

Locally Agreed Syllabus - Key Stage 1

The focus in Key Stage 1 should be on Christianity and Judaism, but referring to other faiths where appropriate, particularly if there are members of other faiths in the class. All questions should be addressed in the teaching of Christianity. In the teaching of other faiths teachers should choose the focus that best suits them and their class.

The questions for this key stage are as follows:

Believing

- What do people believe about God, people and the natural world?
- Who am I?
- How and why are some stories and books sacred and important in religion?

Behaving

- What can people learn from religious leaders and teachers?

Belonging

- What does it mean to belong?
- How and why are religious celebrations important to people?
- How and why do symbols express religious meaning?

Locally Agreed Syllabus – Key Stage 2

In this Key Stage, Christianity should again be the main faith taught in each year group, alongside Hinduism and Islam, but where appropriate, opportunity should be taken to refer back to the faiths and topics covered in KS1. All questions must be addressed in the learning about Christianity, but for other faiths teachers must choose questions suitable for their classes.

The questions for this key stage are as follows:

Believing:

- How do people's beliefs about God, the world and others impact on their lives?
- How do sacred texts and other sources help people to understand God, the world and human life?

Behaving:

- Why and how are people influenced and inspired by others?
- What influences the ways people behave and what is expected of a person in following a religion or belief?
- How do religious families and communities practise their faith, and what contributions do they make to local life?
- How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?
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Belonging:

- Why, where and how do people worship?
- Why are some occasions sacred to believers?
- What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?
- How and why are religious and spiritual ideas expressed and in the ways they are?

| Religion /Worldview: Hinduism | | Enquiry Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? | Age: 7/8 Year Group: 3 Autumn 1 |
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| In this enquiry, the children look at the story and beliefs behind the Divali festival They look at celebrations and the symbols used to remember the story | | | |
| Core Knowledge (see also background information documents) | | Link to other aspects of belief | Personal connection / resonance |
| <p>Hindus believe in Brahman as the one true God who is formless, limitless, all-inclusive, and eternal. The Vedas are the sacred scriptures of a Hinduism.</p> <ul style="list-style-type: none"> This enquiry looks at the festival of Divali, which is the Story of Rama and Sita, as well as how it is celebrated. Divali is an extremely popular Hindu festival which happens at the start of winter. It celebrates the story of the Ramayana which describes the events leading up to the return of Rama to his kingdom after fourteen years in exile. It is a classic story of good defeating evil. The festival is celebrated on many levels. It is symbolically that the lighting of small lamps signals moving from darkness to light or from ignorance to knowledge A ceremony dedicated to the Goddess of Wealth, Lakshmi, may be carried out too. Money is given to charity; gifts are exchanged, and a family feast is held. <p><u>Rangoli patterns</u></p> <ul style="list-style-type: none"> Rangoli patterns are created during festival times using materials such as coloured rice, dry flour, coloured sand or flower petals. The purpose of rangoli is mainly to be decorative but is also thought to bring good luck. | | <ul style="list-style-type: none"> Brahman – One God with many deities Holy books and stories of good triumphing over evil | <ul style="list-style-type: none"> Why is it important to remember the old stories? Why is it a good thing to have a family celebration? What special foods are present at special occasions? |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| <p>Divali: festival commemorating the Ramayana</p> <p>Ramayana: one of the holy books – story of Rama and Sita</p> <p>Rangoli: decorative patterns</p> | <p>Hinduism had no official starting point, it grew out of a community of people nearly 5000 years ago. The Story of Ramayana reminds Hindus of the importance to stand up to evil</p> | <p>The celebrations involve all members of the family – family life is very important to Hindus and they often have a shrine at home for worship. The poor are also remembered.</p> | <p>This is the first enquiry on Hinduism – check what the students already know. Start with the belief in God before heading into the story of Divali.</p> |

| Religion /Worldview: Christianity | | Enquiry Question: Has Christmas lost its true meaning? | | Age: 7/8 Autumn 2 | Year Group: 3 |
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| This enquiry investigates the meaning of Christmas to Christians and examines the elements we see both with the Christmas story in the Bible, and Christmas today | | | | | |
| Core Knowledge (see also background information documents) | | Link to other aspects of belief | | Personal connection / resonance | |
| <p>God chose a Jewish young woman called Mary, who was engaged to Joseph the carpenter, to be the mother of his earthly son. He sent his angel, Gabriel, to ask this of her. Mary agreed to allow this to happen and Jesus was born in Bethlehem. This is the Christian concept of “incarnation”: God becoming man or literally being “made flesh”. Jesus was born in a stable and was visited by a variety of people from very different social classes. There is a significance to the people and places which appear in the Christmas story (explained below).</p> | | <ul style="list-style-type: none"> • Trinity – relationship between God (the Father), Jesus (his son) and the Holy Spirit. The three are “consubstantial”, which means that they exist separately and together as one. | | <ul style="list-style-type: none"> • Do I celebrate Christmas? What do I like about it if I do? • Can I see a difference between what Christmas might mean to a Christian and what the more commercial messages are? • What is important to me at this time of year? | |
| Key Terms and definitions | | History/Context | | Impact on believer/daily life | |
| <p>Shepherds: first people to learn of the birth of Christ.</p> <p>Star: The star led the wise men from a great distance to Jesus. It also portrays to Christians that Jesus is the light of the world.</p> <p>Wise men and their gifts: The wise men travelled a great distance because the star signified to them that a king had been born. They chose gifts fit for royalty and which signified Jesus’ life to come (see Year 1 Autumn 2 for more details).</p> <p>Stable: Earthly royalty would be born in a palace, but Jesus was born in a stable because there was no room at the inn.</p> | | <p>In Jewish culture of the time, the shepherds were very lowly, because they had to sleep with the animals as part of their job. This made them outcasts from many religious activities because they were “unclean”.</p> <p>The birth of Jesus was not how the Jews traditionally thought the Messiah would come and lead them. Because of the Roman occupation, they hoped a Messiah would be an earthly king who would free them.</p> | | <p>That the shepherds were told first signifies to Christians that God loves the poor and outcast person.</p> <p>The stable as a place of birth signifies to Christians that Jesus had no need of pomp or finery because he was not an earthly king. It is also an indication that there would be no room for Jesus in the lives of some people he would encounter in his life because they believed that he did not fit the traditional Jewish idea of the Messiah</p> | |
| | | | | Spiral curriculum link | |
| | | | | Builds on previous Christmas enquiries from Years 1 & 2. | |

| Religion /Worldview: Christianity | Enquiry Question: Could Jesus heal people? Were these miracles or is there some other explanation? | Age: 7/8 Year Group: 3 Spring 1 | |
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| This enquiry investigates two miracles of Jesus where healing took place and children evaluate whether they think they were miracles or if there could be another explanation. | | | |
| Core Knowledge (see also background information documents) | Link to other aspects of belief | Personal connection / resonance | |
| <p>The concept of Incarnation is that Jesus became man and lived among men and women. As part of his ministry, narrated in the New Testament of the Bible, Jesus performed many miracles. The two included in this enquiry are based on healing (rather than some others which create e.g. food and drink). Jesus uses saliva to heal the man born blind and builds on the faith of the friends to heal a paralysed man.</p> | <p>Trinity – relationship between God (the Father), Jesus (his son) and the Holy Spirit. The three are “consubstantial”, which means that they exist separately and together as one. This gives Jesus the power to perform miracles. Other miracles such as the healing of the dumb man and the other blind man, also show his power to heal. Belief in Jesus being eternal can impact on prayer for miracles. Miracles have been documented by the church in the time since Jesus left the earth.</p> | <p>How do I feel about miracles both then and now? Can I think of any modern-day occurrences which could be described as, or which I believe to be, miraculous?</p> | |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| <p>Incarnation: God as man Disciples: Jesus’ special friends Miracles: acts that Jesus performed during his lifetime which evidence to believers that he was truly God. Pharisee: Strict follower of the Jewish faith Baths: Areas for cleansing near the temple where there would also be beggars asking for money due to afflictions.</p> | <p>The people at the time believed that if parents did wrong (sinned) then children could be born with afflictions, hence the disciples asking about this. Saliva was thought to possess medicinal qualities, but it was not believed by the people of Jesus’ day to cure a man born blind, so it was deemed to be a miracle.</p> | <p>Their belief in the Trinity means that Christians understand Jesus to have powers that no ordinary man could, because he is one with God. They may pray to Jesus or God to perform miracles today as they believe he is eternal and with them in their daily lives and can help with problems.</p> | <p>Yr 2 Autumn 1: Jesus’ parables and miracles. The optional Yr 1 Judaism enquiry shows that God (the Father) performed miracles before Jesus was born so this can be linked to the Christian belief that Jesus is his son.</p> |

| Religion /Worldview: Christianity | Enquiry Question: What is good about Good Friday? | | Age: 7/8 Year Group: 3 Spring 2 |
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| This enquiry considers the Christian concepts of Salvation and the Gospels, where we find the story of Holy Week (the events leading up to Jesus' death and resurrection starting with Palm Sunday and finishing on Easter Sunday). | | | |
| Core Knowledge (see also background information documents) | | Link to other aspects of belief | Personal connection / resonance |
| <p>Salvation: the belief that Jesus' death and resurrection saved humans and opened the way back to God for eternity. All 4 of the Gospels (the accounts of Jesus' life on earth attributed to his closest friends) tell the story of Holy Week. The day before Good Friday is called "Maundy Thursday" and is the day he ate a "Last Supper" with his friends. The passing of the cup of wine and breaking of bread at this supper is commemorated in the Christian sacrament of communion. Good Friday is the day when Christians commemorate the death of Jesus on the cross. Christians believe his death on Good Friday was necessary to bring forth the resurrection on Easter Sunday.</p> | | <p>The word Gospel means "good news" as Christians believe Jesus' incarnation (God becoming man) is good news for all people. Christians believe that Jesus went willingly to his death because he trusted God as his father. They believe in eternal life with God because of Jesus rising from the dead.</p> | <p>Can I consider a belief where somebody comes back to life from the dead and which therefore makes their death a "good" thing? How do I feel about this?</p> |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| <p>Incarnation: God as man Disciples: Jesus' special friends Resurrection: Coming back to life after being put to death Crucifixion: being put to death by being nailed to a cross. Communion: The sharing of specially blessed bread and wine which then becomes/represents to Christians the body and blood of Jesus to commemorate the Last Supper and Jesus' death and resurrection.</p> | <p>Crucifixion was a common punishment for certain crimes in Jesus' times. The Bible says Jesus was put to death along with two thieves. Jesus fulfilled many prophecies from the Old Testament throughout his life, but especially over Holy Week. These allowed his disciples, who would have known these verses, to have even more belief that he was the long-awaited Messiah.</p> | <p>Christians believe that it was God's plan that Jesus was to suffer death in this way to show that people can be forgiven and have a fresh start. Jesus forgave the thief and bystanders at his crucifixion.</p> <p>Many Christians will go regularly to church to share in communion in memory of the death and resurrection of Christ and Christians who do not attend more regularly may go to the Easter services on Maundy Thursday, Good Friday and Easter Sunday.</p> | <p>Yrs 1&2 Spring 2 Easter units. Other units which speak of sacrifice for faith such as Yr 1 Summer 1 (Judaism: Shabbat), Yr 3 Spring 1 (Sikhism: the story of the Khalsa).</p> |

| Religion /Worldview: Hinduism | Enquiry Question: How can Brahman be everywhere and in everything? | Age: 7/8 Year Group:3 Summer 1 | |
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| In this enquiry, the children look at the Hindu beliefs in God and how these beliefs are formed into images and murtis. They consider the stories and symbols and how these beliefs impact their daily life | | | |
| <p>Core Knowledge (see also background information documents)</p> <ul style="list-style-type: none"> Hindus believe in a universal soul or God called Brahman. Brahman takes on many forms that some Hindus worship as deities in their own right. Brahman, the supreme spirit, basically underpins and permeates everything. Hindus believe that there is a part of Brahman in everyone and this is called the Atman. Hindus are comfortable with using images and objects (often called murtis) to portray God. Hindus do not <i>worship</i> these but worship Brahman <i>through</i> them. Hindus are free to worship God in a variety of colourful forms. <p><u>Trimurti</u> Trimurti, a term meaning "having three forms," refers to the three main aspects of Brahman: Brahma, Vishnu, and Shiva</p> <p><u>Ganesha</u> One of the most easily identifiable Hindu deities due to his large elephant head. He is known as the remover of obstacles and is very popular.</p> <p><u>Lakshmi</u> Lakshmi is one of the most popular deities and is known as the goddess of wealth and purity.</p> | <p>Link to other aspects of belief</p> <ul style="list-style-type: none"> The use of murtis – images of the deities The use of symbolism in the murtis Worship at home using a home shrine or mandir Worship in the temple – the way the murtis are respected and ‘woken up’ each morning Offerings given in the temple and distributed around the community | <p>Personal connection / resonance</p> <ul style="list-style-type: none"> What are my thoughts on the existence of God? What obstacles would I like removed? What symbols are there in school or home? Why are symbols useful? | |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| <p>Brahman: The Supreme Power -God Brahma: creator Vishnu: preserver Shiva: destroyer Atman: part of Brahman – in everyone</p> | <p>Hindu beliefs about God have developed over a long period of time – Brahman is the name of God. Brahman is represented in many deities each with different roles or responsibilities</p> | <ul style="list-style-type: none"> Hindus can choose which deity to worship and have a home shrine so they can worship each day. The choice of deity often has resonance within the family | <p>In teaching this unit about the deities of Brahman, refer back to Year 5 Autumn 1 Hindu enquiry on Divali which remembers an avatar of Vishnu, Rama.</p> |

| Religion /Worldview: Hinduism | Enquiry Question: Would visiting the River Ganges feel special to a non-Hindu? | Age: 7/8 Year Group: 3 Summer 2 | |
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| In this enquiry, the children look at the importance of the River Ganges to Hindus. They learn about some key beliefs and practices that happen here. | | | |
| <p>Core Knowledge (see also background information documents)</p> <p>This enquiry concentrates on Hindu beliefs about the River Ganges and some of the practices which occur there.</p> <p>The River Ganges is considered to be sacred and spiritually pure for Hindus although in reality it is not a clean river. Because of the purifying nature of the river, Hindus believe that any rituals performed on the banks of the Ganges or in its water will wash away impurity.</p> <p><i>The Puranas</i> (ancient Hindu scriptures) say that taking a dip in the sacred river ‘bestows heavenly blessings’.</p> <p>Many Hindus believe that bathing here will help them spiritually. It is also a place where the dead are cremated – Many Hindus believe that this will help them in their next life</p> | <p>Link to other aspects of belief</p> <ul style="list-style-type: none"> • The cycle of life – reincarnation, karma and rebirth • Stories concerning some deities and sacred places on the Ganges | <p>Personal connection / resonance</p> <ul style="list-style-type: none"> • Is there a special place that I would like to visit one day? • How would I pack for a special journey to a faraway place? • How would I feel if I went there? | |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| <p>Ganges: Sacred river for Hindus -in India</p> <p>Puranas: ancient Hindu Scripture</p> <p>Samsara: the cycle of life and death</p> <p>Moksha: liberation from the cycle of life and death</p> | <p>Hinduism began in India which has many holy rivers. The Ganges is the most important.</p> <p>Huge festivals take place here with millions trying to bathe in the River even though in many places it is not clean or particularly safe</p> | <ul style="list-style-type: none"> • Some Hindus have holy water from the Ganges in their home shrines • Many Hindus will not be able to go to India, but remembering key events and festivals will help keep the holy sites in their minds. | <p>Lesson 3 builds on the previous lessons – some of the deities of Brahman have stories involving the Ganges. Pilgrimage to a sacred site would connect Hindus with their history.</p> <p>Year 2 Summer 2 gives a comparable unit on pilgrimage for Muslims on the Hajj.</p> |

Year 3

| Term 1 Hinduism Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? | Term 2 Christianity Has Christmas lost its true meaning? | Term 3 Christianity Could Jesus heal people? Were these miracles or is there some other explanation? | Term 4 Christianity What is good about Good Friday? | Term 5 Hinduism How can Brahman be everywhere and in everything? | Term 6 Hinduism Would visiting the River Ganges feel special to a non-Hindu? |
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| I know ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging. | I know what gift I would like to give to the world and what difference it would make. | I know why some people may describe something they see as a miracle when there may also be another explanation. | I know about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. | I know some of the characteristics that make me even when I am playing different roles. | I know some ways that people use water in groups and start to explain how that gives a sense of community. |
| I know some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging. | I understand the links between Christian beliefs about Christmas and the way they celebrate it. | I understand two different ways Christians might interpret one of Jesus' healing miracles. | I understand why Christians see Jesus' death as 'good'. | I know links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives. | I understand why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river. |
| I know how I might feel if I celebrated Divali with a Hindu family. | I know that Christmas means different things to different people. | I understand how Christians may describe and explain Jesus' miracles. | I understand whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions. | I understand some Hindu beliefs and can express thoughts on these. | I know how to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu). |

| Religion /Worldview: Islam | Enquiry Question: How Special is Allah to Muslims? | | Age: 7-9 Year Group: Year 4 Autumn 1 |
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| In this enquiry, the children look at some of the key beliefs about Allah and how important it is for Muslims to put Allah first in their lives. | | | |
| <p>Core Knowledge (see also background information documents)</p> <p>This enquiry goes to the root of Islam. Islam is the religion of Muslims. Although there are many different groups in Islam with different beliefs about certain things, they all agree that Allah is God. He is One God and is the most important part of their lives.</p> <p>Some key points</p> <ul style="list-style-type: none"> • Muslims always treat the name of Allah with respect. • To disrespect Allah is deeply offensive • Muslims do not draw Allah – Allah is perfect and therefore can never be drawn • Muslims have 99 names or attributes of Allah • These are mentioned in the Muslim holy book, the Qur’an <p>Muslims are not allowed to draw pictures representing God – sometimes they use beautiful writing called Calligraphy to show Allah respect. This beautiful writing can be used to form pictures. The picture relates to the words. These pictures are called Calligrams</p> | <p>Link to other aspects of belief</p> <ul style="list-style-type: none"> • Mosque decorations: calligraphy and tiles/patterns • The Qur’an: composition – how it is respected when read and not read • Madrassah: school in the Mosque to help people learn Arabic, the language Allah chose to reveal the Qur’an | <p>Personal connection / resonance</p> <ul style="list-style-type: none"> • Why is it important to treat people with respect? • How would I feel if someone disrespected someone important to me? | |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| <p>Qur’an: Holy book -word of Allah Calligraphy: beautiful writing Calligrams: beautiful writing formed into pictures</p> | <p>Islam began at a time where people had moved away from God and were worshipping idols in Makkah – Muhammad was very clear that this should not happen.</p> | <p>The 99 names of Allah help Muslims keep Allah close in their minds. Names such as ‘the guide’ and ‘perfect justice’ will give them some idea of what they should do each day</p> | <p>The Yr2 Spring 1 enquiry on prayer and a Muslim’s commitment to this, will help to illustrate how Allah is respected and how Muslims hold him central to their lives.</p> |

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| Religion /Worldview: Christianity | Enquiry Question: What is the most significant part of the nativity story for Christians today? | Age: 8/9 Year Group: 4 Autumn 2 | |
| This enquiry investigates the significance and symbolism of elements of the Christmas story to Christians today. | | | |
| Core Knowledge (see also background information documents) <ul style="list-style-type: none"> • Jesus was born in Bethlehem and Christians believe he was God’s son. Mary was his mother and Joseph was engaged to her at the time. • The elements of the Christingle have a symbolism <ul style="list-style-type: none"> ○ The orange represents the world. ○ The candle reminds Christians of Jesus whom they believe to be the light of the world. ○ The red ribbon goes all round the 'world' and being the colour of blood, reminds Christians that Jesus died. ○ The four cocktail sticks are the four seasons ○ The sweets (or sometimes dried fruit) remind Christians of God's gifts to the world | Link to other aspects of belief <ul style="list-style-type: none"> • Jesus as the Son of God and light of the world – leading Christians to God hence the star and the candle in the Christingle. • The Annunciation: that Mary agreed to the Angel Gabriel’s request when God sent him to ask her to be the mother of Jesus. | Personal connection / resonance <ul style="list-style-type: none"> • What symbols are meaningful to me? • What could I use as symbols to portray things that are important to me in my life? • Is it important that others understand my symbolism or is it something personal that only I comprehend? | |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| Incarnation: God becoming man or literally being “made flesh Christingle: An ornament made in many homes and church at Christmas with significance to each part of it. | See Yr3 Autumn 2 for the contextual significance of the shepherds. The Christingle (which means “Christ-light”) started in Germany in 1747. The tradition spread with the movement of the church. In 1968 the Christingle Service was brought to the Anglican Church of England although many different denominations now use it. | <ul style="list-style-type: none"> • Symbols are still used today e.g. the Christingles, a star or angel on the top of the Christmas tree. • Christians may also have a “crib” or nativity scene in their own home to remind them of the elements of the Christmas story. • Many Christians will attend Church services over the Christmas period to commemorate the birth of Jesus. | Builds on previous Christmas enquiries, especially on the symbolism of the aspects of the Christmas story discussed in Yr3 Autumn 2. |

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| Religion /Worldview: Islam | Enquiry Question: How important is the prophet Muhammad to Muslims? | Age: 7-9 Year Group: 4 Spring 1 | |
| In this enquiry, the children look at Muhammad, the prophet who gave structure to Islam. They learn about key events in his life and instructions he left for Muslims to follow. | | | |
| Core Knowledge (see also background information documents) | Link to other aspects of belief | Personal connection / resonance | |
| <p>This unit focusses on how Islam began. Islam began when the prophet Muhammad helped set out Allah’s wishes.</p> <p>Muhammad is treated with such respect that whenever Muslims say or write his name, they include a blessing “peace be upon him” which is usually shortened to “pbuh” when written.</p> <p>Many parts of Muslim belief come from key moments in a Muhammad’s life like the forming of the 5 pillars for Sunni Muslims</p> <ol style="list-style-type: none"> 1. Shahadah, from the word ‘shahid’ meaning sacrifice 2. Salat - prayer, several times a day 3. Zakat - Giving 2.5% annual savings to charity 4. Fasting – sawm. 5. Hajj – Pilgrimage to Makkah in Saudi Arabia once in a lifetime <p>Shia Muslims have the ten obligatory acts which include the above pillars</p> | <ul style="list-style-type: none"> • Hijra – original journey from Makkah to Madinah by Muhammad. This marked the start of success for Islam • Hajj – pilgrimage to Makkah – Muhammad made an important pilgrimage here the year before he died | <ul style="list-style-type: none"> • What makes someone special to others? • What characteristics would make a good leader? • What sort of person would make a good leader today? • Do I have any leadership qualities? • Who do I look up to? why? | |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| <p>Muhammad: last prophet of Islam</p> <p>Prophet: one chosen by Allah to be a messenger.</p> <p>Qur’an: the direct word of Allah given to Muhammad over 20 years.</p> | <ul style="list-style-type: none"> • Muslims respect Muhammad as the last of the prophets chosen by Allah • His part in helping the Qur’an be revealed makes him especially important. • Different groups in Islam disagree on who should follow Muhammad after his death | <ul style="list-style-type: none"> • Muhammad’s legacy forms a key part of Muslim life whether it is the regular requirement to pray, the duty to look after the poor, the respect shown to the Qur’an or the aim for pilgrimage to Makkah. • Muhammad’s name is held in high regard and he is seen as a role model which Muslims aspire to. | Belief in Allah (from the last unit) and this enquiry on Muhammad tie in with the Yr2 enquiries on prayer, worship and pilgrimage. All these threads link together to show how a Muslim’s life is dedicated to Allah. |

| Religion /Worldview: Christianity | Enquiry Question: Is forgiveness always possible for Christians? | Age: 8/9 Year Group: 4 Spring 2 | |
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| This enquiry investigates how Jesus' life, death and resurrection impacts on a Christian's understanding of forgiveness. | | | |
| <p>Core Knowledge (see also background information documents)</p> <p>Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins. His death and resurrection opened up the way back to God and restored humanity's relationship with him. This is the Christian concept of salvation.</p> <p>Jesus forgave many people in his lifetime as an example to his followers. He was "without sin" as the incarnate Son of God so could not do something wrong. He is usually depicted in the Gospels as kind and loving. The actions in the Temple are a stark contrast to this.</p> <p>Jesus taught his disciples "the Lord's Prayer" which is also known as the "Our Father". It explicitly asks God to grant the speaker forgiveness as they forgive others who have hurt them.</p> | <p>Link to other aspects of belief</p> <ul style="list-style-type: none"> • Jesus as the Son of God has the power to forgive sins. • Jesus' death and resurrection which is celebrated by Christians at Easter. Christians believe that Jesus choosing to go to his death is atoning for all wrongdoing in the world and they are therefore also forgiven of any sins. | <p>Personal connection / resonance</p> <ul style="list-style-type: none"> • How do I feel about forgiving people? Is it something I find easy to do or do I find it difficult? • Is it easier to forgive some actions than others? Do I think some people deserve forgiveness and some don't? • What might I need to be forgiven for? | |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| <p>Incarnation: God becoming man or literally being "made flesh"</p> <p>Gospel: the first 4 books of the New Testament about Jesus' life, ministry and death, and the early Church.</p> <p>Disciples: Jesus's special friends.</p> <p>Lamb of God: A name given to Jesus because he sacrificed himself as animals were sacrificed at the time.</p> | <p>The reference to Jesus overturning the traders' tables in the Temple might cause children to think Jesus' actions were unforgiving, but the Temple was meant to be a place of prayer and peace. Instead of this, there is the bellowing of cattle and the bleating of sheep and the voices of the traders making money from a holy act in a holy place. These animals were being sold in order to be ritually sacrificed.</p> | <p>Many Christians will be aware of and may regularly say "The Lord's Prayer". The Christian asks God to forgive his or her wrongdoing as they forgive people who have wronged them, implying that God expects the Christian to practice forgiveness towards all others.</p> | <p>Builds on previous Easter enquiries. Also links to 'agape' (love) from Yr 2 Autumn 2 in that Christians believe that Jesus selflessly gave himself for their salvation, which is also studied in the Yr 6 optional enquiry.</p> <p>Yr 5 summer 2 talks about Christian beliefs and practices and forgiveness would be an important part of this.</p> |

| Religion /Worldview: Islam | | Enquiry Question: How does the Qur'an influence Muslims today? | | Age: 7-9 Year Group: Year 4 Summer 1 | |
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| In this enquiry, the children look at the Qur'an, how it was produced, how it is used and how it is respected. They learn that it is more than a book for Muslims. | | | | | |
| Core Knowledge (see also background information documents) | | Link to other aspects of belief | | Personal connection / resonance | |
| <p>This enquiry centres on the Qur'an - the Qur'an is the word of Allah in the original chosen language, Arabic, and was revealed to the prophet Muhammad over a 20-year period</p> <p>As this book contains Allah's words it is treated with great respect:</p> <ul style="list-style-type: none"> • When used it is on a stand, so it is not on the floor (which might be dirty) • When not used it is wrapped in a clean cloth • When not being read it should be the highest book in the room • Muslims always wash their hands before touching the Qur'an <p>The Qur'an includes specific instructions for Muslims to follow – this along with the example of Muhammad's life give Muslims a path to follow – this is called Sunnah</p> <p>There are key teachings on how to worship, how to treat each other, things to avoid and how to look after the environment created by Allah. Many Muslims will learn Arabic in order to read the Qur'an in the language Allah chose to reveal his words in. Translations into other languages are available but some believe the meanings can be misinterpreted if translated.</p> | | <ul style="list-style-type: none"> • Muslim ethics and interpretations of key teachings • Practices like the 5 Pillars have their origins in Muhammad's example and in the words of the Qur'an for example, teachings on equality – 'All are equal in the eyes of Allah'. This is why Muslims pray together on the floor and why they all wear similar plain clothes on pilgrimage. | | <ul style="list-style-type: none"> • Why are old history books held in great respect? • What can we learn from stories? • Which stories do I like? • What message can be found in my favourite stories? | |
| Key Terms and definitions | | History/Context | | Impact on believer/daily life | |
| <p>Qur'an: Muslim Holy book</p> <p>Hadith: the example of Muhammad</p> <p>Sunnah: the Qur'an and the Hadith together form a path for life</p> <p>Kursi: Qur'an stand</p> | | <p>The Qur'an helped bring the people back to God – Muslim history says they had drifted away and had started worshipping other images</p> | | <p>Reading the Qur'an is a key part of Muslim life. It gives them a direct and personal connection to Allah even though it was written around 1500 years ago.</p> | |
| Spiral curriculum link | | | | | |
| <p>This enquiry, with the earlier optional enquiry on Allah and Muhammad, can be used to explore the Yr2 units on prayer and pilgrimage further, if these were selected at the time.</p> <p>The Year 6 enquiries will focus on how these beliefs may lead to different types of commitment from believers.</p> | | | | | |

| Religion /Worldview: Christianity | | Enquiry Question: Do people need to go to church to show they are Christians? | | Age: 8/9 Year Group: 4 Summer 2 | |
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| This enquiry looks at some of the rites (or Sacraments) that are performed in churches (the Christian place of worship) and investigates how and why Christians might choose to worship in a church (rather than e.g. just pray at home). | | | | | |
| Core Knowledge (see also background information documents) | | | Link to other aspects of belief | | Personal connection / resonance |
| <p>Jesus taught about worship in the Bible and praying .</p> <p>Baptism is generally a rite for babies although adults can choose to be baptised later in life. It confers the name of the person and their part in God's family.</p> <p>Many Christians would choose to get married in church to confer God's blessing on the marriage.</p> <p>Churches frequently have art or symbols which may remind the Christian of his or her beliefs or the life of Jesus or other figures from the Bible or later saints. These can help the Christian focus when in church which they may find more difficult e.g. at home where there are more distractions.</p> <p>Consider the feelings a place evokes as well as the building and what happens there. These feelings may be one of the reasons a Christian would choose to go to church.</p> | | | <p>Love of God and love of neighbour can be demonstrated by a Christian through service to the Church and its community (e.g. arranging flowers, reading, taking communion to the sick, contributing to music etc). Other Christians will consider it most important to do good work in the community as well as or instead of helping specifically in the church building or services. These were the commandments given by Jesus in Matthew 22:37-40.</p> | | <ul style="list-style-type: none"> • Do I have a special place? • Are there actions or events that can only happen in my special place? Why? What is special about them to me? • Does it feel better to celebrate something or to do something special with other people who feel the same way as I do, or do I prefer to have special moments in private? |
| Key Terms and definitions | | History/Context | | Impact on believer/daily life | |
| <p>Sacraments: rites which are often performed in Churches such as marriages, baptisms and communion/Eucharist.</p> <p>Eucharist/Communion: the taking of bread and wine in remembrance of the events of the Last Supper</p> <p>Saints: Holy people recognised by the Church because of actions in their lives, miracles or the examples they set.</p> | | <p>Whilst Holy Communion or Eucharist is usually carried out in church, it should be noted that people who wish to but cannot come to church e.g. because they are sick, can receive communion from a minister who can take it to them. However, for many Christians, the receiving of communion will be the biggest difference between praying and worshipping at home (or away from the church) and attending a service in church where Eucharist is distributed.</p> | | <p>Although many Christians will attend church, the regularity and reasons for attending may vary hugely. Some Christians will attend weekly or even daily to pray and receive communion. Some will attend only for larger festivals such as Christmas and Easter or for family events such as weddings, baptisms or funerals. Some Christians will only pray when they go to church, others will also pray at home on a regular or more ad hoc basis.</p> | |
| | | | | Spiral curriculum link | |
| | | | | <p>The Yr5 Summer 2 enquiry builds on this by pulling together all learning about Christianity so far in its discussion about wider commitment including church attendance.</p> | |

Year 4

| Term 1 Islam How special is Allah to Muslims? | Term 2 Christianity What is the most significant part of the nativity story for Christians today? | Term 3 Islam How important is the prophet Muhammad to Muslims? | Term 4 Christianity Is forgiveness always possible for Christians? | Term 5 Islam How does the Qur'an influence Muslims today? | Term 6 Christianity Do people need to go to church to show they are Christians? |
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| <p>I understand the respect I feel for others and how that might be evident in the way I treat people.</p> | <p>I understand the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me.</p> | <p>I know about special people in my own life and say how they have influenced my actions or behaviour.</p> | <p>I understand why showing forgiveness may be important.</p> | <p>I understand how I have learnt something from a book that has helped me lead a good life.</p> | <p>I know a range of special places and identify why they have the impact on me that they do.</p> |
| <p>I know the key ways in which Muslims show their respect for Allah.</p> | <p>I know which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth).</p> | <p>I know events in the life of Muhammad and explain the impact of them on the religion of Islam and Muslims today.</p> | <p>I understand how Christians might try to put into practice Jesus' teachings about forgiveness.</p> | <p>I know the importance of and impact on Muslims of the Qur'an.</p> | <p>I know some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others.</p> |
| <p>I understand what respect means and how I show this in my life in relation to the actions I have learnt about.</p> | <p>I know how I feel about Christian beliefs about Christmas and the Incarnation.</p> | <p>I understand how a Muslim may feel about the different events in the life of Muhammad and use this knowledge in ranking these events.</p> | <p>I know examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.</p> | <p>I know and can explain how a Muslim might demonstrate that they are following the teachings of the Qur'an in the light of these quotations.</p> | <p>I understand why the church may or may not be important to Christians.</p> |

| Religion /Worldview: Hinduism | | Enquiry Question: What is the best way for a Hindu to show commitment to God? | | Age: 9/10 Year Group: 5 Autumn 1 | |
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| In this enquiry, the children look at aspects of how Hindus worship. They consider ways in which commitment is shown and the beliefs behind the symbols and actions. | | | | | |
| Core Knowledge (see also background information documents) | | | Link to other aspects of belief | | Personal connection / resonance |
| <p>Hindus believe in Brahman as the one true God who is formless, limitless, all-inclusive, and eternal. This enquiry introduces the following aspects of Hindu belief – Puja, Gayatri Mantra, Vedas, The four goals - (purusharthas) - Dharma (teaching)</p> <p><u>Puja</u></p> <ul style="list-style-type: none"> • Worship can be performed alone at home or in a mandir/temple with others • Offerings are always given to God <p><u>Vedas</u></p> <ul style="list-style-type: none"> • The Vedas are the oldest of the Hindu holy books • Veda means knowledge • The Vedas include laws covering many aspects of life <p><u>The four goals - (purusharthas)</u></p> <p>For many Hindus there are four goals in human life (purusharthas); namely</p> <ul style="list-style-type: none"> • Moksha - the release of the soul (Atman) from the cycle of rebirth. • Dharma - the code for leading your life – including duties • Artha – Being prosperous legally – this includes earning money through doing a job beneficial to others. Earning wealth benefits the community as well as self. • Karma- this includes desire and a passion for life | | | <ul style="list-style-type: none"> • Pilgrimage to the River Ganges – another form of commitment • Different deities and their characteristics – deities may be popular for different times and needs • The caste system – traditional class system of human life in India – unpopular now but still present in rural India | | <ul style="list-style-type: none"> • Do I have any special books? • What are they and why are they special to me? |
| Key Terms and definitions | | History/Context | | Impact on believer/daily life | |
| <p>Puja: worship</p> <p>Gayatri Mantra: An important prayer or mantra</p> <p>Vedas: Holy books</p> <p>Purusharthas: the four goals</p> <p>Dharma: teachings</p> | | <ul style="list-style-type: none"> • The Vedas are the oldest of the Holy books- respecting them and following the laws will help Hindus connect with their history • There may be different views on morality and ethics based on where Hindus live | | <ul style="list-style-type: none"> • Worship can take many forms and is a very personal aspect of daily life. Most Hindus will worship every day mostly at home using a private shrine • Remembering the laws in the Vedas will help Hindus respect nature as well as focus on their personal morality | |
| Spiral curriculum link | | | | | |
| This enquiry puts more detail on previous learning from Year 3 (if selected). Looking at worship will need to refer to beliefs about Brahman and ways in which God is depicted in murtis and images. | | | | | |

| Religion /Worldview: Christianity | | Enquiry Question: Is the Christmas story true? | | Age: 9/10 Year Group: 5 Autumn 2 | |
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| This enquiry asks the children to investigate whether a sacred text has to be “true” to help a believer understand their religion. | | | | | |
| Core Knowledge (see also background information documents) | | Link to other aspects of belief | | Personal connection / resonance | |
| <ul style="list-style-type: none"> • The Bible records the important events in the life of Jesus in the Gospels. • The Gospels were probably not written as events happened. They would have been told and retold before recording, therefore specific dates and times may have become unknown (or irrelevant) • The fixing of a festival date to commemorate an event does not necessarily have to happen on the actual date of the event (e.g. The Scouting/Guiding movement chose the birthday of the founders, not the actual date they first started the movement). • The Gospels which retell the birth of Jesus agree on the main points and disagree on nothing. | | <ul style="list-style-type: none"> • Trinity. This is the complete relationship between God (the Father), Jesus (his son) and the Holy Spirit. The three are “consubstantial”, which means that they exist separately and together as one. • Incarnation: God becoming man or literally being “made flesh”. • What does ‘truth’ mean?...historic fact, scientific truth, personal truth i.e. belief/faith? | | <ul style="list-style-type: none"> • What do I believe about Christmas? Do I need to believe the story is true to celebrate at Christmas time if I want to? • Are there other stories I have learnt about that may or may not be true? Does it matter or is it more important that I understand the message in the story? | |
| Key Terms and definitions | | History/Context | | Impact on believer/daily life | |
| <p>Gospels: literally means “good news”, books of the New Testament recounting Jesus’ life.</p> <p>Gospel ‘writers’: Matthew, Mark, Luke and John – four of Jesus’ disciples.</p> <p>Disciples: Jesus’ special friends</p> <p>Truth: historic fact, scientific truth, personal truth i.e. belief/faith?</p> | | <p>There are some factors within the story which are less likely to point to December being the month in which Jesus was actually born. For example, the sheep being out in the fields, suggest the weather would have been warmer, so he may have been born in the spring.</p> | | <p>The Christmas story is a basis for belief for millions of Christians across the world and has been widely believed by the Christian Church for millennia. Having four biblical accounts of Jesus’ life, including two of his birth, is seen as being incredibly enriching to a Christian’s understanding of what happened and what it means. People notice different elements of a scene and recount it in their own way. Therefore, the definition of “true” would depend on the writer, and the understanding of the person reading the account, as well as on a person’s definition of ‘truth’.</p> | |
| Spiral curriculum link | | | | | |
| All previous Christmas units. Also, the optional Year 4 unit on the Gospels would be a good basis for the children to understand the fact that the Gospels were not written immediately and differ due to the different viewpoint of the writer/narrator, but that Christians believe them to be ‘true’. | | | | | |

| Religion /Worldview: Hinduism | | Enquiry Question: How can Brahman be everywhere and in everything? | | Age: 9/10 | Year Group 5 Spring 1 |
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| In this enquiry, the children look at the Hindu belief that we all have a part of Brahman within us. They will consider how this belief could impact on their lives and the choices they make | | | | | |
| Core Knowledge (see also background information documents) | | | Link to other aspects of belief | | Personal connection / resonance |
| <p>Hindus believe in a universal soul or God called Brahman and that there is a part of Brahman in everyone and this is called the Atman</p> <p><u>Atman</u></p> <ul style="list-style-type: none"> • The atman is translated into English as the eternal self, spirit, essence, soul, or breath. It is the true self which moves on after death or becomes part of Brahman (the force underlying all things). • The final stage of moksha (liberation) is the understanding that your atman is, in fact, Brahman. <p><u>Trimurti</u></p> <p>Trimurti, a term meaning "having three forms," refers to the three main aspects of Brahman.</p> | | | <ul style="list-style-type: none"> • The Caste system • Karma – actions • Dharma – duties that need to be performed • Personal choice of deities to worship • Pilgrimage to the Ganges (a way to help achieve Moksha) | | <ul style="list-style-type: none"> • What do I think about a soul? • How am I unique? • Why is it a good to be me? • How can I use my strengths to help others? |
| Key Terms and definitions | | History/Context | | Impact on believer/daily life | |
| <p>Atman: eternal self</p> <p>Trimurti: three deities working together to reflect the laws of nature - namely</p> <ul style="list-style-type: none"> • Brahma: creator • Vishnu: preserver • Shiva: destroyer | | <p>The cycle of life and death has always been a key part of Hindu beliefs. Accepting your place in life and the part you should play was crucial to the proper working of society through the caste system. This is not so popular now particularly in the western world.</p> | | <ul style="list-style-type: none"> • Beliefs about your own place in the cycle of life and death influence daily life • What actions will bring the greater chance of a better life next time? • What duties should a Hindu perform? • Do they believe in the caste system? | |
| Spiral curriculum link | | | | | |
| <p>This enquiry builds on prior Year 3 enquiries.</p> <p>A deeper understanding of the connection between each person and Brahman should result from this enquiry</p> | | | | | |

| Religion /Worldview: Christianity | Enquiry Question: How significant is it for Christians to believe God intended Jesus to die? | | Age: 9/10 Year Group: 5 Spring 2 |
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| In this enquiry, children look at the events of Holy Week (the week leading up to the death and resurrection of Jesus) to investigate the cause and effects of these events | | | |
| Core Knowledge (see also background information documents) | Link to other aspects of belief | Personal connection / resonance | |
| <ul style="list-style-type: none"> Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins. His death and resurrection opened up the way back to God and restored humanity’s relationship with him. This is the Christian concept of salvation The Bible cites many examples where Jesus says he knows he will be going to his death. It says he warned his disciples that “He will be handed over to the Gentiles. They will mock him, insult him, spit on him, flog him and kill him” (Luke 18:32). Later he told the Roman governor, Pilate, “For this reason I was born, and for this I came into the world” (John 18:37). | <ul style="list-style-type: none"> Incarnation: God becoming man or literally being “made flesh” so Jesus was God incarnate. | <ul style="list-style-type: none"> What sacrifices would I be prepared to make for something I felt was right or necessary? Can I think of anything that I would wish to make a sacrifice for? | |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| <p>Pilate: The Roman governor of the region</p> <p>Incarnation: God as man</p> <p>Disciples: Jesus’ special friends</p> <p>Resurrection: Coming back to life after being put to death</p> <p>Crucifixion: being put to death by being nailed to a cross.</p> <p>Pharisee: a strictly orthodox Jew who adhered closely to the rules and scriptures.</p> | <p>Even from a human perspective, Jesus could have foreseen his likely fate. He faced constant opposition from the Pharisees and scribes, (Mark 3:22–27) who said he was a blasphemer (Mark 2:7), a false prophet (Mark 14:65), and a Sabbath breaker (Mark 2:23–28; 3:1–6; Luke 13:10–17; 14:1–6; John 5:1–18; 7:19–24). These crimes were punishable by death at the time.</p> <p>Entering Jerusalem as he did and clearing the Temple would have been viewed as a dangerous provocation by the temple authorities.</p> | <p>Christians believe that Jesus knew he had come into the world to die to bring about the salvation of humans. This can inspire them to believe Jesus was a very brave and special person, and also carry out sacrifices themselves (e.g. many Christians will abstain from things they enjoy during the 40 days before Holy Week known as Lent).</p> | <p>Builds on all previous Easter enquiries but especially Year 4 Spring 2 which details Jesus’ actions in the temple. Also links to the love of agape from Yr 2 Autumn 2 in that Christians believe that Jesus selflessly gave himself for their salvation.</p> |

| Religion /Worldview: Hinduism | Enquiry Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? | Age: 9/10 Year Group: 5 Summer 1 | |
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| In this enquiry, the children look at the key beliefs concerning the cycle of life, death and rebirth. They consider the importance of doing good deeds. | | | |
| <p>Core Knowledge (see also background information documents)</p> <p>This enquiry looks at some key concepts surrounding the cycle of life, death and reincarnation</p> <p><u>Samsara</u> Hindus believe in reincarnation, the cycle of rebirth - a belief that the soul lives many lifetimes, in one body after another.</p> <p><u>Karma</u> Karma can be translated as actions and in a broad sense explains that our actions have consequences. Hindus believe that the soul passes through a cycle of many lives and the next life is always dependent on how the previous life was lived.</p> <p><u>Moksha</u> The spiritual goal of a Hindu is to become one with Brahman. Moksha is linked closely to karma as the actions a person undertakes have a direct influence on their next life, so to achieve Moksha, good Karma must be accumulated. Some Hindus separate themselves from ordinary life to pursue a spiritual journey</p> | <p>Link to other aspects of belief</p> <ul style="list-style-type: none"> • Link Karma to the actions of Prince Rama in the Ramayana story – celebrated at Divali • Pilgrimage to the Ganges – would it bring good karma? | <p>Personal connection / resonance</p> <ul style="list-style-type: none"> • What good actions could I do? • What might happen if I do good things? • Will it help me if I do good things? • Why is it important to not always expect a reward? • What do I think happens at the end of life? | |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| <p>Karma: actions and in particular the consequences of our actions in this life and the next</p> <p>Samsara: the cycle of life including birth, life, death and rebirth</p> <p>Moksha: the final release from the cycle of rebirth – to join with Brahman</p> <p>Sadhu: a Holy man – usually one who has turned away from ordinary life to concentrate on spiritual matters</p> | <ul style="list-style-type: none"> • Karma (actions) - traditionally linked to dharma (duties) that needed to be performed. These duties were defined by the caste system which decided what class you were in and what jobs you would do. Performing these duties well would improve your chances of a better next life. • Many Hindus now do not recognise the caste system but still value good karma | <ul style="list-style-type: none"> • The cycle of rebirth should be in a Hindu's mind each day as everything we do will have a consequence either in this life or the next • This belief would also prompt Hindus to help others around them be the best they can be – to help them attain the best situation next time | <p>This unit brings together aspects of all the previous units as it concerns actions and their consequences. It will refer to belief in Brahman, how people live their lives, show commitment and prepare for what happens after this life is over.</p> |

| Religion /Worldview: Christianity | Enquiry Question: What is the best way for a Christian to show commitment to God? | | Age: 9/10 Year Group: 5 Summer 2 |
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| This enquiry looks at ways in which Christians are committed to their faith by evaluating some key areas already studied plus the 10 commandments and Jesus' 2 commandments. | | | |
| Core Knowledge (see also background information documents) | Link to other aspects of belief | Personal connection / resonance | |
| <ul style="list-style-type: none"> • 10 Commandments (see below) • Jesus' commandments to love God and love your neighbour. (Golden Rule) • Jesus did not change or discard the original 10 Commandments. His teaching made it easier to understand that in essence the first 3 Commandments are about loving God and the other 7 are about loving your neighbour • Many Christians will choose to be confirmed (received into the Church as an adult) and in this ceremony, the gifts of the Holy Spirit are prayed to be conferred on them. | <ul style="list-style-type: none"> • That everyone is a neighbour so a Christian will try to do good to others. • Trinity: in order to "love God" a Christian will need to understand the Trinity and the 3 persons who make the 1 God. | <ul style="list-style-type: none"> • What am I committed to? What acts do I make to show this? • Have I been committed to something in the past that I now feel less committed to? Does it matter? • What is the impact of making a commitment publicly rather than privately? | |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| <p>10 Commandment: rules given to Moses in the desert when he led the Israelites out of Egypt.</p> <p>Gifts of the Spirit: The gifts are: Wisdom, Understanding, Counsel, Fortitude, Knowledge, Piety, and Fear of the Lord</p> <p>Prayer: the act of talking to God which can take a formal format such as saying the Lord's Prayer or can be more spontaneous as the Christian feels is appropriate.</p> <p>The Lord's Prayer: also known as the Our Father, how Jesus taught the disciples to pray.</p> | <p>Some people in the history of Christianity have chosen to show their commitment with their whole lives and take their love of their neighbour as their whole reason for living. The example of Mother Teresa is given in the planning. Mother Teresa was canonized as a saint on September 4, 2016, a day before the 19th anniversary of her death, i.e. the Church recognised the extraordinary sacrifice and gift that she made of her life by spending it healing lepers, thus showing her love of her neighbour.</p> | <p>Christians can say prayers verbally out loud or silently within themselves. Christians believe that prayer is talking to God, so it is not always necessary to say pre-ordained words, just what comes to the Christian as he or she prays. Many Christians will regularly attend church to publicly demonstrate their commitment to God and their religion. They may also carry out service here.</p> | <p>Builds on Year 2 Autumn 1 and links to the Yr 6 optional enquiry on the New Covenant.</p> <p>Church attendance: Yr 4 Summer 2</p> <p>Communion or Eucharist: Yr 4 Summer 2 and Yr 3 Spring 2.</p> <p>10 Commandments: Yr Summer 1</p> <p>Judaism (if selected).</p> |


Year 5

| Term 1 Hinduism What is the best way for a Hindu to show commitment to God? | Term 2 Christianity Is the Christmas story true? | Term 3 Hinduism How can Brahman be everywhere and everything? (progressive from Year 3) | Term 4 Christianity How significant is it for Christians to believe God intended Jesus to die? | Term 5 Hinduism Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? | Term 6 Christianity What is the best way for a Christian to show commitment to God? |
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| I know why one way of showing commitment may not be better than another. | I understand whether a favourite story is 'true' and explain why. | I know how values and qualities such as kindness or friendship can be shown in different aspects of my life whichever role I am playing. | I can start to show an understanding of the difference between purpose and destiny. | I know I can express my views on life after death and start to explain how these views may make a difference to how I live my life. | I understand why one way of showing commitment may not be better than another. |
| I know why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this. | I understand there are different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). | I understand the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. | I understand whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence. | I understand how beliefs about life after death make an impact on the ways Hindus choose to live their lives. | I understand why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. |
| I know my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning. | I know my own opinion on whether the Christmas story is true and say what Christians might think of my opinion. | I know my own views on the Hindu belief in Brahman. | I know my opinion about the importance for Christians of Jesus' death being part of God's plan. | I know an opinion on the Hindu belief in reincarnation with some reasoning. | I know that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life. |

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| Religion /Worldview: Islam | Enquiry Question: What is the best way for a Muslim to show commitment to God? | Age: 10/11 Year Group: 6 Autumn 1 | |
| In this enquiry, the children look at the importance of the five pillars to most Muslims. They learn the beliefs behind the practices and understand how Muslims show commitment each day, highlighting the importance of Allah to Muslims. | | | |
| Core Knowledge (see also background information documents) | | Link to other aspects of belief | Personal connection / resonance |
| <p>This enquiry considers the 5 pillars which are central to Muslim life and Worship.</p> <p>The five pillars are</p> <ol style="list-style-type: none"> 1. The Shahadah is a statement which is repeated many times a day 'There is one God, Allah, and Muhammad is his prophet' 2. Salat - prayer, 5 times a day 3. Zakat - Giving 2.5% annual savings to charity 4. Fasting – sawm. This commemorates the giving of the Quran to Muhammad by Angel Gabriel. The fast lasts a month and is during daylight hours 5. Hajj – Pilgrimage to Makkah in Saudi Arabia once in a lifetime | | <ul style="list-style-type: none"> • Look at the ways Zakat money is used • International Muslim charities • Sunni and Shia different practices • The Qur'an – some key verses and interpretations | <ul style="list-style-type: none"> • What 5 things are the most important in my life? • How do I show commitment at home? At school? To my friends? • Why is it important to put effort into important things? |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| <p>Ramadan: Month of fasting. The month the Qur'an was first revealed to Muhammad</p> <p>Muhammad: the final prophet of Islam</p> <p>Qur'an: Holy book. The word of Allah in Arabic</p> | <ul style="list-style-type: none"> • The Five Pillars are central to Sunni Islam, Shia Muslims have the Ten practices too. • Muslims believe money is loaned to them by Allah – they must use it wisely – life on earth is a test. | <ul style="list-style-type: none"> • The Shahadah and Salat form a major focus of every day • Opportunities should be taken to look after the poor and preparations for Ramadan will see communities support each other especially if the fast falls during the hotter months. | <p>This enquiry looks at the 5 pillars, 2 of which may have been studied in previous enquiries (Prayer and the Hajj pilgrimage Yr2 Spring 1 and Summer 2 if studied). These will need referral to as part of the learning.</p> |

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| Religion /Worldview: Christianity | Enquiry Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born? | Age: 10/11 Year Group: 6 Autumn 2 | |
| This enquiry investigates the relevance of modern-day actions at Christmas to Christians today in regard to the Christmas story. | | | |
| Core Knowledge (see also background information documents) | | Link to other aspects of belief | Personal connection / resonance |
| <p>Christians celebrate the arrival of Jesus as God's Son. They are grateful because they believe Jesus brought to earth a message from God about how to live a good life. He performed miracles, helped people and offered forgiveness of sins. Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God "incarnate" (God made man). The "incarnation" is the key fact of Jesus' birth - that God became fully human whilst also retaining his divinity.</p> | | <ul style="list-style-type: none"> • Sacrifice of the life of Jesus at Easter • Salvation: Jesus dying and rising again to bring humanity back to relationship with God. • Jesus' ability to perform miracles as God's son – Jesus as a gift to humanity | <ul style="list-style-type: none"> • Do I understand the significance of some symbols to Christians? • Are there symbols about special events which are meaningful to me? |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| <p>Incarnation: God becoming man Messiah: a saviour from God prophesied about in the Old Testament and Jewish Scriptures.</p> | <p>Jesus' birth in a dirty stable showed that he was not traditional royalty, and not the type of Messiah that the Jews were hoping for to free them from Roman rule. He was born into poor surroundings to show that he was not a worldly King and that he had come to give his good news to the poor and needy.</p> | <p>Some Christians may commit to going to church at Christmas even if that is the only time in the year that they go. Christian (and other) houses will use symbols such as the star or angel on the Christmas tree to remind them of the story of the birth of Jesus.</p> | <p>Link with the commitment studies about Christianity in Year 4 Summer 2 and Year 5 Summer 2</p> |

| Religion /Worldview: Christianity | | Enquiry Question: Is anything ever eternal? | | Age: 10/11 Year Group: 6 Spring 1 | |
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| This enquiry focusses on the Christian understanding of eternity and the Christian belief that God's love for humankind is eternal in that God will never stop loving humanity. | | | | | |
| Core Knowledge (see also background information documents) | | | Link to other aspects of belief | | Personal connection / resonance |
| <p>Christians believe that God's love for humankind is eternal in that God will never stop loving humanity. Even if they do wrong, they can say sorry and God will forgive them because he loves them.</p> <p>Jesus taught about the concept of heaven twice. In John 14:1-6, he uses the Greek word 'topos', which is translated as "place." For example, he says, <i>"I go to prepare a place for you."</i></p> <p>Christians believe it is Jesus' sacrifice of salvation that makes a forgiven sinner perfect in the eyes of God and then they can enter heaven where they can live eternally being loved by and loving God.</p> | | | <p>Salvation: God sent Jesus to humanity to die and to be resurrected to allow man to have a pathway back to God where he can live with God for eternity.</p> | | <ul style="list-style-type: none"> • Do I believe in eternity? • What do I think or believe might be eternal? |
| Key Terms and definitions | | History/Context | | Impact on believer/daily life | |
| <p>Agape: universal and unconditional love, such as the love for strangers, nature, or God</p> <p>Messiah: a saviour from God prophesied about in the Old Testament and Jewish Scriptures.</p> | | <p>Agape is also called charity, as in St Paul's words in 1 Corinthians 13:13 which are often used in weddings; <i>"and now abideth faith, hope, charity, these three; but the greatest of these is charity"</i>.</p> | | <p>Agape is defined as the unselfish concern for the welfare of others (links to the belief in loving your neighbour as yourself) so Christians will try to emulate this in their kindness to friends and also charity or helping people they don't know.</p> <p>Jesus' talked of a place that Christians would be eternally loved which leads to their belief in heaven.</p> | |
| Spiral curriculum link | | | | | |
| <p>Link with the optional enquiry for Year 6 on the New Covenant.</p> <p>Previous units which cover Agape in Yr2 Autumn 2 and Yr4 Spring 2.</p> | | | | | |

| Religion /Worldview: Christianity | | Enquiry Question: Is Christianity still a strong religion 2000 years after Jesus was on earth? | Age: 10/11 Year Group: 6 Spring 2 |
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| This enquiry draws on all previous learning about the concepts of Christianity that have been studied in earlier enquiries and reflects on their meaning and impact in the world today. | | | |
| Core Knowledge (see also background information documents) | | Link to other aspects of belief | Personal connection / resonance |
| <p>Christian concepts such as Lent (the 40 days leading up to Holy Week commemorating Jesus' time fasting in the desert), Shrove Tuesday (the start of Lent), Ash Wednesday (when ashes from burnt palms from the previous years' Palm Sunday are placed on believers' foreheads) are all aspect of Christian preparation for Easter. Advent is the preparation time for Christmas.</p> <p>Christian charities can demonstrate Jesus' teaching to love your neighbour (demonstrate Agape)</p> <p>There are countries where people are persecuted for being Christians and Christians have to suffer if they stand up for their beliefs.</p> | | <p>Salvation: God sent Jesus to humanity to die and to be resurrected to allow man to have a pathway back to God where he can live with God for eternity.</p> | <ul style="list-style-type: none"> • What rules would I choose to live by? • Whose example would I like to emulate in my life? (Can be a variety of people, not just one) • Could me behaving like that person have a positive impact on my community or the world? |
| Key Terms and definitions | History/Context | Impact on believer/daily life | Spiral curriculum link |
| <p>Agape: universal and unconditional love, such as the love for strangers, nature, or God</p> <p>Harvest: Usually celebrated in September when churches are decorated with fruit and vegetables and Christians given thanks to God for the food and crops.</p> <p>Fish symbol:</p>  <p>The Greek word for fish is "ichthys." As early as the first century, Christians made an acrostic from this word: Iesous Christos Theou Yios Soter, i.e. Jesus Christ, Son of God, Saviour</p> | <p>Mothering Sunday began in the 16th Century where, on the fourth Sunday of Lent, people would return to their mother church for a special service.</p> <p>The fish symbol attracted less attention than a cross so was an important method of communication to early persecuted Christians. Current car-sticker and business-card or webpage uses of the fish hark back to this practice, allowing others to see that the person using it is a Christian.</p> | <p>A Christian today may use the fish symbol in work or in full view of others (e.g. car stickers) to show their commitment to their faith in public.</p> <p>Christians would give to charity (although this is not a requirement or obligation) to demonstrate love for their neighbour and emulate Jesus' example and commandment.</p> | <p>Final Christianity unit (unless optional Yr 6 unit is studied later). This enquiry draws all previous learning together.</p> |

| Religion /Worldview: Islam | | Enquiry Question: Does belief in Akhirah (life after death) help Muslims lead good lives? | | Age: 10/11 Year Group: 6 Summer 1 and 2 | |
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| In this enquiry, the children look at how belief in life after death has different interpretations for Muslims. They will look at the different ways that Muslims live their view of a good life. The enquiry includes some controversial content and it is important that the children get the opportunity to explore this aspect fully. | | | | | |
| Core Knowledge (see also background information documents) | | Link to other aspects of belief | | Personal connection / resonance | |
| <p>Part 1 Akhirah - Life after death Muslims believe that when you die there is a judgment day. Allah, who is perfect justice, will decide on your next step after looking at the evidence collected during your life</p> <p>Part 2 Jihad is defined as a personal struggle against evil. Muslims define Jihad in different ways, for some it is an individual daily struggle to do the right thing, to avoid evil and temptation. For some other Muslims jihad can be taken to mean literally fighting against a perceived enemy or evil. This has led some Muslims to take extreme action and even die for their faith as well as kill others in the belief that this action will lead them straight to paradise.</p> <p><u>Just War</u> A Just war is one that might be acceptable to fight</p> <p><u>Holy War</u> A Holy war has religion as the driving force – usually to defend it from attackers</p> | | <ul style="list-style-type: none"> • Belief in Allah and his importance • Zakat – money given to charity as a duty • Sadaqah – money given to a charity as a choice • Khums – Shia Muslims give 20% of their money after expenses to charity | | <ul style="list-style-type: none"> • What do I think is important in life? • What do I struggle with? • Why is it important to show commitment to things you believe in? • What issues do you think are important? • Why do people protest? • Is every way of protesting acceptable? Explain | |
| Key Terms and definitions | | History/Context | | Impact on believer/daily life | |
| <p>Akhirah: life after death Jihad: Struggle Lesser Jihad: a struggle or fight against the enemies of Islam Greater Jihad: personal individual struggle against evil</p> | | <ul style="list-style-type: none"> • The word ‘Jihad’ has different interpretations – the word means struggle and can be interpreted as a daily effort to do the right thing or for some can involve an armed response against what they see as evil • Cultural and regional situations will play a big aspect on how someone views Jihad | | <p>Muslims believe Allah will judge them when they die and their daily thoughts, words and actions will be used as evidence. This will encourage them to live in the ‘right way’</p> | |
| | | | | Spiral curriculum link | |
| | | | | <p>Builds on previous Islam enquiries. Refer to previous learning on the Five Pillars (Yr6 Autumn 1) as these will play a big part in leading a good life. Remind students of how important Allah is to Muslims as it will help them understand Jihad.</p> | |

Year 6

| Term 1 Islam What is the best way for a Muslim to show commitment to God? | Term 2 Christianity Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? | Term 3 Christianity and Humanism Is anything ever eternal? | Term 4 Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth? | Term 5 Islam Does belief in Akhirah (life after death) help Muslims lead good lives? | Term 6 Islam Does belief in Akhirah (life after death) help Muslims lead good lives? |
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| I understand why one way of showing commitment may not be better than another. | I understand when I am celebrating in a way that reflects the meaning of the event. | I understand the difference it would make to me to know that something was eternal. | I understand how I would like to be a positive influence on others. | I know how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. | I understand how my beliefs about right and wrong make a difference to how I see things. |
| I know why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. | I understand how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life and can explain which activities do this. | I understand why Christians believe some things are eternal and the difference this makes to them. | I know a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. | I know how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. | I know two different Muslim interpretations of Jihad and explore their justifications for these. |
| I understand that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life | I know my own feelings on whether or not it is important to follow Christian beliefs in all Christmas celebrations. | I know my own answer to whether anything is eternal and give my reasons. | I know how to express my opinion as to whether Christianity is a strong religion now giving reasoned arguments. | I understand there are questions about life after death and explore how what I believe about this might influence my life. | I know my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping. |