Religious Education Curriculum Overview

This Curriculum Overview shows what your child will learn in Religious Education during their time at The Free School Norwich. This is reviewed annually and may be adapted to meet the needs of individual children or classes, and where appropriate, will be linked to events or places in our local environment.

N3-4	Reception
Throughout a range of planned activities and enhanced continuous provision, children work towards the following milestones: • Talk about recent experiences in their own lives and those close to them. • Talk about how they celebrate special days such as their birthday. • Know there are differences between different individuals and families. • Develop positive attitudes about differences between people. • Show interest in different occupations.	**Throughout a range of planned activities and enhanced continuous provision, children work towards the following milestones:** • Talk about members of their immediate family/community. • Name and describe people who are familiar to them. • Understand that places are special to people in their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

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	Harvest	Christmas	Winter	Spring	Whitsun	Summer
Year 1	**SOCIAL SCIENCES**  Christianity & Judaism **How do people show they belong?** Showing belonging through religious artefacts, places and actions.	**THEOLOGY**  Christianity **Why does Christmas matter to Christians?** Christian beliefs about the Nativity story and incarnation.	**THEOLOGY**  Christianity & Judaism **Who made the world?** Religious text as origin of story of Creation. The Creator God and humans as stewards.	**PHILOSOPHY**  Humanism **What questions does the story of creation make us ask? Can we find any answers?** Asking questions & suggesting answers. Humanist / scientific explanation of creation.	**SOCIAL SCIENCES**  Judaism **Why are symbols and artefacts important to some Jewish families during Shabbat?** Some diverse ways that different Jewish families mark Shabbat.	**SOCIAL SCIENCES**  Christianity **How do Christians show God is important to them?** Prayer, praise and worship
Year 2	**SOCIAL SCIENCES**  **Where is religion in our local community?** Looking for evidence of lived religion in our local community. **[Local Choice]**	**PHILOSOPHY**  Judaism **What does it mean to be free?** The significance of freedom in diverse Jewish practices at Passover (seder).	**THEOLOGY**  Christianity **What do stories from the Bible reveal about what God is like?** Interpreting meaning in stories about Jesus and stories told by him (parables).	**THEOLOGY**  Christianity **Why does Easter matter to Christians?** Beliefs about Jesus' life, death & resurrection, and salvation.	**PHILOSOPHY**  Hindu Dharma **What do our senses tell us about Hindu worship?** Senses in Hindu worship at home and in the Mandir.	**SOCIAL SCIENCES**  Hindu Dharma **How do celebrations give Hindus a sense of belonging?** Celebrations of Jatakarma, Raksha Bandhan & Diwali

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Year 1						
	Harvest	**Christmas**	**Winter**	**Spring**	**Whitsun**	**Summer**
Question	**How do people show they belong?**	**Why does Christmas matter to Christians?**	**Who made the world?**	**What questions does the story of Creation make us ask?**	**Why are symbols and artefacts important to Jewish families during Shabbat?**	**How do Christians show God is important to them?**
Main lens	**Social Sciences** **Christianity and Judaism**	**Theology** **Christianity**	**Theology** **Christianity and Judaism**	**Philosophy** **Humanism**	**Social Sciences** **Judaism**	**Social Sciences** **Christianity**
Sequencing	**Lesson 1: Where do we belong?** L.O: To explore the concept of belonging. **Lesson 2: Belonging in Christianity** L.O: To understand what it means to belong to a Christian church. **Lesson 3: Christian Baptism** L.O: To learn about the Christian practice of welcoming a new member through baptism **Lesson 4: Belonging in Judaism** L.O: To understand what it means to belong to a synagogue **Lesson 5: Holy Books** L.O: To learn about the story of Noah and the flood as a sign from God.	**Lesson 1: What is a saviour?** L.O: To understand what a saviour means. **Lesson 2: The chosen one** L.O: To be introduced to the beginning of the Nativity story **Lesson 3: The incarnation of God** L.O: To understand why Jesus was a special baby. **Lesson 4: Advent** L.O: To be introduced to the Christian meaning of Advent. **Lesson 5: How do some Christians celebrate Christmas?** L.O: To understand different ways of celebrating and marking Christmas. **Lesson 6: How do some Christians celebrate Christmas?** L.O: To understand different ways the church celebrates Christmas as a community,	**Lesson 1: Wonderful World** L.O: To explore and question the wonder of the world around us **Lesson 2: The shared story of the seven days of creation** L.O: To be be introduced to the Genesis story of the creation of the world. **Lesson 3: The shared story of the seven days of creation** L.O: To review and consolidate learning about the content of the creation story **Lesson 4: Who is responsible for looking after the world?** L.O: To identify things that are good in the natural world. **Lesson 5: Who is responsible for looking after the world?** L.O: To understand that humans have a responsibility to look after the world.	**Lesson 1: Does the Genesis creation story make sense?** L.O: To puzzle over what is impossible about God's actions according to the Genesis story. **Lesson 2: Is it possible to make something from nothing?** L.O: To be introduced to the skill of puzzling over philosophical questions. **Lesson 3: Does everything have a cause?** L.O: To explore the philosophical idea that everything has a cause. **Lesson 4: Does everyone believe in God?** L.O: To explore the concept of Humanism	**Lesson 1: A special time to rest** L.O: To link the creation story with the Jewish weekly celebration of Shabbat **Lesson 2: Getting ready for Shabbat** L.O: link the theme of getting ready with how different Jewish families prepare for Shabbat as a day of rest. **Lesson 3: Bringing in Shabbat** L.O: To identify some special items commonly used to bring in Shabbat and how different families use them **Lesson 4: Exploring Shabbat using our senses** L.O: To explore Shabbat using our 5 senses. **Lesson 5: Exploring Shabbat using our senses** L.O: To share a class experience bringing in Shabbat.	**Lesson 1: How do some Christians show God's importance through worship?** L.O: To recognise how different Christians worship God in different ways. **Lesson 2: What does it mean to praise God?** L.O: To be introduced to the concept of praise from the Christian perspective **Lesson 3: Why do some Christians say sorry to God in prayer?** L.O: learn about Christian prayer as a way of talking and listening to God. **Lesson 4: Why do some Christians ask for God's help in prayer?** L.O: To broaden their understanding of the purpose of Christian prayer to include asking for help.

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	Lesson 6: Jesus is to Christians L.O: To be introduced to Jesus as an important figure in Christian belief.		**Lesson 6: A 'really big' mistake** L.O: To be introduced to and understand the story of Adam and Eve.	**Lesson 5: What does science teach us about how the world began?** L.O: To consider and explore what science says about where the world came from **Lesson 6: Are stories a good way to help people understand big ideas?** L.O: To recognise whether stories are a good way to help people understand big questions.	**Lesson 6: What is special about a spice box?** L.O: To learn about how some Jewish people end Shabbat	**Lesson 5: Why is it important to say thank you to people who help us?** L.O: To reflect on how and why you might say thank you to people in your own life. **Lesson 6: How might Christians say thank you to God in different ways?** L.O: To explore different ways Christians say thank you to God. **(Local Visit)**
Vocabulary	Tier 2 Belief, belong, Bible, Christian, Christianity, Church, cross, God, Jewish person (or Jew, Jesus, Judaism, miracle, prayer, promise, religion, worldview. Tier 3 Baptism, christening gown, Baptism, Holy Spirit, kippah (or yarmulke), Star of David, synagogue, tallit, Torah.	Tier 2 Angel, belief, belong, Bible, Christian, Christianity, Christmas, church, cross, God, Jesus, Jewish person (or Jew), prayer, promise, religion, saviour, worldview Tier 3 Advent, Christ, Emmanuel, Holy Spirit, incarnation, The Nativity	Tier 2 Belief, belong, Christian Christianity, God, Jewish person (or Jew), Judaism Prayer, religion, responsible Story, worldview Tier 3 Bible, creation, Holy Spirit, sin, the fall, Torah.	Tier 2 Belief, believe, belong, Cause, God, impossible, Possible, puzzle, religion, Responsible, worldview, story. Tier 3 Bible, Christian, Christianity, Creation Humanism, humanist Jewish person (or Jew, Judaism, philosophy, Torah	Tier 2 Blessing, celebration God, worldview Tier 3 Challah, Havdalah Jewish person (or Jew), Judaism, Kiddush, Rabbi, Shabbat, Shalom, Star of David, synagogue, Torah.	Tier 2 Belief, church, God Grace, prayer. grateful Religion, worldview worship. Tier 3 Amen, Bible, Christian Christianity, praise psalm
Strand(s) Age related expectations	**Lesson 1** Recognise that people choose to belong to different groups. Some people choose to belong to a religion. Link that Christian and Jewish people use symbols,	**Lesson 1** Theologians link the story of the Nativity with Christianity. Theologians understand that Christians believe Jesus was a special baby, the incarnation of God. **Lesson 2**	**Lesson 1** Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. **Lesson 2 & Lesson 3** Link that Christians and Jewish people share the same	**Lesson 1** Think about whether the Genesis story of Creation makes sense. Ask questions about things that are puzzling. **Lesson 2**	**Lesson 1** Recognise that people look at the world in different ways. Link that many Jewish people remember the story of creation by resting on the 7th day.	**Lesson 1** Recognise that people look at the world in different ways. Recognise how Christians express God's importance in their lives. Use vocabulary of Prayer, Praise and Worship and

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	artefacts and actions to show they belong. **Lesson 2** Recognise that people choose to belong to different groups. Some people choose to belong to a religion. Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. **Lesson 3** Recognise that people choose to belong to different groups. Some people choose to belong to a religion. Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. **Lesson 4** Recognise that people look at the world in different ways. Recognise that people choose to belong to different groups. Some people choose to belong to a religion. Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. **Lesson 5**	Theologians link the story of the Nativity with Christianity. Theologians understand that Christians believe Jesus was a special baby, the incarnation of God. **Lesson 3** Theologians link the story of the Nativity with Christianity. Theologians understand that Christians believe Jesus was a special baby, the incarnation of God. **Lesson 4** Theologians link the story of the Nativity with Christianity. Theologians understand that Christians believe Jesus was a special baby, the incarnation of God. Theologians recognise that Christians show how important Christmas is by getting ready during Advent **Lesson 5** Theologians link the story of the Nativity with Christianity. Theologians understand that Christians believe Jesus was a special baby, the incarnation of God. Theologians recognise that Christians show how	story of how the world was created by God, found in the Bible and the Torah. **Lesson 4 & Lesson 5** Connect that the story teaches Christians and Jewish people that they have a responsibility to look after God's creation. Consider the belief that the creation story shows that God had a special relationship with humans, but human beings make mistakes. **Lesson 6** Consider the belief that the creation story shows that God had a special relationship with humans, but human beings make mistakes.	Think about whether the Genesis story of Creation makes sense. Ask questions about things that are puzzling. Look for answers to questions about belief about where the world came from. **Lesson 3** Think about whether the Genesis story of Creation makes sense. Ask questions about things that are puzzling. Look for answers to questions about belief about where the world came from. **Lesson 4** Think about whether the Genesis story of Creation makes sense. Ask questions about things that are puzzling. Look for answers to questions about belief about where the world came from. **Lesson 5** Think about whether the Genesis story of Creation makes sense.	Recognise that Jewish families celebrate Shabbat in diverse ways. **Lesson 2** Recognise that people look at the world in different ways. Link that many Jewish people remember the story of creation by resting on the 7th day. Recognise that Jewish families celebrate Shabbat in diverse ways. Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging. **Lesson 3** Recognise that people look at the world in different ways. Link that many Jewish people remember the story of creation by resting on the 7th day. Recognise that Jewish families celebrate Shabbat in diverse ways. Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging. **Lesson 4 & Lesson 5** Recognise that people look at the world in different ways.	recognise these are shown in different ways **Lesson 2** Recognise that people look at the world in different ways. Recognise how Christians express God's importance in their lives. Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. **Lesson 3** Recognise that people look at the world in different ways. Recognise how Christians express God's importance in their lives. Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. **Lesson 4** Recognise that people look at the world in different ways. Recognise how Christians express God's importance in their lives. Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. **Lesson 5**

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	Recognise that people look at the world in different ways. Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. **Lesson 6** Recognise that people look at the world in different ways. Recognise that people choose to belong to different groups. Some people choose to belong to a religion. Link that Christian and Jewish people use symbols, artefacts and actions to show they belong.	important Christmas is by getting ready during Advent **Lesson 6** Theologians link the story of the Nativity with Christianity. Theologians understand that Christians believe Jesus was a special baby, the incarnation of God. Theologians recognise that Christians show how important Christmas is by getting ready during Advent		Ask questions about things that are puzzling. Look for answers to questions about belief about where the world came from **Lesson 6** Think about whether the Genesis story of Creation makes sense. Ask questions about things that are puzzling. Look for answers to questions about belief about where the world came from. Question if stories are real or made up and link with what people might learn from a story.	Link that many Jewish people remember the story of creation by resting on the 7th day. Recognise that Jewish families celebrate Shabbat in diverse ways. Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging. **Lesson 6** Recognise that people look at the world in different ways. Link that many Jewish people remember the story of creation by resting on the 7th day. Recognise that Jewish families celebrate Shabbat in diverse ways. Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging.	Recognise that people look at the world in different ways. Recognise how Christians express God's importance in their lives. Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. **Lesson 6** Recognise that people look at the world in different ways. Recognise how Christians express God's importance in their lives. Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways.

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Year 2						
	Harvest	**Christmas**	**Winter**	**Spring**	**Whitsun**	**Summer**
Question	**Where is religion in our local community?**	**What does it mean to be free?**	**What do stories from the Bible reveal about God?**	**Why does Easter matter to Christians?**	**What do our senses tell us about Hindu worship?**	**How do celebrations give Hindus a sense of belonging?**
Main lens	**Social Sciences** **All faiths**	**Philosophy** **Judaism**	**Theology** **Christianity**	**Theology** **Christianity**	**Philosophy** **Hindu Dharma**	**Social Sciences** **Hindu Dharma**
Sequencing	**Lesson 1: What is a worldview?** L.O: To understand and explore the term 'worldview'. **Lesson 2: Religious Worldviews- Reviewing Christianity & Judaism** L.O: To explore Jewish and Christian worldviews. **Lesson 3: Religious Worldviews- Islam** L.O: To explore Islamic worldviews. **Lesson 4: Religious Worldviews- Hindu Dharma & Sikhi** L.O: To be introduced to the religion of Hindu Dharma and Sikhi **Lesson 5: Worldviews Detectives (Local Study)** L.O: To investigate places of worship in the local area. **Lesson 6: Local Visit** L.O: To explore a local place of worship (Local Visit)	**Lesson 1: What is freedom?** L.O: To explore the meaning of freedom **Lesson 2: Should freedom include rules?** L.O: To continue your philosophical exploration of the meaning of freedom in your own lives **Lesson 3: Exodus – A journey to freedom** L.O: To apply their understanding of freedom to the Exodus story. **Lesson 4: Exodus – A journey to freedom** L.O: To review the story of Exodus. **Lesson 5: Ways of remembering and valuing freedom** L.O: Begin to make links with the Jewish celebration of Passover **Lesson 6: Freedom to ask questions**	**Lesson 1: Who was Jesus?** L.O: To review what Jewish people are celebrating at Passover **Lesson 2: What does the Bible say Jesus did? (1)** L.O: To explore what makes a good leader and to consider what made Jesus a leader. **Lesson 3: What does the Bible say Jesus did? (2)** L.O: To understand the concept of miracles and link it to the stories about Jesus. **Lesson 4: What does the parable of The Lost Sheep teach about God?** L.O: What does the parable of The Lost Sheep teach about God? **Lesson 5: What does the parable of The Lost Son teach about God?** L.O: What does the parable of The Lost Son teach about God?	**Lesson 1: Holy Week – Palm Sunday** L.O: To explore the events of Palm Sunday during Holy Week. **Lesson 2: How did Jesus treat his friends and enemies?** L.O: To investigate the events of Thursday of Holy Week **Lesson 3: Good Friday** L.O: To explore the events of Good Friday including the concept of sacrifice. **Lesson 4: Easter Sunday and the resurrection of Jesus** L.O: To consider why Jesus Christ's resurrection is so important to many Christians. **Lesson 5: What the Bible says happened after the resurrection** L.O: To investigate the Biblical account of what happened in the 40 days after Christ's resurrection	**Lesson 1: How can we find out about Hindu Dharma?** L.O: To use the senses to find out more about Hindu worship artefacts. **Lesson 2: How can murtis help us understand some ideas about Brahman?** L.O: To begin to look closely at some murtis and think about what you see. **Lesson 3: How can murtis help us understand some ideas about Brahman?** L.O: To learn about the symbolism of Vishnu and Shiva. **Lesson 4: How are the 5 senses important in Hindu worship at home?** L.O: To be introduced to the artefacts and actions associated with worship at a Hindu home shrine **Lesson 5: How are the 5 senses important in Hindu worship at home?** L.O: To understand how all the senses are engaged in	**Lesson 1: Welcome baby!** L.O: To explore the ceremony of Jatakarma and link it with their own experiences. **Lesson 2: Raksha Bandhan** L.O: To discover the brother-sister celebration of Raksha Bandhan. **Lesson 3: Raksha Bandhan** L.O: To explore how different Hindu families celebrate Raksha Bandhan. **Lesson 4: The Ramayana story** L.O: To understand the story of the Ramayana and its connection with the Hindu celebration of Diwali **Lesson 5: Different ways to celebrate Diwali** L.O: To link the story of the Ramayana with Hindu community celebrations at Diwali **Lesson 6: Different ways to celebrate Diwali**

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		L.O: To understand how different families celebrate Passover through traditions in the Seder.	**Lesson 6: What does the parable of The Builders teach about God?** L.O: What does the parable of The Builders teach about God?	**Lesson 6: Salvation** L.O: To learn about the meaning and significance of salvation	Hindu worship through different objects. **Lesson 6: What might Hindus experience at the mandir?** L.O: To learn about the sensory experience of worship in different examples of mandir.	L.O: To reflect on how Diwali celebration activities are part of building a sense of belonging in Hindu communities.
Vocabulary	Tier 2 Belief, Christian, Christianity, community Individual, Islam, Jewish person (or Jew), Judaism, Local, religion, worldview worship. Tier 3 Church, gurdwara, Hindu, Hindu Dharma, mandir (or temple), mosque (Masjid in Arabic), Muslim, Sikh, synagogue.	Tier 2 Belief, consequence, Freedom, Jewish person (or Jew), Judaism, philosophy, philosopher, prayer, prophet, reason, religion, responsibilities, slave, traditions, worldview. Tier 3 Charoset, G-d, Haggadah, matzah, Passover (Pesach), Seder, Seder plate, Star of David, synagogue, Torah	Tier 2 Belief, belong, Bible, Christ, Christian, Christianity, church, cross, foolish, forgive, God, Jesus, Jewish person (or Jew), religion, saviour, shepherd, wise, worldview. Tier 3 Disciple, Incarnation, miracle, parable, Passover.	Tier 2 Belief, Bible, Christ Christian, Christianity, church, forgive, God, Jesus, Jewish person (or Jew), religion, saviour, tomb, Worldview. Tier 3 Ascension, crucifixion, disciple, holy, Hosannah, incarnation, miracle, parable, Passover, resurrection, sacrifice, salvation, sin.	Tier 2 Senses, worship. Tier 3 Aum, Brahman, Brahma, deity/deities, Hindu, Hindu Dharma, Mandir (or temple), murti, puja, Shiva, shrine, The Trimurti, Vishnu	Tier 2 Deity, deities, senses, shrine, worship. Tier 3 Aum, Diwali, Diya, Hindu, Hindu Dharma, Jatakarma, Lakshmi, Mandir, murti, puja, Rakhi, Raksha Bandhan, Ramayana, rangoli, The Trimurti
Strand(s) Age related expectations	**Lesson 1:** Identify how beliefs impact peoples' choices of in everyday life, including local special places. **Lesson 2:** Identify how beliefs impact peoples' choices of in everyday life, including local special places. **Lesson 3:**	**Lesson 1:** Philosophers think about what it means to "know" something. Philosophers connect the story of the Jewish slaves being freed with ideas of right and wrong. Philosophers consider why freedom is important and how it is expressed in the Seder meal. **Lesson2:**	**Lesson 1** Retell stories about Jesus and link with Christian ideas about God and how to behave. **Lesson 2:** Retell stories about Jesus and link with Christian ideas about God and how to behave. **Lesson 3:** Retell stories about Jesus and link with Christian ideas about God and how to behave.	**Lesson 1** Retell stories about Jesus and link with Christian ideas about God and how to behave. Link events of Holy Week with Christian beliefs about Jesus. Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. **Lesson 2**	**Lesson 1** Ask questions about practices from Hindu communities. Consider how we can find out about something using our senses. **Lesson 2 & Lesson 3** Ask questions about practices from Hindu communities. Consider how we can find out about something using our senses.	**Lesson 1** Use correct vocabulary to name items and celebrations important in Hindu Dharma. Link beliefs with evidence in the community. Identify how artefacts and practices are used in everyday life to show belonging. **Lesson 2 & Lesson 3** Use correct vocabulary to name items and

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	Connect correct vocabulary with religious groups. **Lesson 4:** Connect correct vocabulary with religious groups. Identify how beliefs impact peoples' choices of in everyday life, including local special places. **Lesson 5:** Connect correct vocabulary with religious groups. Recognise evidence of belief in the local community. Identify how beliefs impact peoples' choices of in everyday life, including local special places. **Lesson 6:** Connect correct vocabulary with religious groups. Recognise evidence of belief in the local community. Identify how beliefs impact peoples' choices of in everyday life,	Philosophers think about what it means to "know" something. Philosophers connect the story of the Jewish slaves being freed with ideas of right and wrong. Philosophers consider why freedom is important and how it is expressed in the Seder meal. **Lesson 3 & Lesson 4:** Philosophers ask questions about the story of Moses Philosophers suggest a reason why a Jewish person might believe elements of the story. Philosophers connect the story of the Jewish slaves being freed with ideas of right and wrong. **Lesson 5:** Philosophers ask questions about the story of Moses Philosophers think about what it means to "know" something. Philosophers consider why freedom is important and how it is expressed in the Seder meal. **Lesson 6:**	**Lesson 4:** Retell stories about Jesus and link with Christian ideas about God and how to behave. Retell parables and suggest what they reveal about God and how to behave. **Lesson 5** Retell stories about Jesus and link with Christian ideas about God and how to behave. Retell parables and suggest what they reveal about God and how to behave. **Lesson 6** Retell stories about Jesus and link with Christian ideas about God and how to behave. Retell parables and suggest what they reveal about God and how to behave.	Retell stories about Jesus and link with Christian ideas about God and how to behave. Link events of Holy Week with Christian beliefs about Jesus. **Lesson 3** Retell stories about Jesus and link with Christian ideas about God and how to behave. Link events of Holy Week with Christian beliefs about Jesus. Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. Beliefs about Easter are expressed in diverse ways. **Lesson 4** Retell stories about Jesus and link with Christian ideas about God and how to behave. Link events of Holy Week with Christian beliefs about Jesus. Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. Beliefs about Easter are expressed in diverse ways.	Recognise how many Hindu communities express their ideas about Hindu Dharma through the senses. **Lesson 4 & Lesson 5** Ask questions about practices from Hindu communities. Consider how we can find out about something using our senses. Recognise how many Hindu communities express their ideas about Hindu Dharma through the senses. **Lesson 6** Ask questions about practices from Hindu communities. Consider how we can find out about something using our senses. Recognise how many Hindu communities express their ideas about Hindu Dharma through the senses.	celebrations important in Hindu Dharma. Link beliefs with evidence in the community. Identify how artefacts and practices are used in everyday life to show belonging. **Lesson 4** Use correct vocabulary to name items and celebrations important in Hindu Dharma. Link beliefs with evidence in the community. Identify how artefacts and practices are used in everyday life to show belonging **Lesson 5 & Lesson 6** Use correct vocabulary to name items and celebrations important in Hindu Dharma. Link beliefs with evidence in the community. Identify how artefacts and practices are used in everyday life to show belonging.

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	including local special places.	Philosophers connect the story of the Jewish slaves being freed with ideas of right and wrong. Philosophers consider why freedom is important and how it is expressed in the Seder meal.		**Lesson 5** Retell stories about Jesus and link with Christian ideas about God and how to behave. Link events of Holy Week with Christian beliefs about Jesus. Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. Beliefs about Easter are expressed in diverse ways. **Lesson 6** Retell stories about Jesus and link with Christian ideas about God and how to behave. Link events of Holy Week with Christian beliefs about Jesus. Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. Beliefs about Easter are expressed in diverse ways.		

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	Harvest	Christmas	Winter	Spring	Whitsun	Summer
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 3	**THEOLOGY**  **Christianity** **How do people think about the Bible?** Origins, content, significance, construction and interpretation of the Bible.	**THEOLOGY & SOCIAL SCIENCES**  **Christianity** **What is the Trinity? How have artists used symbolism to express Trinity?** One God as Father, Son, Holy Spirit. Significance of metaphor and symbolism.	**PHILOSOPHY**  **Christianity & Humanism** **How do people make moral decisions?** Rules and human choice.	**THEOLOGY**  **Islam** **Where do Islamic beliefs come from?** History of Prophet Muhammad, revelation of the Qur'an, significance of Mecca.	**SOCIAL SCIENCES**  **Islam** **How do Muslims express their beliefs in their daily lives? (1)** Expression of beliefs about Allah, Tawhid, and lived diversity of the hijab.	**SOCIAL SCIENCES**  **Islam** **How do Muslims express their beliefs in their daily lives? (2)** Expression of beliefs through 5 Pillars of Sunni Islam. Lived diversity
Year 4	**PHILOSOPHY** **What do we mean by truth?** Plato's cave, evidence and scientific reasoning.	**THEOLOGY**  **Christianity/Judaism/Islam** **What does sacrifice mean?** Abraham/Ibrahim in sacred text, Eid-ul-Adha, animal sacrifice, Jesus as Ultimate Sacrifice.	**PHILOSOPHY**  **Christianity / Islam / Humanism** **How do people think about poverty, justice & self-sacrifice?** Meaning of poverty & relative poverty, justice and everyday self-sacrifice.	**SOCIAL SCIENCES**  **Islam / Christianity** **How do people contribute to society?** Self-sacrifice in form of charity or community action.	**THEOLOGY**  **Islam** **How have people and events in history shaped Islamic diversity?** Succession after Muhammad, conflict, Qur'anic interpretation. Sunni, Shia, Sufi.	**SOCIAL SCIENCES** **How has religion and belief shaped our local area?** International, national & local data. Lived expression in area.

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Year 3						
	Harvest	**Christmas**	**Winter**	**Spring**	**Whitsun**	**Summer**
Question	**How do people think about the Bible?**	**What is the Trinity? How is symbolism used to express Trinity?**	**How do people make moral decisions?**	**Where do Islamic beliefs come from?**	**How do Muslims express their beliefs in their daily lives? (1)**	**How do Muslims express their beliefs in their daily lives? (2)**
Main lens	**Theology** **Christianity**	**Theology & Social Sciences** **Christianity**	**Philosophy** **Christianity & Humanism**	**Theology** **Islam**	**Social Sciences** **Islam**	**Social Sciences** **Islam**
Sequencing	**Lesson 1: The Bible in a Christian's life today** L.O: to record how different Christians value the Bible in their lives **Lesson 2: What's in the Bible?** L.O: To be introduced to the Old Testament and New Testament as distinct parts of the Christian Bible **Lesson 3: Think like a theologian** L.O: To consider some questions a theologian might ask about the reliability of the Bible. **Lesson 4: Think like a theologian, again** L.O: To consider how the language, translation, human memory and the eventual construction of the Bible affects a theologian's view of its reliability. **Lesson 5: Interpretating and using the Bible**	**Lesson 1: The mystery of the Trinity (1)** L.O: To explore the concept of God as the Trinity. **Lesson 2: Lesson 1: The mystery of the Trinity (2)** L.O: To develop their understanding of the Christian concept of Trinity **Lesson 3: Looking for the Trinity at Jesus's Baptism** L.O: To examine how each of the persons of the Trinity are represented in the story of Jesus's baptism **Lesson 4: Pentecost and the Holy Spirit** L.O: To learn about the disciples' experience of the Holy Spirit through the story of Pentecost **Lesson 5: The Holy Spirit as a presence today** L.O: To explore the fruits of the Holy Spirit **Lesson 6: Understanding the Trinity through art**	**Lesson 1: What are moral decisions?** L.O: To recognise the meanings of the terms morality, morals and immorality as our understanding of right and wrong behaviour. **Lesson 2: Where do rules come from?** L.O: To explore rules as a way of expressing ideas about right and wrong **Lesson 3: Good intentions** L.O: To discuss the idea of acting with love in different moral situations. **Lesson 4: Religious and non-religious worldviews** L.O: To explore religious and non-religious worldviews **Lesson 5: Humanism as a non-religious worldview** L.O: To discover the principles that influence how some humanists think about moral decisions	**Lesson 1: What was Mecca like in the 500s and 600s (~1400 years ago)?** L.O: To develop an understanding on what the city of Mecca was like. **Lesson 2: Who was Muhammad?** L.O: To explore who the Prophet Mohammed was. **Lesson 3: How did the Night of Power change things?** L.O: Reflect on how the Night of Power changed things. **Lesson 4: Why did people listen to the Prophet Muhammad?** L.O: To record what stories revealed about Mohammed. **Lesson 5: How did Islam spread?** L.O: To discover the important messages Muhammad passed on to the first Muslims **Lesson 6: Why is the Qur'an significant?**	**Lesson 1: Are all Muslims the same?** L.O: Explore the diversity in how Muslims express their beliefs **Lesson 2: Why do some Islamic women choose to wear a hijab?** L.O: Explore the diversity in how Islamic women choose to dress **Lesson 3: How does wearing a hijab impact the life of Ibtihaj Muhammad?** L.O: To create a person profile about the life of Ibtihaj Muhammad **Lesson 4: What is it like to wear a hijab in the UK today?** L.O: To reflect on the reasons and the challenges that some Muslim women face in wearing (or not) the hijab. **Lesson 5: How is the importance of tawhid**	**Lesson 1: What is meant by five Pillars of Sunni Islam?** L.O: To understand the importance of the Five Pillars of Sunni Islam. **Lesson 2: Why is the Shahadah important?** L.O: To explore the first pillar of Sunni Islam - the Shahadah. **Lesson 3: What is Kaisan's experience of prayer?** L.O: To explore the second pillar of Sunni Islam - Salah. **Lesson 4: How does prayer impact daily life?** L.O: To consider how prayer has an impact on daily life for a Muslim **Lesson 5: Why do many Muslims fast during Ramadan?** L.O: To look at fasting during the month of Ramadan, considering the reasons

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	L.O: To reflect on why interpreting the Bible can be hard work. **Lesson 6: The Old Testament prophecy &The New Testament fulfilment** L.O: To investigate the role of Biblical prophets.	L.O: To search for evidence of Trinity in different artworks.	**Lesson 6: Utilitarianism** L.O: To investigate the principles of utilitarianism as a philosophical idea to think through moral decisions:	L.O: To investigate how different Muslims show respect for the Qur'an.	**expressed in Islamic life?** L.O: To understand the importance of how tawhid is expressed in Islamic life. **Lesson 6: How is the importance of tawhid expressed in Islamic life?** L.O: To develop their understanding of how the importance of tawhid is expressed.	and challenges for different Muslims. **Lesson 6: How is the Hajj significant in a Muslim's life?** L.O: To learn about the fifth pillar of Sunni Islam -Hajj.
Vocabulary	Tier 2 Author, belief, Bible, Christian, Christianity, constructed, evidence, genre, God, holy, inspire, interpret, prophecy, reliable, religion, translation, worldview. Tier 3 Messiah, New Testament, Old Testament, Prophet, scripture, theology, theologian.	Tier 2 Artist, belief, God, interpret, mystery, religion, symbol, symbolism worldview: [noun] a way of looking at the world Worldview: [noun] an organisation's way of looking at the world Tier 3 ascended baptism (or christening), Bible, Disciple, Christian, Christianity, holy, Messiah, monotheism, Pentecost, resurrection, theology, theologian, the Trinity.	Tier 2 Analyze, argument, belief, Consequence, decision, doubt, intention, knowledge, love, morality, opinion, reality, reasonable, reliable, religion, sin, truth, wisdom, worldview. Tier 3 Agnostic, atheist, commandment, humanism, humanist, philosophy, theist, utilitarianism.	Tier 2 N/A Tier 3 Allah, Hadith, idol, Islam, Kaaba, monotheism, Muhammad, Muslim, polytheism, prophet, Qur'an, sacred, scripture, worldview.	Tier 2 Culture, diversity, interpret, modesty, prophet, tradition, worldview Tier 3 Adhan, Allah, Hadith, hijab, Ijtihad, Islam, Kaaba, monotheism, mosque, Muhammad, Muslim, Qur'an, tawhid	Tier 2 Belief, commitment, culture, declaration, diversity, fasting, Islam, mosque, Muhammad, Muslim, obligation, pilgrimage, prophet, ritual, worldview Tier 3 Allah, Eid al-Fitr, Hajj, hijab, Kaaba, Qibla, Qur'an, Ramadan, Sadaqa, Salah, Sawm, Shahadah, tawhid, wudu, Zakat
Strand(s) Age related expectations	**Lesson 1:** Consider how some Christians might interpret Biblical text. **Lesson 2:** Infer how Christian beliefs developed based on events.	**Lesson 1 and Lesson 2** Theologians recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. **Lesson 3:** Theologians interpret the Bible to try to understand the	**Lesson 1:** Identify philosophical questions Recognise that ideas of right and wrong are difficult to define. **Lesson 2:**	**Lesson 1:** Infer how Islamic beliefs developed based on events. **Lesson 2:** Infer how Islamic beliefs developed based on events. **Lesson3:**	**Lesson 1:** Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam. **Lesson 2:** Recognise that there is diversity within Islamic	**Lesson 1:** Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways including the Shahadah. Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life.

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	Consider that questions of the reliability of scripture are complicated influenced by: authorship, audience, purpose, time, translation and history. **Lesson3:** Infer how Christian beliefs developed based on events. Consider that questions of the reliability of scripture are complicated influenced by: authorship, audience, purpose, time, translation and history. **Lesson 4:** Consider that questions of the reliability of scripture are complicated influenced by: authorship, audience, purpose, time, translation and history. Recognise there are differences within Christianity, such as versions of the Bible. **Lesson 5:** Consider how some Christians might interpret Biblical text. Consider that questions of the reliability of scripture are complicated influenced by: authorship, audience, purpose, time, translation and history.	concept of God as Trinity: Father, Son & Holy Spirit. One but also three. Theologians recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. Social scientists identify similarities and differences in how artists have tried to express the Trinity **Lesson 4:** Theologians interpret the Bible to try to understand the concept of God as Trinity: Father, Son & Holy Spirit. One but also three. Theologians recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. **Lesson 5:** Theologians recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. Social scientists identify similarities and differences in how artists have tried to express the Trinity **Lesson 6:** Theologians recognise that the Trinity is inherently mysterious, and Christians	Decide if a Christian belief about morality makes sense and give reasons why. Recognise that ideas of right and wrong are difficult to define. Consider that people have different answers to questions about the world. **Lesson3:** Identify philosophical questions Decide if a Christian belief about morality makes sense and give reasons why. Recognise that ideas of right and wrong are difficult to define. Consider that people have different answers to questions about the world. **Lesson 4:** Recognise that ideas of right and wrong are difficult to define. Consider that people have different answers to questions about the world. **Lesson 5:** Recognise that ideas of right and wrong are difficult to define.	Infer how Islamic beliefs developed based on events. Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet. **Lesson 4:** Infer how Islamic beliefs developed based on events. Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet. **Lesson 5:** Infer how Islamic beliefs developed based on events. Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet. **Lesson 6:** Infer how Islamic beliefs developed based on events. Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet.	schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text. Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam. **Lesson3:** Recognise that there is diversity within Islamic schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text. Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam. **Lesson 4:** Recognise that there is diversity within Islamic schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text. Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam. **Lesson 5 and Lesson 6** Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different	**Lesson 2:** Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways including the Shahadah. Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. **Lesson3:** Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. Recognise that there is diversity within Islamic schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text. Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam. **Lesson 4:** Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. Recognise that there is diversity within Islamic schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text. Identify how belief can be expressed in similar and

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	Lesson 6: Consider how some Christians might interpret Biblical text. Infer how Christian beliefs developed based on events.	try to make sense of it in different ways. Social scientists identify similarities and differences in how artists have tried to express the Trinity	Consider that people have different answers to questions about the world. Humanists believe they can still be "good without God." **Lesson 6:** Identify philosophical questions Recognise that ideas of right and wrong are difficult to define. Consider that people have different answers to questions about the world. Humanists believe they can still be "good without God."		ways including the Call to Prayer, whispered in a baby's ear and the Shahadah. Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life.	diverse ways depending on individual worldview within Islam. **Lesson 5:** Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. Recognise that there is diversity within Islamic schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text. Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam. **Lesson 6:** Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. Recognise that there is diversity within Islamic schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text. Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam.

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Year 4						
	Harvest	**Christmas**	**Winter**	**Spring**	**Whitsun**	**Summer**
Question	**What doe we mean by the truth?**	**What does sacrifice mean?**	**How do people think about poverty, justice & self-sacrifice?**	**How do people contribute to society?**	**How have people and events in history shaped Islamic diversity?**	**How has religion and belief shaped our local area?**
Main lens	**Philosophy**	**Theology** **Christianity/Judaism/ Islam**	**Philosophy** **Christianity / Islam / Humanism**	**Social Sciences** **Islam / Christianity**	**Theology** **Islam**	**Social Sciences**
Sequencing	**Lesson 1: Knowledge, belief or opinion?** L.O: To explore the meaning of knowledge, belief and opinion from a philosopher's perspective **Lesson 2: Evidence and reasoning** L.O: explore evidence that might be used by a philosopher to build an argument based on reasoning **Lesson 3: Can truth be different for different people?** L.O: To investigate the philosophical idea that truth might be different for different people. **Lesson 4: Our senses can be tricked!** L.O: Can our senses be deceived? **Lesson 5: The story of Plato's cave** L.O: To consider whether Plato's Cave can be used to explain philosophical	**Lesson 1: Ritual Sacrifice** L.O: To be introduced to the concept and process of ritual sacrifice to God and its purpose. **Lesson 2: Abraham & Isaac** L.O: To consider the significance of the story Abraham and Isaac from a Christian and Jewish perspective. **Lesson 3: Ibrahim & Ishmael** L.O: To read and interpret the Islamic story of Ibrahim and Ishmael **Lesson 4: For the forgiveness of sin** L.O: To investigate the theological concept of sin and its origins in the Genesis story of the Fall **Lesson 5: Jesus's Ultimate Sacrifice** L.O: To understand the connection between sin, ultimate sacrifice, repentance and salvation in Christian theology.	**Lesson 1: What do poverty and justice mean?** L.O: Explore the concept of poverty and justice. **Lesson 2: What is self-sacrifice?** L.O: To link ideas of poverty, justice and self-sacrifice. **Lesson 3: How do some Christians think about poverty and justice?** L.O: To explore how some Christians today think about poverty, justice and self-sacrifice **Lesson 4: How do some Muslims think about self-sacrifice?** L.O: To explore how some Muslims today think about poverty, justice and self-sacrifice. **Lesson 5: How do some humanists think about poverty and justice?** L.O: To consider how a humanist might think about the problem of a person in need.	**Lesson 1: What does it mean to make sacrifices as part of society?** L.O: To consider what it means to make sacrifices as part of society. **Lesson 2: How do Islamic teachings encourage Muslims to contribute to society?** L.O: To discover how Islamic teachings encourage Muslims to contribute to society. **Lesson 3: How do Islamic Relief and Dr Hany El-Banna contribute to society? (A case study)** L.O: To discover how the charity Islamic Relief and Dr Hany El-Banna contribute to international society. **Lesson 4: How do Christian teachings encourage Christians to contribute to society?** L.O: To consider how Christian teachings encourage Christians to contribute to society.	**Lesson 1: What is unity?** L.O: To be introduced to the themes of both diversity and unity in Islam. **Lesson 2: What caused diversity in early Islam? (1)** L.O: To encounter the different views of the Sunni and Shi'a schools of thought within early Islam about leadership. **Lesson 3: What caused diversity in early Islam? (2)** L.O: To understand what caused diversity in early Islam. **Lesson 4: What difference does being Sunni or Shia make today?** L.O: To understand what it means to be a Sunni or a Shia today. **Lesson 5: Where are the women in early Islamic development?** L.O: Did women play a role in the development of early Islam?	**Lesson 1: What skills do Social Scientists need to collect and analyse data?** L.O: To develop skills a social scientist might need to find out about religion and belief in their local area **Lesson 2: What can we learn from global religion data?** L.O: To consider what we can learn from global religion data. **Lesson 3: What does the England & Wales Census data reveal about religion and belief nationally?** L.O: To identify what the England and Wales Census data reveals about religion and belief nationally. **Lesson 4: What does the regional Census data reveal about our local community?** L.O: to identify what the 2021 census data reveals about their local community

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	thinking about truth, doubt and reality. **Lesson 6: Truth and consequences** L.O: To discuss some possible arguments as to why a person might believe God is real.	**Lesson 6: Good Friday** L.O: To view the Stations of the Cross and write about the meaning of sacrifice for Christians.	**Lesson 6: How can people have an impact on poverty and justice?** L.O: To write about how they (the students) can make small actions to help others	**Lesson 5: How did Edith Cavell's Christian beliefs shape her contribution to society? (A case study)** L.O: To discover how Edith Cavell's beliefs shaped her contribution to society. Possibility: Visit Edith Cavell statue) **Lesson 6: How do Muslims and Christians contribute to society in similar and different ways?** L.O: To compare similarities and differences in Muslim and Christian contributions to society. Visit/Visitor	**Lesson 6: How have people and events in history shaped Islamic diversity?** L.O: How have people and events in history shaped Islamic diversity?	**Lesson 5: How can we use the skills of social scientists to look for evidence of religion & belief in our local area?** L.O: To discover evidence of religion in their local area **Lesson 6: How can we use the skills of social scientists to look for evidence of religion & belief in our local area?** L.O: To report on evidence found of religion and belief in the local area. (Local walk)
Vocabulary	Tier 2 Analyse, argument, belief, doubt, knowledge, opinion, reality, reasonable, reliable, religion, truth, wisdom, worldview Tier 3 empirical (evidence), philosophy, prophet, theoretical (evidence).	Tier 2 Belief, forgive, forgiveness, genre, interpret, religion, resurrection, repent, sacrifice, salvation, sin. Tier 3 Abrahamic faiths, Eid-ul-Adha, Old Testament, Qur'an, ritual sacrifice, scripture, The Fall, theology, theologian, ultimate sacrifice, worldview.	Tier 2 absolute poverty, altruism, belief, interpret, justice, moral, motivation, poverty, relative poverty, religion, repent, reward, sacrifice, sin. Tier 3 Allah, atheist, Hadith, humanism, humanist, philosophy, Qur'an, scripture, Shahadah, ultimate sacrifice, worldview.	Tier 2 Belief, contribute, generosity, justice, motivation, obligation, offering, patriotism, poverty, relative poverty, religion, responsibility, society, worldview. Tier 3 Allah, alms, atheist, Hadith, parable, Qur'an, Sadaqa, scripture, Shahadah, tithes, Zakat.	Tier 2 Diversity, faction, unity. Tier 3 Allah, Ashura, caliph, caliphate, Hadith, Imam, Islam, monotheism, Muhammad, Muslim, prophet, Qur'an, Shi'a, Sunni, Sufi, Turbah, Whirling Dervish, worldview.	Tier 2 Agnostic, analyse, anonymous, atheist, belief, census, contribute, community, data, evidence, identity, reliable, religion, social sciences, society, statistics, theist, worldview Tier 3 N/A
Strand(s) Age related expectations	**Lesson 1:** Discuss our understanding of the concepts of knowledge, belief and opinion	**Lesson 1:** Theologians identify similarities and differences within and between the Abrahamic faiths.	**Lesson 1:** Describe different philosophical answers to questions about poverty, justice and sacrifice.	**Lesson 1:** Recognise ways beliefs about giving impact peoples' choices in everyday life, community & society.	**Lesson 1:** **Theologians:** identify the influence of historical events on the development of Islam.	**Lesson 1:** Consider what data can tell us about religion locally, nationally and internationally.

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	Lesson 2: Discuss our understanding of the concepts of knowledge, belief and opinion. Understand some reasons why people answer philosophical questions in different ways. **Lesson3:** Discuss our understanding of the concepts of knowledge, belief and opinion. Consider philosophical ideas of truth. Understand some reasons why people answer philosophical questions in different ways. Begin to decide whether religious reasoning is clearly expressed. **Lesson 4:** Discuss our understanding of the concepts of knowledge, belief and opinion. Consider philosophical ideas of truth, doubt and reality. Understand some reasons why people answer	Theologians identify how beliefs in God as most important might influence a person's life, how they view the world and other people. **Lesson 2:** Theologians recognise how believers might interpret different texts in different ways. Theologians identify similarities and differences within and between the Abrahamic faiths. Theologians identify how beliefs in God as most important might influence a person's life, how they view the world and other people. **Lesson3:** Theologians recognise how believers might interpret different texts in different ways. Theologians identify similarities and differences within and between the Abrahamic faiths. Theologians identify how beliefs in God as most important might influence a person's life, how they view the world and other people. **Lesson 4:** Theologians identify the influence of historical events	Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences. **Lesson 2:** Describe different philosophical answers to questions about poverty, justice and sacrifice. Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences. **Lesson3:** Describe different philosophical answers to questions about poverty, justice and sacrifice. Begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view. Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences. **Lesson 4:** Describe different philosophical answers to questions about poverty, justice and sacrifice. Begin to decide whether religious reasoning is	**Lesson 2:** Describe similarities and differences in how people contribute to society in Islam and Christianity (locally & nationally). Recognise ways beliefs about giving impact peoples' choices in everyday life, community & society. **Lesson3:** Describe similarities and differences in how people contribute to society in Islam and Christianity (locally & nationally). Recognise ways beliefs about giving impact peoples' choices in everyday life, community & society. **Lesson 4:** Describe similarities and differences in how people contribute to society in Islam and Christianity (locally & nationally). Recognise ways beliefs about giving impact peoples' choices in everyday life, community & society. **Lesson 5:** Describe similarities and differences in how people	Identify similarities and differences within Islamic schools of thought. **Social scientists:** Identify causes, similarities and differences within Islamic forms of expression. **Lesson 2:** **Theologians:** identify the influence of historical events on the development of Islam. Identify similarities and differences within Islamic schools of thought. **Social scientists:** Link the influence of individuals with change within Islamic communities. **Lesson3:** **Theologians:** Identify the influence of historical events on the development of Islam. Identify similarities and differences within Islamic schools of thought. **Social scientists:** Identify causes, similarities and differences within Islamic forms of expression. Link the influence of individuals with change within Islamic communities. **Lesson 4:** **Theologians:**	Recognise that the reliability of data must be considered. Seek evidence of lived religion in our local area. **Lesson 2:** Consider what data can tell us about religion locally, nationally and internationally. Recognise that the reliability of data must be considered. **Lesson3:** Consider what data can tell us about religion locally, nationally and internationally. Recognise that the reliability of data must be considered. **Lesson 4:** Consider what data can tell us about religion locally, nationally and internationally. Recognise that the reliability of data must be considered. Seek evidence of lived religion in our local area. Describe ways beliefs impact peoples' choices in everyday life, community & society.

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	philosophical questions in different ways. **Lesson 5:** Discuss our understanding of the concepts of knowledge, belief and opinion. Consider philosophical ideas of truth, doubt and reality. Understand some reasons why people answer philosophical questions in different ways. **Lesson 6:** Discuss our understanding of the concepts of knowledge, belief and opinion. Consider philosophical ideas of truth, doubt and reality. Understand some reasons why people answer philosophical questions in different ways. Begin to decide whether religious reasoning is clearly expressed. Connect strongly-held beliefs with human behaviour including a willingness to die for the sake of "truth".	of Easter on Christian worldviews. Theologians identify similarities and differences within and between the Abrahamic faiths. Theologians identify how beliefs in God as most important might influence a person's life, how they view the world and other people. **Lesson 5:** Theologians identify the influence of historical events of Easter on Christian worldviews. Theologians identify similarities and differences within and between the Abrahamic faiths. Theologians identify how beliefs in God as most important might influence a person's life, how they view the world and other people **Lesson 6:** Theologians identify the influence of historical events of Easter on Christian worldviews. Theologians identify similarities and differences within and between the Abrahamic faiths. Theologians identify how beliefs in God as most	expressed clearly and suggest more than one point of view. Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences. **Lesson 5:** Describe different philosophical answers to questions about poverty, justice and sacrifice. Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences. **Lesson 6:** Describe different philosophical answers to questions about poverty, justice and sacrifice. Begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view. Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences.	contribute to society in Islam and Christianity (locally & nationally). Recognise ways beliefs about giving impact peoples' choices in everyday life, community & society. **Lesson 6:** Describe similarities and differences in how people contribute to society in Islam and Christianity (locally & nationally). Recognise ways beliefs about giving impact peoples' choices in everyday life, community & society.	Identify similarities and differences within Islamic schools of thought. Consider how beliefs might influence a Muslim's life, how they view the world and other people. **Social scientists:** Identify causes, similarities and differences within Islamic forms of expression. **Lesson 5:** **Theologians:** Identify the influence of historical events on the development of Islam. **Social scientists:** Link the influence of individuals with change within Islamic communities. **Lesson 6:** **Theologians:** Identify similarities and differences within Islamic schools of thought. Identify the influence of historical events on the development of Islam. **Social scientists:** Identify causes, similarities and differences within Islamic forms of expression.	Recognise that individuals, community & society can shape beliefs. **Lesson 5 & Lesson 6:** Consider what data can tell us about religion locally, nationally and internationally. Recognise that the reliability of data must be considered. Seek evidence of lived religion in our local area. Describe ways beliefs impact peoples' choices in everyday life, community & society. Recognise that individuals, community & society can shape beliefs.

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		important might influence a person's life, how they view the world and other people.				

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	Harvest	Christmas	Winter	Spring	Whitsun	Summer
Year 5	**SOCIAL SCIENCES**  **Hindu Dharma** **How are Hindu beliefs expressed in artefacts and worship?** One supreme being, Brahman Trimurti, avatars. Diverse worship as form of expression.	**THEOLOGY**  **Hindu Dharma** **How does sacred text help Hindus understand Dharma?** Diverse interpretations of the Ramayana.	**THEOLOGY & PHILOSOPHY**  **Buddhism** **How do Buddhists explain suffering in the world?** Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8-fold path.	**THEOLOGY**  **Christianity** **How have people and events in history shaped Christian diversity?** Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present. [History]	**SOCIAL SCIENCES**  **Christianity** **How has belief in Jesus as the Messiah impacted art & music?** Prophecy (Isaiah), fulfillment, New Testament, Ultimate Sacrifice. Global art and Handel's Messiah.	**PHILOSOPHY** **Where do I stand?** An exploration of pupils' personal worldviews, through artistic expression. (NATRE Spirited Arts link)
Year 6	**THEOLOGY**  **Christianity** **Why is the resurrection significant for Christians?** Different gospel narratives, truth claims, salvation.	**THEOLOGY**  **Christianity** **Are religion & science in conflict?** Creation, interpretation, diversity of opinion. [Science]	**SOCIAL SCIENCES**  **Hindu Dharma** **In what diverse ways do Hindus build a sense of community?** Festivals & Pilgrimage	**PHILOSOPHY** **What do philosophers teach us about life's purpose?** Self & Soul	**SOCIAL SCIENCES**  **Christianity / Hindu Dharma / Islam / Humanism / Judaism / *[Sikhi]*** **How is an understanding of life's purpose reflected in people's lives?** Diverse expression of purpose in lived worldviews. **[Local Choice]**	

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Year 5						
	Harvest	**Christmas**	**Winter**	**Spring**	**Whitsun**	**Summer**
Question	**How are Hindu beliefs expressed in artefacts and worship**	**How does sacred text help Hindus understand Dharma?**	**How do Buddhists explain suffering in the world?**	**How have people and events in history shaped Christian diversity?**	**How has belief in Jesus as the Messiah impacted art & music?**	**Where do I stand?**
Main lens	**Social Sciences** **Hindu Dharma**	**Theology** **Hindu Dharma**	**Theology & Philosophy** **Buddhism**	**Theology** **Christianity**	**Social Sciences** **Christianity**	**Philosophy**
Sequencing	**Lesson 1: Observing Hindu worship as a social scientist** L.O: To observe Hindu worship as a social scientist. **Lesson 2: Ultimate reality** L.O: To discuss the difference between the understanding of God in the Abrahamic faiths and Hindu Dharma. **Lesson 3: How many Gods are there?** L.O: To explore the Trimurti as a way of making sense of Brahman **Lesson 4: Symbolism and the Trimurti** L.O: To explore images of the Trimurti, considering symbolic meaning behind them. **Lesson 5: Acts of worship – symbolism of the home shrine**	**Lesson 1: What is dharma?** L.O: To explore the Hindu concept of dharma **Lesson 2: Dharma as personal sacrifice** L.O: To apply their understanding of dharma as duties in life to the 4 different stages – Ashramas. **Lesson 3: Sacred texts as a source to understand dharma** L.O: To recognise the importance of sacred texts as source to understand dharma. **Lesson 4: How does Rama fulfil his dharma?** L.O: To consider how Rama (from the story of the Ramayana) fulfils her dharma. **Lesson 5: How do Ravana and Bharata fulfil their dharma?** L.O: To identify what can be learnt from the dharmic choices of Ravana and Bharata.	**Lesson 1: The prince in the palace** L.O: To understand the beginning of the story of Siddhartha Gautama and consider the prince's actions. **Lesson 2: Becoming the Buddha** L.O: To consider which events were important in Siddhartha Gautama's spiritual journey to enlightenment. **Lesson 3: Buddhist philosophy - Four Noble Truths** L.O: To consider what the Four Noble Truths mean to a Buddhist. **Lesson 4: The Eightfold Path (the Middle Way)** L.O: To be introduced to the Eightfold Path as a philosophical approach to life **Lesson 5: The Eightfold Path (the Middle Way)** L.O: To continue to explore the steps of the Eightfold Path	**Lesson 1: Why and how did early Christianity spread?** L.O: To discover why and how early Christianity spread. **Lesson 2: What was the impact of Roman conversion to Christianity?** L.O: To consider the impact of Roman conversion to Christianity. **Lesson 3: What caused the Great Schism of 1054?** L.O: To learn about the causes of the Great Schism in the Christian Church. **Lesson 4: How did Martin Luther contribute to the Reformation?** L.O: To investigate how Martin Luther King contributed to the Reformation. **Lesson 5: Where did the Church of England come from?** L.O: To understand where the Church of England came from.	**Lesson 1: Why do some people find spiritual expression in music?** L.O: To explore the meaning of spiritual expression through music. **Lesson 2: What is a Messiah? (1)** L.O: To consider what Isaiah was predicting the Messiah would be like. **Lesson 3: What is a Messiah? (2)** L.O: To explore why the concept of Messiah is important in all three Abrahamic faiths. **Lesson 4: What inspired Handel's Messiah?** L.O: To recognise what inspired Handel to compose The Messiah. **Lesson 5: Why is Handel's Messiah still performed today?** L.O: To recognise why Handel's Messiah is still performed today.	**Lesson 1: What influences where I stand?** L.O: To reflect on what elements of their own lives influence their personal worldview. **Lesson 2: Explore a Spirited Arts theme** L.O: To take into consideration the different perspectives including their own regarding the Spirited Art themes **Lesson 3: Explore a Spirited Arts theme** L.O: To review the explored art themes. **Lesson 4: Express your ideas through art** L.O: To create a piece of art that shows something that surprised them and made them see the world, life, in a fresh way. **Lesson 5: Express your ideas through art** L.O: To create a piece of art that shows something that

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	L.O: To investigate the symbolism involved in Hindu worship in the home. **Lesson 6: Acts of Worship – the mandir** L.O: To explore worship in the workplace and diverse examples of mandirs around the world Hindu visitor, or visit a local mandir	**Lesson 6: How does Sita fulfil her dharma?** L.O: To consider how Sita fulfilled her dharma.	**Lesson 6: Links to Western philosophy** L.O: To review and compare the story of Plato's cave (from western philosophy), with the Buddha's own spiritual journey.	**Lesson 6: What denominations of Christianity can we see in Great Britain today?** L.O: To explore different diverse denominations within Christianity visit local Christian Churches of different denominations.	**Lesson 6: How has Christian belief in the Messiah been expressed through visual art?** L.O: To identify how the Christian belief in the Messiah has been expressed through art	surprised them and made them see the world, life, in a fresh way. **Lesson 6: Explain your spirited art in writing** L.O: To reflect on their artwork.
Vocabulary	Tier 2 Artefact, worship Tier 3 Aum, Brahman, Brahma, deity/deities, Hindu, Hindu Dharma, Mandir (or temple), murti, pantheism, puja, Shiva, Shrine, The Trimurti, Vishnu.	Tier 2 Benefactor, duty, feminist, sacrifice, virtue, warrior, wimp. Tier 3 Aum, Ashramas, avatar, Brahman, Brahma, deity/deities, dharma, Hindu, Hindu Dharma, Mandir (or temple), murti, Ramayana, Shiva, The Trimurti, Vishnu.	Tier 2 Analyse, argument, belief, doubt, enlightenment, knowledge, meditation, philosophy, reality, reasonable, reliable, spiritual, suffering, wisdom, worldview. Tier 3 Agnostic, ascetic, (a) Buddha, The Buddha, Buddhism, Buddhist, Dharma, Eightfold Path, Four Noble Truths, Nirvana, Wheel of Dharma.	Tier 2 Commission, conversion, corruption, creed, diversity, interpret, missionary, protest, reform, religion, schism. Tier 3 Anglican, Bible, Catholic, Christian, Christianity, denomination, ecumenical, gospels, indulgences, New Testament, Old Testament, Orthodox, Protestant, Reformation, resurrection, theology, theologian, the Trinity, worldview.	Tier 2 Spiritual, worldview. Tier 3 Bible, Christ, Christian, Christianity, hallelujah, Messiah, New Testament, Old Testament, prophet, prophecy, resurrection. **Musical terms** Baroque, choral, chorus, oratorio, score.	Tier 2 Belief, inhabit, religion, spiritual, worldview. Tier 3 N/A
Strand(s) Age related expectations	**Lesson 1:** Explain similarities and differences of forms of expression within Hindu Dharma (locally & nationally). Explain ways beliefs impact choices in individuals' lives, community & society. **Lesson 2:** Recognise that 'religion' and 'God' mean different	**Lesson 1:** Theologians describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people. **Lesson 2:** Theologians describe theological similarities and differences within and between worldviews. Theologians describe how beliefs about Dharma might	**Lesson 1:** **Theologians:** Describe the influence of historical events on Buddhist worldviews **Philosophers:** Explain the Buddha's philosophical answers to questions about the world **Lesson 2:** **Theologians:**	**Lesson 1:** Interpret Biblical text. Describe the influence of people and historical events on divisions in the Christian Church. Describe how beliefs might influence a Christian's life. **Lesson 2:** Interpret Biblical text.	**Lesson 1:** Explain how belief has been expressed in similar and different artistic forms within Christianity. Explain ways beliefs impact choices in individuals' lives, community & society. **Lesson 2:** Recognise that conversations about religion and belief are complex in relation to	**Lesson 1:** Engage in conversations about the complexities of religion and belief Express a consciousness of what influences their own worldview. **Lesson 2 & Lesson 3:** Engage in conversations about the complexities of religion and belief

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	things in Dharmic and Abrahamic faiths. Recognise that conversations about religion and belief are complex. **Lesson3:** Recognise that 'religion' and 'God' mean different things in Dharmic and Abrahamic faiths. Recognise that conversations about religion and belief are complex **Lesson 4:** Explain similarities and differences of forms of expression within Hindu Dharma (locally & nationally). **Lesson 5:** Explain similarities and differences of forms of expression within Hindu Dharma (locally & nationally). Explain ways beliefs impact choices in individuals' lives, community & society. **Lesson 6:** Explain similarities and differences of forms of expression within Hindu	influence a Hindu's life, how they view the world and other people. **Lesson3:** Theologians describe different interpretations of the Ramayana. Theologians consider if sources of Hindu sacred text are reliable. **Lesson 4:** Theologians describe different interpretations of the Ramayana. Theologians describe the influence of historical events on worldviews. Theologians describe theological similarities and differences within and between worldviews. Theologians describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people. **Lesson 5:** Theologians describe different interpretations of the Ramayana. Theologians describe the influence of historical events on worldviews.	Describe the influence of historical events on Buddhist worldviews. **Philosophers:** Explain the Buddha's philosophical answers to questions about the world. **Lesson3:** **Theologians:** Describe how Buddhist beliefs might influence a person's life, how they view the world and other people. **Philosophers:** Explain the Buddha's philosophical answers to questions about the world. Explain the Buddhist answers to ethical questions and show awareness of diversity of opinion. **Lesson 4:** **Theologians:** Describe theological similarities and differences within and between worldviews. Describe how Buddhist beliefs might influence a person's life, how they view the world and other people. **Philosophers:** Explain the Buddha's philosophical answers to questions about the world. Explain the Buddhist answers to ethical questions and show awareness of diversity of opinion.	Describe the influence of people and historical events on divisions in the Christian Church. Describe theological similarities and differences within Christian worldviews. **Lesson3:** Describe the influence of people and historical events on divisions in the Christian Church. Describe theological similarities and differences within Christian worldviews. **Lesson 4:** Describe the influence of people and historical events on divisions in the Christian Church. Describe how beliefs might influence a Christian's life. **Lesson 5:** Describe the influence of people and historical events on divisions in the Christian Church. Describe how beliefs might influence a Christian's life. **Lesson 6:** Describe the influence of people and historical events on divisions in the Christian Church.	Abrahamic understandings of Messiah. Explain ways beliefs impact choices in individuals' lives, community & society. Describe how individuals, community & society can shape beliefs. **Lesson3:** Recognise that conversations about religion and belief are complex in relation to Abrahamic understandings of Messiah. Explain ways beliefs impact choices in individuals' lives, community & society. Describe how individuals, community & society can shape beliefs. **Lesson 4:** Explain how belief has been expressed in similar and different artistic forms within Christianity. Explain ways beliefs impact choices in individuals' lives, community & society. Describe how individuals, community & society can shape beliefs. **Lesson 5:** Explain how belief has been expressed in similar and	Explore how belief can be expressed in similar and different artistic forms. Explain ways beliefs impact choices in individuals' lives, community & society. Express a consciousness of what influences their own worldview. **Lesson 4 & Lesson 5:** Engage in conversations about the complexities of religion and belief Explore how belief can be expressed in similar and different artistic forms. Explain ways beliefs impact choices in individuals' lives, community & society. Express a consciousness of what influences their own worldview. **Lesson 6:** **Social Scientists:** Engage in conversations about the complexities of religion and belief Explore how belief can be expressed in similar and different artistic forms. Explain ways beliefs impact choices in individuals' lives, community & society.

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	Dharma (locally & nationally). Explain ways beliefs impact choices in individuals' lives, community & society.	Theologians describe theological similarities and differences within and between worldviews. Theologians describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people. **Lesson 6:** Theologians describe different interpretations of the Ramayana. Theologians describe the influence of historical events on worldviews. Theologians describe theological similarities and differences within and between worldviews. Theologians describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people.	**Lesson 5:** Explain the Buddha's philosophical answers to questions about the world. Explain the Buddhist answers to ethical questions and show awareness of diversity of opinion. **Lesson 6:** **Theologians:** Describe theological similarities and differences within and between worldviews. Describe how Buddhist beliefs might influence a person's life, how they view the world and other people. **Philosophers:** Explain the Buddha's philosophical answers to questions about the world. Explain the Buddhist answers to ethical questions and show awareness of diversity of opinion.	Describe theological similarities and differences within Christian worldviews.	different artistic forms within Christianity. Explain ways beliefs impact choices in individuals' lives, community & society. **Lesson 6:** Explain how belief has been expressed in similar and different artistic forms within Christianity. Explain ways beliefs impact choices in individuals' lives, community & society. Describe how individuals, community & society can shape beliefs.	Express a consciousness of what influences their own worldview. **Philosophers:** Philosophers explore how and whether things make sense. Philosophers engage with conversations about the human quest for knowledge and meaning.

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THE FREE SCHOOL NORWICH

Year 6						
	Harvest	**Christmas**	**Winter**	**Spring**	**Whitsun**	**Summer**
Question	**Why is the resurrection significant for Christians?**	**Are religion & science in conflict?**	**In what diverse ways do Hindus build a sense of community?**	**What do philosophers teach us about life's purpose?**	**How is an understanding of life's purpose reflected in people's lives**	**How is an understanding of life's purpose reflected in people's lives**
Main lens	**Theology Christianity**	**Theology Christianity**	**Social Sciences Hindu Dharma**	**Philosophy**	**Social Sciences Christianity/Hindu Dharma/Islam/ Hinduism/Judaism**	**Social Sciences Christianity/Hindu Dharma/Islam/ Hinduism/Judaism**
Sequencing	**Lesson 1: God incarnate.** L.O: To explore the lived reality of Christian beliefs about Jesus. **Lesson 2: Different Gospel narratives** L.O: to consider the reliability of the Gospels as a source of information **Lesson 3: Comparing Gospel narratives** L.O: To identify similarities and differences between the Gospel accounts. **Lesson 4: Accounts of Christ's resurrection in Christian theology** L.O: To consolidate their understanding of the four Gospel accounts of Jesus' resurrection **Lesson 5: Why did Jesus have to die? - Significance of Salvation** L.O: To explore the Biblical events of Jesus' death and resurrection as historical truth.	**Lesson 1: In the beginning… (Lessons 1-3)** L.O: To explore the Old Testament story of Creation and consider its accuracy as a historical account. **Lesson 2: In the beginning… (Lessons 1-3)** L.O: To analyse the Genesis account of creation as a story **Lesson 3: In the beginning… (Lessons 1-3)** L.O: To explore the Genesis account of creation as a form of art. **Lesson 4: Origins of the universe and science** L.O: To consider in what ways scientific and religious theories about creation might both conflict and be reconciled by some. **Lesson 5: Is the world designed?** L.O: To consider the challenges the "Watchmaker Analogy" has	**Lesson 1: A sense of community - Diwali** L.O: To connect the story of Ramayana with the community celebration of Diwali. **Lesson 2: A sense of community - Diwali** L.O: To develop their understanding of how some Hindus build a sense of community at Diwali. **Lesson 3: A sense of community - Holi** L.O: To explore the significance of the Hindu community celebration of Holi. **Lesson 4: The river Ganges – A place of spiritual community** L.O: To explore the significance of the river Ganges as a place of pilgrimage **Lesson 5: The river Ganges – A place of spiritual community**	**Lesson 1: How are humans different from other animals?** L.O: To consider how humans are similar and different to other animals both from a biological and philosophical perspective. **Lesson 2: Are the body and soul separate things?** L.O: To explore the concept that the body and soul are separate things. **Lesson 3: If a soul is a separate thing – where does it go when our bodies die?** L.O: To explore philosophers' ideas about an eternal soul. **Lesson 4: If there is no divine plan, what is life's purpose? (1)** L.O: To begin to think about non-religious ideas about life's purpose	**Lesson 1: Does life have a purpose?** L.O: To explore what is meant by purpose in different people's lives. **Lesson 2: What does Christianity teach about God's plan for humanity?** L.O: To review what Christianity teaches us about God's plan for humanity. **Lesson 3: What does Christianity teach are the consequences of living a good life?** L.O: To recognise the different Christian beliefs on the day of judgement **Lesson 4: What does Christianity teach are the consequences of living a bad life?** L.O: To understand the consequences of living a bad life from the beliefs of different Christians.	**Lesson 7: What does Hindu Dharma teach about life and its purpose?** L.O: To develop their understanding of Purusharthas - the four Hindu goals for living. **Lesson 8: Why is death like a new beginning in Hindu Dharma?** L.O: To explain the cycle of samsara. **Lesson 9: What is life's purpose if there is no God or afterlife?** L.O: To understand how some non-religious people seek purpose in a life without God **Lesson 10: What does Judaism mean by 'good deeds should be done for their own sake'?** L.O: What does Judaism mean by 'good deeds should be done for their own sake'?

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	Lesson 6: Significance of resurrection to individual Christians L.O: To understand the significance of resurrection to individual Christians.	from scientific advancements. **Lesson 6: Pope Francis – Case study** L.O: To contextualise their learning by applying what they know to a case study of Pope Francis	L.O: To find evidence of how practical and spiritual beliefs impact practices in the community on the Ganges **Lesson 6: The river Ganges – A place of spiritual community – Once in a lifetime (3/3)** L.O: To consider the Ganges and India as a place of significance for the global Hindu community.	**Lesson 5: If there is no divine plan, what is life's purpose? (2)** L.O: To learn about the philosopher Simone de Beauvoir who challenged the idea of a divine plan. **Lesson 6: What do I think about life's purpose?** L.O: To write a reasoned, philosophical answer to the question: **What do I think about life's purpose?**	**Lesson 5: What does Islam teach about life's purpose?** L.O: To recognise the Muslim beliefs about the Day of Judgement. **Lesson 6: What does the Qur'an teach will happen at the "Last Day"?** L.O: To explore the events of the Last Day and the Islamic concepts of Jannah and Jahannam	**Lesson 11: How do different Jewish groups think about living a good life?** L.O: To explore how different Jewish groups think differently about living a good life. **Lesson 12: Does life have a purpose?** L.O: To write a discussion text answering the question: **Does life have a purpose?**
Vocabulary	Tier 2 Author, belief, Bible, Christ, Christian, Christianity, consequence, constructed, eternal/everlasting life, evidence, forgiveness, genre, God, incarnate, interpret, reliable, religion, resurrection, sacrifice, significance, worldview. Tier 3 Gospels, Messiah, New Testament, Old Testament, Prophet, prophecy, scripture, salvation, theology, theologian, ultimate sacrifice.	Tier 2 Accurate, allegory, analogy, author, belief, Bible, Christian, Christianity, conflict, evidence, evolution, genre, God, interpret, philosophy, reliable, religion, significance, worldview. Tier 3 Creationism, Genesis, Old Testament, Pope, scripture, theology, theologian.	Tier 2 Community, duty, Ganges, legend, spiritual, worship. Tier 3 Aum, aarti, Brahman, Brahma, deity/deities, dharma, Diwali, Hindu Hindu Dharma, Holi, Kumbh Mela, Mandir (or temple), murti, pilgrimage, Ramayana, Shiva, The Trimurti, Vishnu	Tier 2 Analyse, argument, belief, critical, divine, doubt, eternal, heaven, knowledge, mind, purpose, reality, reasonable, reliable, religion, self, soul, worldview, wisdom. Tier 3 Existentialism, feminism, hedonism, nihilism, philosophy.	Tier 2 Altruism, conscience, consequence, controversial, diversity, divine, eternal, free will, Heaven, Hell, judgement, punishment, purpose, reward, sin, soul, tolerance, worldview. Tier 3 **Christianity:** Purgatory **Islam:** Jannah, Jahannam **Hindu Dharma:** Ashramas, Moksha, Purusharthas, Samsara **Judaism:** Orthodox Judaism, Reform (or Liberal or Progressive) Judaism.	Tier 2 Altruism, conscience, consequence, controversial, diversity, divine, eternal, free will, Heaven, Hell, judgement, punishment, purpose, reward, sin, soul, tolerance, worldview. Tier 3 **Christianity:** Purgatory **Islam:** Jannah, Jahannam **Hindu Dharma:** Ashramas, Moksha, Purusharthas, Samsara **Judaism:** Orthodox Judaism, Reform (or Liberal or Progressive) Judaism.

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Strand(s) Age related expectations	**Lesson 1:** Explain how the Gospels connect with Christian beliefs and discuss their reliability. Explain the influence of belief in historical events on Christian worldviews. **Lesson 2:** Explain how the Gospels connect with Christian beliefs and discuss their reliability. Explain the influence of belief in historical events on Christian worldviews. Explain theological similarities and differences within Christian worldviews. **Lesson3:** Explain how the Gospels connect with Christian beliefs and discuss their reliability. Explain the influence of belief in historical events on Christian worldviews. Explain theological similarities and differences within Christian worldviews. **Lesson 4:** Explain how the Gospels connect with Christian beliefs and discuss their reliability.	**Lesson 1, 2 and 3:** Theologians explain theological similarities and differences within and between worldviews. Theologians explain how the Genesis text connects with beliefs and discuss the reliability of the source. Theologians explain that religious texts can be interpreted in different ways by different believers. **Lesson 4:** Theologians explain theological similarities and differences within and between worldviews. Theologians explain how beliefs about creation and scientific evidence might influence a person's life, how they view the world and other people. **Lesson 5:** Theologians explain theological similarities and differences within and between worldviews. Theologians explain how beliefs about creation and scientific evidence might influence a person's life, how they view the world and other people.	**Lesson 1 & Lesson 2:** Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally & globally) Describe how beliefs impact choices in individuals' lives, community & society. Explain how the context of individuals, community & society can shape beliefs **Lesson3:** Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally & globally) Describe how beliefs impact choices in individuals' lives, community & society. Explain how the context of individuals, community & society can shape beliefs **Lesson 4 & Lesson 5:** Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally & globally) Describe how beliefs impact choices in individuals' lives, community & society.	**Lesson 1:** Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. Begin to analyse if an argument is logical and show awareness of divergent opinions **Lesson 2:** Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. Begin to analyse if an argument is logical and show awareness of divergent opinions. Begin to explain connections between beliefs and behaviour. **Lesson3:** Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. Begin to analyse if an argument is logical and show awareness of divergent opinions. Use appropriate evidence to support or counter an argument.	**Lesson 1:** Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview. Recognise that conversations about religion and belief can be controversial. Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally). Describe how beliefs impact choices in individuals' lives, community & society. Explain how the context of individuals, community & society can shape beliefs. **Lesson 2:** Recognise that conversations about religion and belief can be controversial. Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally).	**Lesson 7:** Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview. Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally). Describe how beliefs impact choices in individuals' lives, community & society. **Lesson 8:** Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview. Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally). Describe how beliefs impact choices in individuals' lives, community & society. **Lesson 9:** Begin to evaluate how 'religion' and 'belief' mean different things depending

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	Explain the influence of belief in historical events on Christian worldviews. Explain theological similarities and differences within Christian worldviews. **Lesson 5:** Explain how the Gospels connect with Christian beliefs and discuss their reliability. Explain the influence of belief in historical events on Christian worldviews. **Lesson 6:** Explain how the Gospels connect with Christian beliefs and discuss their reliability. Explain the influence of belief in historical events on Christian worldviews. Explain theological similarities and differences within Christian worldviews. Explain how beliefs in Jesus' resurrection might influence a Christians life, how they view the world and other people.	**Lesson 6:** Theologians explain that religious texts can be interpreted in different ways by different believers. Theologians explain how beliefs about creation and scientific evidence might influence a person's life, how they view the world and other people	Explain how the context of individuals, community & society can shape beliefs **Lesson 6:** Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally & globally) Describe how beliefs impact choices in individuals' lives, community & society. Explain how the context of individuals, community & society can shape beliefs	Begin to explain connections between beliefs and behaviour. **Lesson 4:** Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. Begin to analyse if an argument is logical and show awareness of divergent opinions. Use appropriate evidence to support or counter an argument. Begin to explain connections between beliefs and behaviour **Lesson 5:** Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. Begin to analyse if an argument is logical and show awareness of divergent opinions. Use appropriate evidence to support or counter an argument. Begin to explain connections between beliefs and behaviour **Lesson 6:**	Describe how beliefs impact choices in individuals' lives, community & society. Explain how the context of individuals, community & society can shape beliefs. **Lesson3:** Recognise that conversations about religion and belief can be controversial. Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally). Describe how beliefs impact choices in individuals' lives, community & society. Explain how the context of individuals, community & society can shape beliefs. **Lesson 4:** Recognise that conversations about religion and belief can be controversial. Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally).	on people's religious or non-religious worldview. Recognise that conversations about religion and belief can be controversial. Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally). Describe how beliefs impact choices in individuals' lives, community & society. Explain how the context of individuals, community & society can shape beliefs. **Lesson 10:** Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview. Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally). **Lesson 11:** Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview.

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				Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. Begin to analyse if an argument is logical and show awareness of divergent opinions. Use appropriate evidence to support or counter an argument. Begin to explain connections between beliefs and behaviour	Describe how beliefs impact choices in individuals' lives, community & society. **Lesson 5:** Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview. Recognise that conversations about religion and belief can be controversial. Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally). Describe how beliefs impact choices in individuals' lives, community & society. **Lesson 6:** Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview. Recognise that conversations about religion and belief can be controversial.	Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally). **Lesson 6:** Recognise that conversations about religion and belief can be controversial. Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally).

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					Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally). Describe how beliefs impact choices in individuals' lives, community & society.	