. 	<ul style="list-style-type: none"> • I can express ideas about fairness, honesty, love, forgiveness, truth and peace.

Year 6- Summer 1- Why is there suffering? (Part 2)

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Shinto • Buddhist • Sikh • Humanist 	<ul style="list-style-type: none"> • Influences • Reactions • Accounts 	<ul style="list-style-type: none"> • I can explore scriptures and interview others 	<ul style="list-style-type: none"> • I can explain that beliefs about the nature of God impact people's ideas about and responses to suffering. 	<ul style="list-style-type: none"> • I can express ideas about fairness, honesty, love, forgiveness, truth and peace.

Year 6- Summer 2- What place does religion have in our world today?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Interfaith (student choice). 	<ul style="list-style-type: none"> • Enquiry • Evidence • Interfaith 	<ul style="list-style-type: none"> • I can explore sources and interview others 	<ul style="list-style-type: none"> • I can explain how each religion fits into our world today. 	<ul style="list-style-type: none"> • I can express my own thoughts about the existence and nature of god.

