



SHERINGDALE

**Religious Education
Medium Term Planning
2024-2025**

'Religious Education contributes to education by provoking challenging questions about meaning and purpose in life, beliefs about ultimate reality, issues of right and wrong and what it means to be human.' Wandsworth RE syllabus

For each unit:

Each unit will cover a combination of the following:

AO1 – Learning *about* religion and beliefs – Know about and understand a range of religious and non-religious beliefs and worldviews

AO2 – Learning *from* religion and beliefs – Express insights about the nature and significance of different worldviews and gain the skills needed to engage seriously with different worldviews

- ➔ First lesson to include 'Why we are learning about this topic' at the start of the lesson + introduce the enquiry question.
- ➔ Rest of the lessons to include sticky knowledge at the start of each lesson + enquiry question.
- ➔ Focus on variety throughout the topic. There should be a mixture of looking at different sources of wisdom as well as students engaging with the nature of the sources themselves.
- ➔ Look at the Prior knowledge at the start of each unit to know what knowledge to recap.
- ➔ There should be challenge for each lesson.

RE Assessment

At the end of each unit, students will answer the sticky knowledge questions from the unit to ensure that the identified core knowledge has been learnt and remembered. This is followed by an essay-style answer to that unit's enquiry question, where students are expected to provide a wider ranging answer, drawing on everything they have learnt from that unit.

- ➔ Help children to layout answer and have key vocabulary available.
- ➔ Graphs, pictures, quotes could also be used.
- ➔ All answers must use the information learnt throughout the topic.

Prerequisite learning for RE		
Three and four year olds (ref: Development Matters)	Communication and Language	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens, such as: Christmas Nativity story or stories celebrating difference Use a wider range of vocabulary, such as: special, important, precious, Christmas, Easter, Ramadan, Eid Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” or “Why do some people dress differently?” Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Sing a large repertoire of songs, such as: Hot Cross Buns
	Personal, Social, Emotional Development	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community Become more outgoing with unfamiliar people in the safe context of their setting Understand gradually how others might be feeling Think about the perspective of others
	Understanding the World	<ul style="list-style-type: none"> Make connections between the features of their family and other families Notice differences between people Continue developing positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experiences or seen in photos
Reception (ref: Development matters)	Communication and Language	<ul style="list-style-type: none"> Learn new vocabulary. Connect one idea or action to another using a range of connectives, such as: “People go here because they believe this” Listen to and talk about stories to build familiarity and understanding
	Personal, Social, Emotional Development	<ul style="list-style-type: none"> See themselves as a valuable individual Identify and moderate their own feelings socially and emotionally Think about the perspective of others
	Understanding the World	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Including our locality. Name and describe people who are familiar to them Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways, such as: Christmas and Ramadan Recognise some similarities and differences between life in this country and life in other countries
Early Learning Goals	Personal, Social and Emotional Development	<u>Managing Self</u> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. While away from school.

(EYFS Statutory Framework)		<u>Building Relationships</u> <ul style="list-style-type: none"> Show sensitivity to their own and to others' needs
	Understanding the World	<u>People Culture and Communities</u> <ul style="list-style-type: none"> 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <u>The Natural World</u> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Greater Depth Statements (ref: Sheringdale Skills and Knowledge Progression, EYFS)	Communication and Language	<ul style="list-style-type: none"> Use 'because and 'then' to sequence why people go to specific places.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Be able to express that they one thing whilst someone else does another thing.
	Understanding the world.	<ul style="list-style-type: none"> Know there are different things that people believe and these are expressed in different ways. Know people with different beliefs have things in common, such as: "Both believe in God" Know the name of some special buildings, such as: church or mosque. Know that depending what your country your in you will find more people who believe the same thing.

Year 1

Autumn 1 –

What do Christians believe about God?

Key Vocabulary

Christian(s), God, Father, Jesus, belief(s), holy, Christmas, Easter, Holy Week, prayer, forgiveness, symbol(s), fish, candle, cross, dove, church, Jew(ish), priest, parable, bandit, Levite, Bible, 10 rules (commandments), worship, church, special place, chapel, pew, alter

Sticky Knowledge:

- What is something Christians believe that God did?
- What is one symbol Christians use?
- What do Christians learn from the story of the Good Samaritan?
- What is one-way Christians worship God?

WALT: discuss what Christians believe about God

- Start with looking at common images and symbols from Christianity
- Simple explanation of God and Jesus
- Belief that God created the world; Christmas; Easter; prayer

WALT: recall facts about Jesus

- Who is Jesus?
- Go through the life of Jesus, focusing on his performing miracles and teachings
- Why is he so important? (the Son of God; teacher)

WALT: retell a Christian story and discuss its meaning

- Define parable
- Talk through the story of the Good Samaritan
- What is the message? What is the impact?

WALT: discuss Christian symbols and what is important to me

- Define symbol
- Look at: the cross; fish; candle; dove; stained glass
- What is important to the students?

WALT: offer some ideas of our own about why Christians follow Bible teachings and believe in God

- Explain what the Bible is; what worship is
- How do Christians show love and worship and God?

WALT: identify features of a Christian church

- Explain what a church is
- What would you see inside a church?
- Why do Christians go to church?

WALT: answer the enquiry question 'What do Christians believe about God?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Autumn 2 – What do Muslims believe about Allah?

Key Vocabulary

Islam, Muslim, Allah, Prophet Muhammad, Quran, star, crescent moon, mosque, suhoor, celebration, inshallah, kind, merciful, all-knowing, all-powerful, mosque, mihrab, minaret, Qubba, Sahn, Arches, Minbar, Calligraphy

Sticky Knowledge:

- What is something Muslims believe about Allah?
- What do Muslims learn from the story of the Crying Camel?
- What does the crescent moon represent?
- Why is the Prophet Muhammad so important?

WALT: discuss what Muslims believe about Allah

- Who is Allah?
- Explain he is seen as kind, merciful, all-knowing and all-powerful

WALT: recall facts about the Prophet Muhammad

- What is a prophet
- Go through the life of the Prophet Muhammad
- Why is he so important? (the last prophet)

WALT: understand an Islamic story and discuss its meaning

- The Islamic Story of The Prophet and the Ants
- The Islamic story of The Crying Camel
- What might these stories teach Muslims about Allah?

WALT: discuss Islamic symbols and say what they mean

- What is the crescent moon and star? Where do we see it?
- What is a mosque?

WALT: identify features of a mosque

- Explain what a mosque is
- What would you see inside of a mosque?
- Why do Muslims go to the mosque?

WALT: identify how Muslims show their belief in Allah

- Teach how Muslims show their belief in Allah through actions such as saying *inshallah* (God willing) and trusting Allah in their daily lives

WALT: answer the enquiry question 'What do Muslims believe about Allah?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Spring 1 – What makes an object special or sacred?

Key Vocabulary

sacred, Christian, Christianity, special, objects, rosary beads, holy water, Muslim, Islam, Quran, mosque, prayer mat, hijab, Kaaba and the Black Stone

Sticky Knowledge:

- What does sacred mean?
- What is a sacred object to Christianity and why?
- What is a sacred object to Islam and why?
- What types of objects are sacred in both Christianity and Islam?

WALT: identify objects that are special to Christians

- Building on autumn 1 work
- More in depth about the cross and Bible
- Also discuss holy water and rosary beads

WALT: identify objects that are special to Muslims

- Mosque, prayer mat, Quran, hijab, Kaaba and the Black Stone
- Discussing their relevance and importance

WALT: understand the meaning of the word sacred

- Explanation of the word sacred, and how it is different from special
- What items are special to them?
- What items would be sacred to a Christian and a Muslim?

WALT: compare Christian and Muslim sacred objects

- Comparing sacred objects from previous week, sort which are unique and which share similarities (e.g. a holy book)

WALT: visit a church

- Trip to local church
- focus on discussing the sacred objects found in the church
- Church leader to explain what Christians consider sacred vs special

WALT: answer the enquiry question 'What makes an object special or sacred?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Spring 2 – What makes a religious leader sacred and special?

Key Vocabulary

Sacred, special, Archbishop of Canterbury, cleric, vicar, priest, minister, Imam, services

Sticky Knowledge:

- What are the religious leaders in Christianity and Islam called?
- What are the responsibilities of a religious leader?

- How does a religious leader help believers?
- What makes a religious leader sacred?

WALT: identify people and leaders that are special to me and explain why

- Pupils to discuss and identify what special people and leaders are in their lives

WALT: understand what makes a religious leader special

- What role do religious leaders play?
- What qualities do they/should they have?

WALT: identify the special leaders in Christianity

- The different titles commonly used for Christian religious leaders (priest, vicar, minister etc)

WALT: identify the special leaders in Islam

- Go through what the role of the Imam entails
- Differences/similarities with Christian religious leaders

WALT: visit to a local mosque

- Trip to local mosque
- Focus on discussing the role of the Imam

WALT: answer the enquiry question 'What makes a religious leader sacred or special?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Summer 1 – How do Christians and Muslims believe the world was made?

Key Vocabulary:

Christianity, Bible, creation, world, Adam, Eve, Allah, angels, commanded, eternal, stewardship, dominion, seven days

Sticky Knowledge:

- What do Christians believe about how the world was made?
- What do Muslims believe about how the world was made?
- What lessons are learnt from the story of Adam and Eve?
- Why is it important that God created the world?

WALT: retell the creation story from the Bible

- Go through the creation story from Genesis (first)

WALT: retell the story of Adam and Eve

- Go through the story of Adam and Eve
- Discuss with pupils and answer questions

WALT: retell the creation story from the Quran

- Go through Islamic creation story

- Allah is eternal; Allah commanded the world to come into being; Allah sent angels to collect seven handfuls of soil; man was created with the soil; Eve was created from Adam's side; Adam and Eve disobeyed; Adam and Eve were removed from paradise

WALT: compare the two creation stories

- Compare the two creation stories
- What similarities do they have? What differences do they have?
- What do the similarities believe both faiths believe about the God and the creation of the universe/world?

WALT: discuss what we can learn from the creation stories

- What are the implications of the creation story?
- What does it reveal about God?
- Discuss idea of stewardship/dominion

WALT: answer the enquiry question 'How do Christians and Muslims believe the world was made?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Summer 2 – Should we care for others and the world around us?

Key Vocabulary:

Golden rule, Jesus, story, parable, Bible, Quran, prophet, Allah, environment

Sticky Knowledge:

- What is the Golden Rule?
- What did Jesus say about treating others?
- What does the Quran say about treating others?
- How do religions care for the world?

WALT: understand the Golden Rule in religion

- Explanation of the golden rule: treat others as you would wish to be treated
- How can this rule help people and the world?

WALT: understand what Jesus said about how to treat others

- Discuss the story of the Unforgiving Servant told by Jesus in Matthew 18:21-35

WALT: understand a Quranic story and identify its meaning

- Discuss the story of Prophet Yusuf (Joseph) found in Surah Yusuf (Chapter 12). Yusuf's brothers were jealous of him and treated him badly by throwing him into a well and selling him into slavery. Despite the hardships he faced, Yusuf eventually rose to a position of power in Egypt. When his brothers came to him later in need of help, instead of seeking revenge, Yusuf forgave them and treated them with kindness. This story teaches the Golden Rule by showing the importance of

forgiveness and treating others with compassion, even when they have wronged us.

WALT: discuss different beliefs about caring for the world

- What we can we do to care for the world today?
- What does the Bible and the Quran teach about caring for the world?

WALT: discover how Christians and Muslims care for the world today

- Look at Christian environmental work (A Rocha; Christian Climate Action; COE Environment Programme etc)
- Look at Islamic environmental work (Islamic Foundation for Ecology and Environmental Sciences [IFEES]; Muslim Declare; Wisdom in Nature etc)
- Can look at cross-faith work (Footsteps; The Climate Coalition etc)

WALT: answer the enquiry question 'Should we care for others and the world around us?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Year 2

Autumn 1 –

How do Christians and Muslims express their beliefs?

Key Vocabulary

Christian, Muslim, express, belief(s), baptism, church, the Bible, charity, Five Pillars, Quran, mosque, Ummah, worship

Sticky Knowledge:

- What is one way a Christian can express their beliefs?
- What is one way a Muslim can express their beliefs?
- What is one similarity and one difference between Christian and Islamic expressions of belief?
- Why are the Five Pillars important?

WALT: discuss how Christians express their beliefs

- Discuss what pupils do to show someone they care & celebrate special holidays
- Cover baptism, going to church, reading the Bible, giving to charity
- What connections can they make between the way they do things and Christians do things – any similarities?

WALT: discuss how Muslims express their beliefs

- Cover the Five Pillars, the Quran and mosques
- Go over the Five Pillars, detailing how each is fundamental to being a Muslim
- Stressing the Quran is the word of God; can make comparisons to their favourite books and how it makes them feel when they read it
- Attending worship and how it makes them feel connected to their community (Ummah)

WALT: identify similarities in expressions of belief

- Draw together all the similarities, highlighting where they act or believe in very similar ways

WALT: identify differences in expressions of belief

- Draw together all the differences, emphasising where they have distinctions and what this tells us about each religion

WALT: discuss if some ways of expressing belief are better than others

- Recap the ways Christians and Muslims express beliefs
- Focus on questions such as, “Is it better to help someone or to pray for them?” “What are ways of helping someone that is also an expression of faith?” “Is it more important to celebrate Holy days or be kind?” “Is it better to wear religious symbols or do something kind no one knows about?” and if there are ways of expressing belief in one religion that the other should adopt.
- Finally, “Do you think one way of showing beliefs is better than another, or are they all important in different ways?”

WALT: answer the enquiry question 'How do Christians and Muslims express their beliefs?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Autumn 2 – **Why is Christmas important to Christians?**

Key Vocabulary

Christmas, Christians, Christianity, God, Jesus, Mary, Joseph, wise men, shepherds, inn, stable, manger, Bethlehem, love, kindness, humble, gifts, church, carols

Sticky Knowledge:

- Put the events of the Christmas story in the correct order
- What is a lesson Christians learn from the Christmas story?
- How do Christians celebrate Christmas?
- Why do non-Christians also celebrate Christmas?

WALT: understand the first part of the Christmas story

- Read the first part of the story: Mary and Joseph's journey to Bethlehem; no room at the inn; the birth of Jesus in a stable
- Ask questions throughout: Why did Mary and Joseph have to travel to Bethlehem? Why do you think Jesus was born in a stable?

WALT: understand the second part of the Christmas story

- Read the second part of the story: the angels appearing to the shepherds; the shepherds visiting the stable to see Jesus; the wisemen following the star to find Jesus and bring gifts
- Ask questions throughout: What message did the angels bring to the shepherds? Why did the wise men bring gifts to Jesus?
-

WALT: understand what Christians learn from the Christmas story

- The story teaches Christians important lessons about love, kindness, and being humble.
- Christians believe that God sent Jesus to teach people because He loves everyone. This story teaches Christians that they should love and care for each other, just like God loves them.
- How did people show kindness to Mary and Joseph? How did the shepherds and wise men show love and respect for baby Jesus?
- Why do you think Jesus was born in a stable and not in a big, fancy house? How did the wise men and shepherds show they were humble when they visited Jesus?; Do you think Wise Men and shepherds would normally be seen together?
- Can tease out bigger ideas: what does the story teach us about being kind and helpful to others? Talk about the importance of giving and sharing, just like the wise men brought gifts for baby Jesus.

WALT: explore how Christians celebrate Christmas

- How do the students celebrate Christmas? Then move on to learning how Christians celebrate Christmas.
- Christians believe that Christmas is a time to give and share because it reminds them of the gifts given to baby Jesus by the wise men. What kinds of gifts do people give at Christmas? Why do you think giving is an important part of Christmas?
- Christians often go to church at Christmas to thank God for sending Jesus and to sing Christmas carols. They might have special services, like a midnight service on Christmas Eve or a nativity play. “What songs do people sing at Christmas?” “Why do you think Christians like to sing songs and go to church?”
- For Christians, Christmas is also a time to be with family and have a special meal together. It’s a way of remembering the love and joy that Jesus brings. “What do you eat with your family during Christmas? “Why do you think being with family is important at Christmas?”

WALT: discuss if only Christians should celebrate Christmas

- “Who celebrates Christmas in your family?” “Do you think only Christians can celebrate Christmas, or can anyone join in?”
- Christmas is a special time when Christians celebrate the birth of Jesus. But over time, many people, even those who aren’t Christians, have found ways to celebrate Christmas by focusing on love, kindness, and being together.
- Some of the things people love about Christmas, like giving gifts, being kind, and spending time with family, are things that everyone, no matter their religion, can enjoy. “Why is it nice to give gifts or help people at Christmas?” “How do you think spending time with family makes people feel happy?”
- Even if someone isn’t a Christian, they can still enjoy the spirit of Christmas by being kind, sharing, and spending time with others. It can be a time for everyone to come together.
- Even though Christmas is a Christian holiday, it has become a time when people from all over the world, whether Christian or not, can celebrate by being kind, sharing with others, and spending time with family. Emphasise that the values of Christmas – love, kindness, and giving – are things that everyone can enjoy.

WALT: answer the enquiry question ‘Why is Christmas important to Christians?’

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Spring 1 – Can sacred books teach us anything?

Key Vocabulary

God, Allah, Jesus, Prophet Muhammad, Bible, Quran, Old/New Testament, angel, Jibril/Gabriel, Hira, shepherd, revelation

Sticky Knowledge:

- What is one-way Christians use the Bible?
- What is one-way Muslims use the Quran?

- Why are stories from the Bible and the Quran seen as very important?
- Do the Bible and the Quran have anything in common?

WALT: understand how Christians use the Bible

- Begin by recapping the term sacred (connected with God) and the Bible (a special book for Christians. Has two parts: Old Testament which tells stories from before Jesus was born, and the New Testament, which tells stories about Jesus and the early Christians).
- How Christians use the Bible: used in different ways. They read it to learn about God, Jesus, and how to live a good life.
- They read the Bible at home to learn how to be kind and helpful.
- Read it in church to understand God's love for everyone.
- It's used at special times, like weddings, to remind people of God's teachings.
- The Bible has stories that teach lessons. For example, Jesus told stories to help people learn to be kind, to share, and to love one another.

WALT: understand what Jesus taught about God in a story

- Choose a story where Jesus teaches about God. The Good Shepherd is a good option because it highlights God's love and care. "Jesus often told stories to help people learn about God. In this story, Jesus talks about a shepherd and his sheep, and he teaches us that God loves and takes care of everyone, just like a shepherd takes care of his sheep."
- Questions to ask: "What do you think the shepherd will do when he finds lost sheep?" "Why do you think Jesus told this story about God?"
- In this story, Jesus teaches that God is like a good shepherd. Just like the shepherd loves and cares for each sheep, God loves and cares for everyone, even when someone feels lost or alone. "Why do you think Jesus told this story to help people understand God?" "How do you feel knowing that, just like the shepherd cared for his sheep, God cares for everyone?"

WALT: understand how Muslims use the Quran

- Begin by recapping the term Quran (a holy book for Muslims. They believe it is the word of Allah (God) and that it teaches them how to live in a way that makes Allah happy.
- How Muslims use the Quran: used in different ways. They read it to learn about Allah, the Prophet Muhammad, and how to be kind, helpful, and good to others.
- Muslims read the Quran at home and in the mosque to understand Allah's guidance.
- They also recite verses from the Quran during prayers and important celebrations like Eid.
- The Quran teaches Muslims to be good people. It tells them to be kind to others, help those in need, and be respectful.

WALT: understand which story do Muslims tell about the Prophet Muhammad

- Students will learn a simple story about the life of the Prophet Muhammad that teaches important lessons (e.g. the story of Muhammad receiving the first revelation in the Cave of Hira)
- Muslims believe that he was chosen by Allah to teach people how to be kind and live good lives.

- Muslims believe that Allah gave special messages to the Prophet Muhammad through an angel, and these messages were written down in a book later called the Quran. This helped the Prophet Muhammad guide people on how to live.
- Begin by explaining that the PM liked to spend time in a quiet cave called Hira, thinking about Allah. One day, while he was in the cave, an angel named Jibril (Gabriel) appeared and told him to “Read!” even though the PM didn’t know how to read. The angel told him that Allah had chosen him to teach people how to be good and kind. This was the first message from Allah, and it became part of the Quran.
- Muslims tell this story because it reminds them of how special the Quran is and how the PM was chosen to help people learn to be kind and good.

WALT: compare religious stories from different religions

- Discuss two stories, one from the Bible and one from the Quran, that teach us how to be kind and help others.
- The Bible – the story of Ruth and Naomi: Ruth was a young woman whose husband died. She lived with her mother-in-law, Naomi, who was very sad because her husband and sons had also died. Naomi decided to go back to her homeland. Ruth loved Naomi and promised to stay with her and help her, saying, “Where you go, I will go.” Ruth worked very hard to take care of Naomi, and she showed great kindness by staying by her side. “This story teaches Christians that it’s important to be kind and stay loyal to the people we love, even when things are hard.”
- The Quran – the story of the Prophet and the Old Woman: the PM walked by an old woman’s house every day, and she would throw rubbish on him because she didn’t like him. One day, the old woman wasn’t there. The PM was worried and went to check on her. He found out she was sick and helped take care of her. Even though the woman wasn’t kind to him, he was kind to her, and she was so touched by his kindness that she became nice to him afterward. “This story teaches Muslims to be kind to everyone, even to people who may not be kind to us.”
- How did Ruth show kindness to Naomi, and how did the PM show kindness to the old woman? Do both stories show that kindness is important, no matter what?

WALT: answer the enquiry question ‘Can sacred books teach us anything?’

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Spring 2 – Why and how do people celebrate Easter and Ramadan?

Key Vocabulary

Holy Week, Christians, Jesus, Easter, Palm Sunday, Jerusalem, the Last Supper, cross, Easter Sunday, resurrected, *Hosanna*, Islamic calendar, lunar cycle

Sticky Knowledge:

- What are the four days of Holy Week?
- How long does Ramadan last for and is the main thing Muslims will do during it?
- What is one similarity and one difference between Easter and Ramadan?
- What can non-religious learn from Easter and Ramadan?

WALT: understand the events of Holy Week

- Holy Week is a very special time for Christians. It's the week when Christians remember important events that happened in the life of Jesus before Easter. It includes important days like Palm Sunday, when Jesus rode into Jerusalem on a donkey; the Last Supper, when Jesus shared a special meal with his friends; Good Friday, when Jesus died on the cross; and Easter Sunday, when Christians believe Jesus came back to life.
- Palm Sunday: On Palm Sunday, Jesus rode into Jerusalem on a donkey. People were so happy to see him, they waved palm branches and shouted 'Hosanna!' because they believed he was very special.
- The Last Supper: On Thursday of Holy Week, Jesus had a special meal with his friends. He told them to remember him by breaking bread and sharing wine, which Christians still do in church today.
- Good Friday: On Good Friday, Jesus was arrested and died on the cross. His friends were very sad because they loved him, but Christians believe Jesus died to show how much he loved everyone.
- Easter Sunday: On Easter Sunday, Jesus' friends found that his tomb was empty. They were so happy because they believed that Jesus had come back to life! Christians celebrate this day because it shows that love and life are stronger than anything.

WALT: analyse the events of Holy week and their significance

- Palm Sunday: "Why do you think people were so excited to see Jesus?" (Palm Sunday is important because it shows that many people loved and welcomed Jesus, but it also begins the story of Holy Week where things start to change.) "How do you think Jesus felt when people cheered for him?"
- The Last Supper: "Why do you think Jesus wanted his friends to remember him?" (The Last Supper is important because it was the last time Jesus ate with his friends before something very sad happened) "How do you think Jesus felt during this meal?"
- Good Friday: "Why do you think Jesus' friends were so sad?" (Good Friday is important because it shows how much Jesus loved people, even though it was a very sad day) "How do you feel when someone you love is hurt or sad?"
- Easter Sunday: "How do you think Jesus' friends felt when they saw the empty tomb?" (Easter Sunday is important because Christians believe Jesus came back to life to show that he really was the Son of God) "How do you feel when something happy happens after feeling sad?"
- Which part of Holy Week do you think is the most important and why?

WALT: understand Ramadan and Eid-al-Fitr

- Ramadan is a special month when Muslims fast, which means they don't eat or drink during the day. They do this to show their love for Allah and to think about people who don't have enough food.

- Eid-al-Fitr is a big celebration that happens when Ramadan ends. It's a time to be happy and share special food with family and friends.
- Ramadan: the ninth month in the Islamic calendar, and it's a very important time for Muslims. During Ramadan, Muslims fast, which means they don't eat or drink anything from sunrise to sunset. They also pray and think about how they can help others. Fasting helps Muslims think about people who are hungry and reminds them to be thankful for what they have. During Ramadan, Muslims also try to be extra kind and help others in need.
- Eid-al-Fitr: After Ramadan is over, Muslims celebrate Eid-al-Fitr. It's a big holiday, and Muslims are very happy because they've finished fasting. They go to the mosque to pray, and then they share special food with their families and friends. Muslims also give money or food to people who need it during Eid. This is called charity, and it's a way to help others and show kindness.
- What's something you can do to help someone, like Muslims do during Ramadan?

WALT: compare Easter and Ramadan

- Recap Easter and Ramadan.
- Easter: Easter is a special time for Christians. It celebrates when Christians believe that Jesus came back to life after he died on the cross. Before Easter, some Christians give up things they like for 40 days to remember Jesus' sacrifice. On Easter Sunday, families go to church and have a big meal together to celebrate.
- Ramadan: Ramadan is a special month when Muslims fast, which means they don't eat or drink during the day. They do this to think about God and to remember people who don't have enough food. They also pray and give to charity. After Ramadan, Muslims celebrate Eid with their family and friends.
- Use a Venn diagram.
- Similarities: Both Ramadan and Easter are special times for people to think about God and help others. Both have special celebrations with family and friends. Both involve giving and thinking about others. Both can involve giving things up.
- Differences: Ramadan lasts for a month, while Easter is one special day. Easter focuses on Jesus whilst Ramadan is more personal. Only in Islam do they have to give things up.

WALT: discuss what non-religious people can learn from Easter and Ramadan

- Learn how people celebrate Ramadan and Easter and see what important lessons we can learn from these celebrations, even if we don't celebrate them ourselves.
- Ramadan: During Ramadan, people might help those who are hungry. We can help our friends or family when they need it. "What does it mean to be kind and help others? How can we be like this in our own lives?"
- Easter: Easter is a time for Christians when they celebrate Jesus coming back to life. At the Last Supper, Jesus washed the feet of his friends to show his love for them. "Why is it important to be kind? What are some ways we can do this?"
- "What can you do if you see someone who needs help?" "How can you show kindness to your family and friends?" "What is something you could give up for a few days?"

WALT: answer the enquiry question 'Why and how do people celebrate Easter and Ramadan?'

- Sticky knowledge questions

- Final open question, focus on GD layout + vocabulary

Summer 1 – Should we make all buildings sacred?

Key Vocabulary:

sacred, special, Christianity, Christian, Islam, Muslim, God, Allah, church, shrine, mosque, cemetery, Jannat al-Baqi, prayer, community, special occasion, faith, community, connected

Sticky Knowledge:

- Give an example of a sacred building in Christianity and Islam
- What is one-way sacred buildings are used?
- How do sacred buildings help a religious community?
- Why are non-religious buildings not considered sacred?

WALT: understand what is a sacred building

- Pupils to understand what a sacred building is and recognise examples like churches and shrines in Christianity, and mosques and the Jannat al-Baqi in Islam.
- Pupils will be able to identify sacred buildings in Christianity and Islam and explain what makes these places different from other buildings.

WALT: identify how are sacred buildings used

- Pupils will explore how Christians and Muslims use sacred buildings for prayer, community, and special occasions.

WALT: discuss the role of sacred buildings

- Pupils to discuss the reasons sacred buildings are important to Christians and Muslims, focusing on their role in faith and community.
- Explain why sacred buildings provide a special place for people to feel connected to God and each other

WALT: discuss if other places can be special too

- Pupils will identify and discuss how different places like homes, parks, or schools, can feel special to them or others, even though they are not sacred buildings.
- Compare the feelings of importance in sacred buildings and everyday places, understanding that special meaning can be found in many types of spaces.

WALT: answer the enquiry question 'Should we make all buildings sacred?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Summer 2 – Should all religious people pray?

Key Vocabulary:

pray, prayer, God, forgiveness, meditation, hope, strength, giving thanks, services, Amen, The Lord's prayer (and words within), Surah, Bible, Quran, Islamic, holy, Christian, Allah, Arabic, worship, Surah al-Fatiha

Sticky Knowledge:

- What does prayer mean?
- Why is the Lord's Prayer important for Christians?
- Why is the first Surah important for Muslims?
- How does prayer help a believer?

WALT: understand and discuss the word 'prayer'

- Start with discussing and define what prayer is (talking to God)
- Go into further detail, discussing how it can be asking a request or giving thanks
- What might pupils pray for?

WALT: understand why and how people pray

- Go through the different reasons why people pray, where, when, and how, split across Christianity and Islam.

WALT: analyse the meaning of a Christian prayer

- Go through the entirety of the Lord's prayer, paying attention to unfamiliar vocabulary and what it means.
- What effect does the Lord's prayer have for a believer?
- Why is this prayer said by all Christians?

WALT: analyse the meaning of the first Islamic Surah

- Go through the entirety of the first Surah, paying attention to unfamiliar vocabulary and what it means.
- What effect does the Surah have for a believer?
- Why is this prayer said by all Muslims (considered the essence of the Quran)?

WALT: consider the impact of prayer

- Pupils to focus on how prayer makes believers feel.
- How does it make them feel closer to God?

WALT: answer the enquiry question 'Should all religious people pray?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Year 3

Autumn 1 –

Do Christians and Muslims believe the same thing as each other?

Key Vocabulary

Christian, Muslim, Christianity, Islam, God, Allah, all-powerful, all-loving, all-knowing, eternal, just, merciful, Jesus, Prophet Muhammad, Tawhid, oneness, Bible, Quran, holy scripture(s), Son of God, prayer, Salah, fasting, Ramadan, Lent, pilgrimage, Hajj, ethic(s/al), afterlife, salvation, judgement

Sticky Knowledge:

- What is the difference between the Trinity and Tawhid?
- How is the role of Jesus different between Christianity and Islam?
- What is something both Christians and Muslims do?
- Do both religions believe in an afterlife?

WALT: explore the concept of God in Christianity and Islam

- Explore the Christian and Muslim understandings of God, particularly their properties
- Focus on the idea they are both monotheistic, but that Christianity also has Jesus
- Focus on Tawhid (the oneness of God) in Islam

WALT: examine the role of the Bible and the Quran in the lives of believers

- Examine how Christians and Muslims view and use their respective holy scriptures in worship, daily life, and moral decision-making.
- Look at how they are perceived differently in the two: Christians are much less likely to see the Bible as the literal word of God (fundamentalism).

WALT: analyse the role of Jesus in Christianity and Islam

- Analyse the role of Jesus in both religions.
- His identity as the Son of God in Christianity.
- His role as a prophet in Islam.

WALT: compare and contrast religious practices

- Compare and contrast the religious practices of Christians and Muslims.
- This can include prayer (Salah vs. Christian prayer)
- Fasting (Ramadan vs. Lent)
- Pilgrimage (Hajj vs. Christian pilgrimages)

WALT: discuss the ethical teachings of Christianity and Islam

- Discuss the ethical teachings of Christianity and Islam
- Focus on how these influence the behaviour of believers such as charity, justice, and personal conduct.

WALT: explore beliefs about the afterlife

- Explore beliefs about the afterlife, salvation and judgement.

- Highlight similarities and differences between Christian and Muslim eschatology (the part of theology concerned with death, judgement and the final destiny of the soul and of humankind).

WALT: answer the enquiry question 'How do Christians and Muslims express their beliefs?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Autumn 2 – Does belonging to a faith community hold a special meaning to believers?

Key Vocabulary

belonging, faith, community, symbol(s), logo, representation, meaning, fish, cross, candle flame, moon and star, geometry, prayer mat, marriage, ceremony, service, henna, mehndi, mahr, dua, walimah, cows, ring, bridge, groom, baptism, charity, interfaith, collaborative, harmony, organisation, positive

Sticky Knowledge:

- What does the fish represent in Christianity and geometry in Islam?
- What is a benefit believers get from belonging to a faith community?
- What role does baptism and marriage play in faith communities?
- How do faith communities support the wider community?

WALT: explore what it means to belong and link it to our own life experiences

- What groups do we belong to? What unites us within those groups? Are they shared or specific?
- How does it feel to belong to these groups?

WALT: name symbols of belonging for Christians and Muslims

- Symbols have very powerful meanings and act as signifiers, particularly to others in the group
- What symbols do we see around us?
- Building on symbols from Year 1, look at more examples, including their history. For example, the fish symbol in Christianity and the role of geometry in Islam.

WALT: discuss how believers feel belonging to a faith community

- Read testimonies from Christian and Muslim believers that detail how they feel and the benefits they get from being part of a faith community.
- Compare and contrast them.

WALT: analyse the rituals of faith communities

- Study the role of baptism in Christianity and marriage in Christianity and Islam.
- Why are these (often) necessary in being part of a faith community? What role does religion play in marriage?
- How does the believer feel having gone through these things?

WALT: explore how faith communities' impact outside of their faith

- Look at the different methods faith communities come together to help those who are not part of their own faith community.
- Study the role of charity and its effects, both on those who do it and those who receive it.

WALT: explore how different religions work together

- Building on last lesson's work, focus on how Christian and Islamic faith communities work together for the benefit of society.
- Despite being two different religions, what is it about their beliefs that makes working together possible?

WALT: answer the enquiry question 'Does belonging to a faith community hold a special meaning to believers?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Spring 1 – What do non-religious people believe?

Key Vocabulary

Non-religious, natural, evolved, science, evidence, potential, one life, freedom, happiness, empathy, responsibility, the Big Bang, celebrate, wonder, atheist, the Happy Human, personal autonomy, tolerance, equality, diversity, consequences, the Golden Rule

Sticky Knowledge:

- What is an atheist?
- How do humanists believe the universe and everything within came to be?
- What do humanists believe is the purpose of life?
- How do humanists decide what is right and wrong?

WALT: understand what is humanism?

- Discuss what do humanists believe? What do they value? What are their goals and ambitions?
- Include testimonies from humanists as a way to gather evidence

WALT: discuss how humanists understand human beings

- Students to look at how humanists look to science for natural explanations of our origins
- That humanists recognise that human beings have positive and negative qualities
- The belief that human beings have the potential to make the world a better place

WALT: analyse the humanist approach to understanding the world

- Students to look at how beliefs can be mistaken and be prepared to question them.
- The belief that science provides the best way of answering questions about the world
- The belief that the world is a natural place and to look for natural explanations

WALT: explore the humanist approach to living a happy life

- Explore the humanist idea that we have one life and we should make the most of it
- The belief that everyone should have the freedom to pursue what makes them happy, as long as they cause no harm
- Being tolerant of those whose choices are different from our own

WALT: understand how humanists know what is right and wrong

- Understand that believing the reason to be good is because our actions have an impact on others
- That thinking for ourselves about what we should do and considering the consequences of our actions
- Using empathy and the Golden Rule to help us decide how we should act

WALT: answer the enquiry question 'What do non-religious people believe?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Spring 2 – What do Hindus believe?

Key Vocabulary

Hindu, Hinduism, temple, meditation, Krishna, consciousness, *Sanatana dharma*, *dharma*, Supreme Being, Brahman, Creator, Brahma, Sustainer, Vishnu, Destroyer, Shiva, the Four Vedas, the Upanishads, the Bhagavad Gita, Ramayana, the Mahabharata, enlightenment, *karma*, reincarnation, *samsara*, *moksha*, Hindu Namaskar, *Thali*, *bindi*, vegetarian, Diwali, puja

Sticky Knowledge:

- Who is the Supreme Being and three of his deities?
- What is Diwali and why is it celebrated?
- What is the purpose of puja and how is it done?
- What is the lesson of the conversation between Krishna and Arjuna?

WALT: understand the core beliefs in Hinduism

- Students will understand the basic beliefs of Hinduism, including the concept of one supreme God (Brahman) and the many gods and goddesses.
- Students will learn about the role of these gods and goddesses in Hindu beliefs.
- Students will recognise that Hindus believe in many different aspects of life and the universe, all connected to one supreme God, including the role of karma and samsara.

WALT: identify the purpose of Hindu temples

- Students will understand the purpose and significance of Hindu temples in the Hindu faith.
- Students will learn about the architectural features and key functions of Hindu temples.
- Students will appreciate how temples serve as centres for community and spiritual life in Hinduism.

WALT: explore important Hindu festivals

- Students will understand the significance of key Hindu festivals
- Students will gain knowledge about Diwali, including its history, customs, and significance (include the story of Rama and Sita)
- Students will learn how Diwali and other Hindu festivals are celebrated and their impact on Hindu culture

WALT: discover how Hindus express their faith

- Students will understand the various ways Hindus express their faith.
- Learn about practices such as worship (offerings to gods, prayer rituals, puja), rituals (lighting lamps, making offerings of food or flowers, and meditation), and recap festivals (like Diwali and Holi, including the special customs and activities associated with them).
- Understand the role of daily practices and community activities in expressing faith (connect with the faith and start the day with a spiritual focus).

WALT: explore stories from Hinduism

- Students will understand the significance of an important story from Hinduism, learning about the characters, themes, and lessons of the story.
- *The Bhagavad Gita – The Conversation between Krishna and Arjuna:* In the Bhagavad Gita, Krishna is a god who serves as Arjuna’s charioteer. Arjuna is a prince and warrior who is facing a great battle. He is confused and morally troubled about fighting against his own relatives and teachers.
- The conversation between Krishna and Arjuna covers important themes such as duty (dharma), righteousness, and the nature of life and death. Krishna advises Arjuna on how to act according to his duty without being attached to the outcome.
- “What lesson from Krishna and Arjuna’s conversation do you find most important? How can we use this lesson in our own lives when facing tough choices?”

WALT: answer the enquiry question ‘What do Hindus believe?’

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Summer 1 – Are festivals important to religious communities?

Key Vocabulary:

festival, cultural, elements, celebrations, rituals, community, involvement, decorations, ceremonies, bonds, traditions, themes, gratitude, renewal

Sticky Knowledge:

- What is a religious festival?
- What is one element that many religious festivals share?
- How religious festivals strengthen a community?
- Pick one theme found in religious festivals and give a specific festival as an example which shows this.

WALT: understand the concept of a religious festival

- Students to understand the concept of festivals and their general significance in various religious communities.
- Focus on the definition of festivals, their purpose in religion and cultural contexts, and how they bring people together.

WALT: identify the common elements of religious festivals

- Identify common elements shared by festivals such as celebrations, rituals, and community involvement.
- Common features of religious festivals (e.g., special foods, decorations, ceremonies) and why these elements are important.

WALT: discuss the role of religious festivals in community bonding

- Explore how festivals help strengthen community bonds and foster a sense of belonging.
- The role of festivals in bringing people together, celebrating shared traditions, and building community spirit.

WALT: compare themes across religious festivals

- Exploring how different religious festivals can have similar themes, even though they are celebrated in unique ways.
- Focusing on themes such as: joy, hope, new beginnings, gratitude, community, sacrifice, light overcoming darkness, good triumphing evil, and renewal.

WALT: answer the enquiry question 'Are festivals important to religious communities?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Summer 2 – Being a Hindu in Britain today: challenging or empowering?

Key Vocabulary:

multicultural, differences, stereotypes, religious discrimination, tradition, environment, empowering, cultural diversity, religious freedom, inner tension, worldly duty, spiritual duty, consumerism, non-attachment, social pressure, peer pressure, codes of behaviour

Sticky Knowledge:

- Where are the largest Hindu communities found in Britain?
- What is a challenge faced by Hindus living in Britain?
- How do British values empower Hindus?
- How can modern life make it challenging to be a Hindu?

WALT: explore what it means to be a Hindu in Britain today

- Overview of Hindu communities in the UK, how Hinduism is practiced, and what it means to maintain religious identity in a multicultural society.

WALT: identify the challenges of being a Hindu in Britain

- Students will identify potential challenges faced by Hindus in Britain, such as cultural differences, stereotypes, and religious discrimination.
- Further exploration of the difficulties related to maintaining traditions, language, and festivals in a predominantly non-Hindu environment.

WALT: identify empowering aspects of being a Hindu in Britain

- Understand how being a Hindu in Britain can be empowering, through community support, cultural diversity, and religious freedom.
- Further expand on contributions to British society (see WW1 and 2 and political leaders).

WALT: explore how modern life challenges Hindus

- Students to explore how modern British culture and societal expectations create inner tension for Hindus practicing their faith.
- Emphasise the importance of balance between worldly duties and spiritual duties.
- Focus on dietary practices, respect for all living beings, commitment to family and community values, avoiding consumerism and attachment to wealth

WALT: discuss if Hindu values are similar to British values

- Start by defining British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of those of different religions and for those without religion).
- Then explore a number of different statements, such as: "The law of karma is the only law which really matters," "Hindus value all religions equally," "Being a Hindu means you have to respect the laws of the country you live in."

WALT: answer the enquiry question 'Being a Hindu in Britain today: challenging or empowering?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Year 4

Autumn 1 –

What are the different Christian denominations?

Key Vocabulary

Christianity, Christian, fundamental, tenets, Trinity, God, Jesus, Holy Spirit, sin(s), resurrected, ascended, flawed, Roman Catholic, Eastern Orthodox, Protestantism, Great Schism, incarnation, salvation, Pope, communion, Mass, Saints, revelation, Theosis, Eucharist, interpretation, Communion

Sticky Knowledge:

- What role does Jesus play within Christianity?
- What are the three main denominations within Christianity?
- What is a similarity between them?
- What is a difference between them?

WALT: explore the fundamental tenets of Christianity

- Discuss fundamental tenets of Christianity
- Belief in the Trinity: God, Jesus, and the Holy Spirit
- God sent his only Son, Jesus, to die for our sins.
- Jesus was then resurrected and ascended to Heaven.

WALT: understand there are three main Christian denominations and where they come from

- Roman Catholicism (oldest), Eastern Orthodox (second oldest), Protestantism (newest).
- Where does RC come from (on this rock I build my church)
- Where does EO come from (1054 Great Schism; Latin vs Greek)
- Where does P come from (1517 and Martin Luther; vernacular)
- All Christians but have different approaches to practicing the faith.

WALT: examine the beliefs and practices of the Roman Catholic Church

- Oneness of God and the Trinity
- Incarnation of Jesus as the Son of God
- The Church as the Body of Christ (all salvation comes from Christ the Head through the Church which is his Body – CCC 846)
- Role of the Pope
- Baptism
- Communion of Saints
- Sin and Salvation
- What a Catholic church looks like and what a service looks like (Mass)

WALT: examine the beliefs and practices of the Eastern Orthodox Church

- Oneness of God and the Trinity (but Holy Spirit proceeds from God)

- Incarnation of Jesus as the Son of God
- Christian Faith and the Church are inseparable
- No pope-like figure
- The Bible is only one expression of God's revelation
- Achieving Theosis
- Baptism
- Sin and salvation
- What an Orthodox church looks like and what a service looks like (Eucharist)

WALT: examine the beliefs and practices of Protestantism

- Oneness of God and the Trinity
- Incarnation of Jesus as the Son of God
- No pope-like figure
- The Bible is the ultimate religious truth and authority
- Biblical interpretation encouraged by the individual rather than the Church
- Direct relationship with God
- Baptism
- Salvation through faith alone
- Many different forms of Protestantism
- What a Protestant church looks like and what a service looks like (Communion)

WALT: compare similarities between the denominations

- Examine all the things they have in common
- What does it reveal as most important within Christianity

WALT: compare differences between the denominations

- Examine all the major differences they have
- Do pupils think some of these differences greatly matter in the end? Is there more that joins them than separates?

WALT: answer the enquiry question 'What are the different Christian denominations?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Autumn 2 – What are the different Muslim denominations?

Key Vocabulary

Tenet, Hadith, angels, Quran, prophets, Judgement, predestination, Sunni, Shia, Ahmadiyya, Ali, Abu Bakr, Mirza Ghulam Ahmad, caliph(ate), Ulama, ijma

Sticky Knowledge:

- What role does the Prophet Muhammad play in Islam?
- What are three denominations of Islam?
- What is a similarity between them?
- What is a difference between them?

WALT: explore the fundamental tenets of Islam

- The six articles of faith as found in the Hadith:

- Belief in one God
- Belief in angels
- Belief in holy books
- Belief in the prophets
- Belief in the Day of Judgement and the afterlife
- Belief in predestination

WALT: understand there are different Islamic denominations and where they come from

- Sunni and Shia (632 AD) and Ahmadiyya (not the most prominent but there is a significant Ahmadiyya population in the locale)
- Explore the foundations of Islam (first revelation from the archangel Gabriel in 610AD)
- Sunni and Shia split in 632 following the death of the Prophet Muhammad and dispute who should succeed as leader of Islam.
- Sunni: follow descendants (in a leadership manner) of Abu Bakr, elected as the first caliph.
- Shia: follow Muhammad's son-in-law, Ali.
- Ahmadiyya: originated in British India in the late 19th century. Founded by Mirza Ghulam Ahmad, appointed as Messiah expected by Muslims to bring about, by peaceful means, the final triumph of Islam.

WALT: examine the beliefs and practices of Sunni Islam

- Religious leadership: belief in the caliphate system, where the community elects a caliph as the leader
- Prayer practices: typically pray five separate prayers each day
- Succession of religious authority: follow scholars and religious jurists (Ulama) who interpret Islamic law (Sharia) based on a consensus (Ijma) and the Quran and the Hadith.

WALT: examine the beliefs and practices of Shia Islam

- Religious leadership: believe in the Imamate, where leadership is passed down through the family of the Prophet Muhammad, specifically through Ali and his descendants who have a divinely sanctioned role in guiding the community.
- Prayer practices: often combine some of their daily prayers, praying three times a day by combining two of the prayers
- Succession of religious authority: believe that their Imams are infallible, divinely appointed leaders who possess special spiritual authority and guidance

WALT: examine the beliefs and practices of Ahmadiyya Islam

- Founded in 1889 by Mirza Ghulam Ahmad.
- Main difference is the belief that Mirza Ghulam Ahmad was the Promised Messiah.
- Still believe in the Five Pillars and the six articles of faith.
- Peace for All, Hatred for None

WALT: compare and contrast the denominations

- Examine all the things they have in common
- What does it reveal as most important within Islam?
- Examine all the major differences they have
- Do pupils think some of these differences greatly matter in the end? Is there more that joins them than separates?

WALT: answer the enquiry question 'What are the different Muslim denominations?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Spring 1 – Why are miracles important in religion?

Key Vocabulary

Miracle, law of nature, religious meaning, immanent, personal experience, healing, divine, nature, restoration, connected, higher power, inspire, sceptical

Sticky Knowledge:

- What is a miracle?
- What are the four types of miracle?
- Give an example of a miracle from Christianity and one from Islam.
- How do miracles affect believers?

WALT: understand what a miracle is

- Students to understand what a miracle is and how different religions define and view miracles.

WALT: explore the four types of miracles

- Healing miracles
- Divine manifestations

WALT: explore the four types of miracles

- Nature miracles
- Restoration miracles

WALT: discuss the effect of miracles on faith

- Discuss how miracles in all religions help people feel connected to a higher power.
- Explore how belief in miracles can inspire hope, give comfort, and strengthen faith during difficult times.
- Reflect on how religious communities use stories of miracles to teach important lessons and values.

WALT: investigate if miracles happen today

- Investigate modern-day claims of miracles across different religions.
- Reflect on whether people still believe in miracles today and why they might be important in contemporary life.
- Encourage students to express their thoughts on why some people believe in miracles and others may be more sceptical.

WALT: answer the enquiry question 'Why are miracles important in religion?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Spring 2 – Should religious people feel sad when someone dies?

Key Vocabulary

Grief, bereavement, mourning, comfort, coping, afterlife, funeral, eulogy, consolation, loss, spirituality, resilience, faith, hope, cultural practices, comforting rituals, celebration, eternal life, legacy, acceptance, soul, transcendence, sacred, divine plan, empathy, reconciliation

Sticky Knowledge:

- What is something Hinduism, Christianity and Islam all agree upon with regards to someone dying?
- How do Hindu beliefs about what happens after death differ from Christianity and Islam?
- How does death impact how Humanists live their lives?
- What is something that nearly all people experience with regards to death?

WALT: explore Hindu beliefs about death and the afterlife

- Explore Hindu beliefs about reincarnation and karma
- Understand how these beliefs may influence Hindu responses to death
- Discuss how beliefs in the afterlife may bring comfort or peace

WALT: explore Christians views on death and eternal life

- Learn about Christian teachings on Heaven and eternal life
- Understand how Christian faith can shape feelings of hope and sadness after death
- Explore how religious rituals help Christians cope with loss, exploring differences between the denominations

WALT: explore Islamic beliefs on death and the afterlife

- Understand Islamic beliefs about life after death and judgement
- Discuss how these beliefs may affect emotions and practices when someone dies
- Reflect on how rituals and community support play a role in mourning with reference to denominational differences

WALT: explore non-religious and Humanist responses to death

- Explore how non-religious and Humanist views on life, death, and what happens afterward
- Understand how non-religious people find meaning in life and death
- Reflect on how love, memories, and contributions shape legacies in a non-religious view

WALT: compare religious and non-religious perspectives

- Compare how different religious and non-religious people feel about death and loss, using quotes.
- Identify similarities and differences in beliefs, rituals, and emotional responses
- Reflect on how beliefs affect the way people cope with grief

WALT: answer the enquiry question 'Should religious people feel sad when someone dies?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Summer 1 – Should all people of faith go on a pilgrimage?

Key Vocabulary:

Pilgrimage, sacred, faith, spiritual journey, ritual, holy sites, Hajj, Kabah, Vatican, shrine, sainthood, Tirtha, spiritual growth, religious duty, devotion, community, tradition, inspiration, symbolism, meditation, obligatory, fulfilment, reflection, blessing, sacrifice, journey, faith experience

Sticky Knowledge:

- What is a pilgrimage?
- What is something all pilgrimages have in common?
- Name a Christian, Islamic, and Hindu pilgrimage.
- Is a pilgrimage necessary for a believer?

WALT: understand the concept of pilgrimage

- Understand the concept of pilgrimage across different faiths
- Draw out common characteristics and themes (religiously mandated, deepen connection to God, seek healing, feel connected to a wider community, learn more about their history, see sites where miracles happened and receive special blessings)

WALT: identify Christian pilgrimages

- Look at different pilgrimages (Walsingham, Lourdes, Jerusalem, Rome etc)
- Draw out any denominational differences

WALT: identify Islamic pilgrimages

- Focus on the concept of Hajj from the Five Pillars
- Look at how pilgrimages differ between denominations

WALT: identify Hindu pilgrimages

- Look at different pilgrimages (Varanasi, Kumbh Mela)
- Different places usually linked to different deities
- Compare and contrast with Christian and Islamic pilgrimages

WALT: answer the enquiry question 'Should all people of faith go on a pilgrimage?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Summer 2 – What do Jews believe?

Key Vocabulary:

Judaism, Jewish, Jew, synagogue, kosher, Torah, Hebrew Bible, *Tanakh*, Abraham(ic), covenant, Moses, prophet, central figure, lawgiver, 10 Commandments, Israelites, Pharaoh, Egypt, Old Testament, New Testament, prophecy, fulfilled, Elijah, Messiah

Sticky Knowledge:

- What are two key beliefs of Judaism?
- What is the Torah and why is it important to Jewish people?
- What is Hanukkah and how is it celebrated?
- What is the role of the synagogue in Jewish life?

WALT: identify the core Jewish beliefs

- Students will be able to identify and explain the fundamental beliefs of Judaism, including the belief in one God and the importance of following God's laws
- Students will recognise and understand the significance of Jewish symbols such as the Star of David, the Menorah, and the Mezuzah

WALT: understand the Torah

- Students will learn what the Torah is, why it is important in Judaism, and what kinds of stories and teachings it contains

WALT: explore the synagogue

- Students will understand what a synagogue is, what happens there, and why it is an important place for Jewish worship and community life

WALT: explore Jewish festivals

- Students will learn about major Jewish festivals such as Hanukkah and Passover, including their significance and how they are celebrated

WALT: discuss Jewish traditions and practices

- Students will learn about key Jewish practices and traditions, including keeping kosher and observing the Sabbath (Shabbat), and their roles in daily life

WALT: answer the enquiry question 'What do Jews believe?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Year 5

Autumn 1 –

What are the similarities and differences between Christianity, Islam, and non-religious worldviews?

Key Vocabulary

Christian, Muslim, Humanism, Humanist, values, monotheism, deity, life after death, worship, prayer, ritual, community, service, kindness, justice

Sticky Knowledge:

- Name 3 similarities between Christianity, Islam, and Humanism
- Name 3 differences between Christianity, Islam, and Humanism
- How might motivation to be good differ between a religious and non-religious person?
- What is the difference of the purpose of life between religious and non-religious people?

WALT: discuss what matters most to me and others and consider why I hold the values I do

- What valuable things do pupils have in their life? What matters most? Why?
- What happens when values clash? How do they decide which is right?

WALT: explore beliefs about God and the universe

- Students will explore the similarities and differences between Christian and Islamic belief in one God (monotheism) and Humanism's secular view, which does not include a belief in a deity.

WALT: examine moral values and how to live a good life

- Students will examine how Christianity, Islam, and Humanism each promote a moral code, comparing the sources of their values (sacred texts vs. human reason) and how these values guide actions.

WALT: analyse life after death and the purpose of life

- Students will analyse Christian and Islamic beliefs in life after death and contrast them with the Humanist focus on this life and creating meaning through human relationships and achievements

WALT: compare worship and rituals

- Students will compare how Christians and Muslims express their beliefs through worship, prayer, and rituals, contrasting these practices with Humanist gatherings or personal reflections without religious rituals

WALT: explore the role of community and service

- Students will explore how community, charity, and service to others are important in Christianity, Islam, and Humanism, highlighting similarities in promoting kindness and justice, while noting different motivations behind these actions.

WALT: answer the enquiry question 'What are the similarities and differences between Christianity, Islam, and non-religious worldviews?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Autumn 2 – Is the Bible relevant for Christians today?

Key Vocabulary

Scripture, relevance, Old Testament, New Testament, faith, interpretation, doctrine, morality, exegesis, theology, revelation, guidance, tradition, spirituality, application, ethics, historical context, prophecy, commandments, parables, devotion, scriptural authority, Christian living, inspiration, covenant, apologetics, reformation, fundamentalist, conservative, liberal

Sticky Knowledge:

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WALT: understand the Bible's structure and content

- Identify the main sections of the Bible (Old Testament and New testament) and their contents
- Explain the significance of key books and teachings in both Testaments for understanding Christian beliefs (building on year 4 work)

WALT: explore the historical context of the Bible

- Explore the historical context in which the Bible was written, including the cultural and societal influences of the time
- Discuss how understanding the historical background helps in interpreting the Bible's messages

WALT: describe the Bible's influence on Christian beliefs

- Describe how the Bible shapes core Christian doctrines and ethical teachings
- Illustrate examples of how specific Bible passages influence modern Christian practices and beliefs

WALT: analyse biblical teachings and modern life

- Analyse how Bible teachings are applied to contemporary issues such as morality, relationships, and social justice
- Discuss real-life examples where Christians use biblical principles to address modern challenges

WALT: compare interpretations of the Bible

- Compare different interpretations of the Bible from fundamentalist, conservative and liberal perspectives
- Examine how various denominations may differ in their understanding of biblical relevance

WALT: reflect on the role of the Bible in personal faith

- Reflect on how individual Christians use the Bible in their personal spiritual practices, such as prayer, meditation, and decision-making
- Discuss the importance of the Bible in developing a personal relationship with God

WALT: answer the enquiry question 'Is the Bible relevant for Christians today?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Spring 1 – What role does art and architecture play in religion?

Key Vocabulary

Cathedral, basilica, icon, altarpiece, stained glass, mosaic, fresco, gothic, Romanesque, renaissance, crucifix, relic, ciborium, baptistry, pulpit, mosque minaret, dome, mihrab, Qila, minbar, calligraphy, arabesque, iwan, tilework, courtyard, Sanaa, geometry, infinite

Sticky Knowledge:

-

WALT: identify the basic concepts of religious art and architecture

- Identify the basic concepts of religious art and architecture
- Explain how art and architecture can reflect and support religious beliefs

WALT: discuss art and architecture in Christianity

- Describe key elements of Christian art and architecture, including churches, cathedrals, and iconic imagery such as crosses and stained glass

WALT: discuss art and architecture in Christianity

- Analyse how Christian art reflects theological concepts and narratives from the Bible

WALT: discuss art and architecture in Islam

- Explain the significance of art and architecture in Islam, focusing on mosques, calligraphy, and geometric patterns

WALT: discuss art and architecture in Islam

- Discuss how Islamic art avoids depictions of living beings and emphasises abstract designs (representing the infinite nature of Allah and unknowable)

WALT: discuss art and architecture in Hinduism

- Explore the role of temples, statues, and paintings in Hindu worship and rituals.
- Analyse how Hindu art represents deities, myths, and religious practices.

Spring 2 – What role does art and architecture play in religion?

WALT: explore contemporary religious art and architecture

- Explore modern and contemporary trends in religious art and architecture
- Discuss how contemporary artists and architects address traditional religious themes in new ways

WALT: explore the psychological effects of religious architecture

- Understand how religious architecture can influence emotions and psychological experiences, including the idea of creating a sense of awe or overpowering those who enter
- Explore how different architectural elements are designed to impact the spiritual and emotional state of individuals
- Awe and reverence: large, grand spaces, high ceilings, and intricate details often evoke a sense of awe. Example: vast interior of St. Peter's Basilica
- Intimacy and reflection: smaller, more intimate spaces can promote personal reflection and connection. Example: quiet chapels or small meditation rooms
- Overpowering and sublime: architecture designed to overwhelm or make individuals feel small in comparison to the divine. Example: the grand entrance of the Great Mosque of Cordoba.

WALT: explore the psychological effects of religious art

- Understand how religious art can influence emotions and psychological experiences.
- Explore how various elements of religious art are designed to evoke specific feelings and support spiritual practices
- Awe and reverence: religious art often uses grandeur and intricate details to create a sense of awe. Example: Michelangelo's "Creation of Adam" in the Sistine Chapel
- Contemplation and reflection: art that portrays serene or meditative scenes encourages contemplation. Example: "The Last Supper" by Leonardo da Vinci; "The Transfiguration" by Raphael; Mosaic of the Dome of the Rock in Jerusalem
- Emotional impact: the use of colour, composition, and symbolism can evoke strong emotions. Example: "The Ecstasy of Saint Teresa" by Gian Lorenzo Bernini; "The Ardabil Carpet" in the Victoria and Albert museum.

WALT: analyse art and architecture in interfaith contexts

- Analyse how religious art and architecture can promote understanding and dialogue between different faiths
- Discuss examples of interfaith art projects and collaborative architectural works

Visit to a religion building

WALT: answer the enquiry question 'What role does art and architecture play in religion'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Summer 1 –
Being a Muslim in Britain today: challenging or
empowering?

Key Vocabulary:

Integration, identity, discrimination, Islamophobia, multiculturalism, community, religious freedom, cultural heritage, social integration, representation, tolerance, radicalisation,

identity crisis, assimilation, cultural sensitivity, public perception, faith, discrimination, community support, civic engagement, acculturation, Muslim identity, ethnic diversity, social challenges, religious practices, cultural adaptation, empowerment

Sticky Knowledge:

- Where are the largest Muslim communities found in Britain?
- What is a challenge faced by Muslims living in Britain?
- How do British values empower Muslims?
- How can modern life make it challenging to be a Muslim?

WALT: explore what it means to be a Muslim in Britain today

- Overview of Muslim communities in the UK, how Islam is practiced, and what it means to maintain religious identity in a multicultural society.

WALT: identify the challenges of a being a Muslim in Britain

- Students will identify potential challenges faced by Christians in Britain, such as cultural differences (particularly immigrants), stereotypes and religious discrimination.
- Further exploration of the difficulties related to maintaining traditions, language, and festivals in a predominantly non-Muslim environment.

WALT: identify empowering aspects of being a Muslim in Britain

- Understand how being a Muslim in Britain can be empowering, through community support, cultural diversity, and religious freedom.
- Further expand on contributions to British society (see WW1 and 2 and politic leaders).

WALT: discuss if Islamic values are similar to British values

- Discuss, using Quranic quotes, similarities between the two value systems.
- Explore the work of the Islamic modernist movement in attempting to reconcile Islamic faith with modern values.

WALT: answer the enquiry question 'Being a Muslim in Britain today: challenging or empowering?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Summer 2 – What do Sikhs believe?

Key Vocabulary:

Guru, Guru Granth Sahib, Waheguru, Khalsa, Amrit, Gurdwara, Seva, Simran, Langar, Five Ks, Naam, Sikh, Sikhism, Ik Onkar, Kirtan, Miri-Piri, Guru Nanak, Dastar, Sangat, Karma, Rehat Maryada, Kirtan Sohila, Mool Mantar, Shabad

Sticky Knowledge:

- Who was the founder of Sikhism?
- What does Sikhism teach about other religions?
- How does the Guru Granth Sahib differ from other sacred texts?
- What are the five articles of faith?

WALT: understand the origins of Sikhism

- Understand the basic origins of Sikhism and who Guru Nanak was.
- Students will learn about the founding of Sikhism and the significance of Guru Nanak as the first Guru.
- Students will understand the concept of a single, universal God in Sikhism and how this belief shapes Sikh practices

WALT: understand the role of the Guru Granth Sahib

- Discover the importance of the Guru Granth Sahib, the Sikh holy book.
- Learn about its role as the central spiritual guide and its significance in Sikh worship.

WALT: identify the 10 Sikh Gurus

- Identify the 10 Sikh Gurus and their contributions to Sikhism.
- Students will learn about the key teachings and contributions of each.

WALT: explore the core beliefs of Sikhism

- Explore the core beliefs and practices of Sikhism, including the concepts of equality, community service, and living a truthful life.

WALT: recognise Sikh symbols and traditions

- Recognise key Sikh symbols and traditions, such as the Khalsa, the five articles of faith, and the Sikh turban.
- Students will understand their meanings and importance in Sikh identity.

WALT: answer the enquiry question 'What do Sikhs believe?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Year 6

Autumn 1 –

Does religion help people to be good?

Key Vocabulary

minister, Holy Spirit, Pagan, beleaguer, Ten Commandments, Golden Rule, Quran, Azan, Caliph, submission, Salah, fasting, reason, conversion, atheist, grey area, material world, subjective, grace, ethics, values, good

Sticky Knowledge:

- How do religious people decide what is right and wrong?
- How do non-religious people decide what is right and wrong?
- How could religious teachings encourage bad things?
- What is ethics?

WALT: consider what values promote 'goodness'

- Discuss and compare ideas of what it means to be good
- Review Christian, Islamic and Humanist perspectives
- Sort overlapping and separate ideas into a Venn diagram
- Students to link these values with their own

WALT: discuss whether religious teachings promote good or harmful acts

- Study a range of excerpts from the Bible and the Quran.
- Deliberately compare and contrast those which promote love and kindness and those which make allowances for violence.

WALT: consider how the non-religious decide on what is good

- Begin with an analysis of the 10 commandments, establishing what each commandment means
- Compare these with the Humanist 10 commandments (can point out the ironic similarities)
- Which is easier to follow?
- Using scenarios, compare and contrast how a Christian and a Humanist would respond to them

WALT: understand how goodness is manifested in Islam

- Structured discussion about assumptions of Islam
- Read an account from a person who converted to Islam (*How Islam is Making me a Better Person* – Samantha Schoville) and see how it challenges our assumptions
- What are their opinions? Are there areas they agree or disagree with?

WALT: understand how goodness is manifested in Christianity

- Structured discussion about assumptions of Christianity
- Read an account from a person who converted to Christianity (*Why I'm a Better Person now that I'm a Christian* – Jennifer) and see how it challenges our assumptions

- What are their opinions? Are there areas they agree or disagree with?

WALT: explore the role of ethics

- Begin with a brief explanation: “Ethics is about thinking carefully what is right and wrong, and how our choices affect other people.”
- Ask students if they can think of a time when they had to make a decision and they weren’t sure what the right thing to do was.

WALT: answer the enquiry question ‘How do Christians and Muslims express their beliefs?’

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Autumn 2 – What is the relationship between Judaism, Christianity and Islam?

Key Vocabulary

Judaism, Jewish, Jew, synagogue, kosher, Torah, Hebrew Bible, *Tanakh*, Abraham(ic), covenant, Moses, prophet, central figure, lawgiver, 10 Commandments, Israelites, Pharaoh, Egypt, Old Testament, New Testament, Quran, prophecy, fulfilled, Elijah, Messiah, New Covenant

Sticky Knowledge:

- Why are Judaism, Christianity and Islam called Abrahamic religions?
- What role does Moses play in the Abrahamic religions?
- How does the Old Testament link Judaism and Christianity?
- How does the role of Jesus differ between Judaism and Christianity?

WALT: explore what the Jewish faith is

- Provide an overview of Judaism, including the belief in one God.
- Reference the Torah and covenant with God.
- Mention the synagogue as their temple as well as Israel as a Jewish state (can compare with Islamic and Christian countries)

WALT: understand the term ‘Abrahamic religions’

- Judaism, Christianity, and Islam are Abrahamic religions, named after Abraham
- Explore who Abraham was (the first prophet) and his roles in the three different religions

WALT: understand the role of Moses

- Explore what role Moses plays in the three religions
- Judaism: greatest prophet and central figure in Jewish history
- Christianity: Highly respected as a prophet and the lawgiver of the Old Testament
- However, seen as a precursor to Jesus, who fulfilled the Law
- Islam: mentioned more than any other prophet in the Quran
- An important messenger who taught submission to God’s will

WALT: explore the relationship between Judaism and Christianity

- Discuss how Christianity began as a movement within Judaism (tying in to the previously taught work of denominations) before gradually becoming its own religion (but more work done on this in the following lesson)
- Look at the role of the Old Testament in both religions
- End with a look at prophecy, with Christians seeing the Old Testament as preparation which Jesus fulfilled in the New Testament with a new covenant, whilst Jews still await Elijah and the Messiah.

WALT: explore the relationship between Judaism and Christianity

- Focus on the role of Jesus in the two religions.
- How Jesus fulfilled different prophecies from the Old Testament
- The New Covenant with God
- Jewish rejection of Jesus as prophet and Messiah

WALT: answer the enquiry question 'What is the relationship between Judaism, Christianity and Islam?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Spring 1 – Where does God come from?

Key Vocabulary

Fundamental, omnipotent, omnibenevolent, omniscient, omnipresent, argument, ontological, design, teleological, cosmological, moral

Sticky Knowledge:

- What is the argument from perfection?
- What is the argument from design?
- What is the cosmological argument?
- What is the moral argument?

WALT: understand fundamental beliefs about God

- Building on work from year 4, recap the qualities of God
- Omnipotent
- Omnibenevolent
- Omniscient
- Omnipresent

WALT: discuss the argument from perfection

- Also known as the ontological argument.
- Proposed by St Anselm of Canterbury (11th century AD)
- Think of the most perfect thing that could ever exist. What would actually be better than existing only in imagination? Existing in real life.
- Imagine the most perfect being, something who loved everyone and only wanted the best for them. What's better than imagining it? That being existing. That being is God.
- Ultimately, if something is so perfect that it would be better for it to exist in real life, then it must exist because being perfect means existing in reality is better

than just our thoughts. If it only exists in our minds and not in reality, then it wouldn't be the most perfect being.

- Counter: we can't prove that existing in reality is better than existing in imagination, nor does existing make something more perfect

WALT: discuss the argument from design

- Also known as the teleological argument
- Notable advocate: William Paley.
- The living world (and universe) is so complex that there must be a designer, or intelligent creator. This is God.
- Analogy: if you stumbled upon a watch...
- Fine-tuning of the universe: laws of nature are so finely tuned (think distance from the sun) that any alteration would result in no life.
- The probability of this happening is so low there must be a creator.
- Counter: study of evolution.

WALT: discuss the cosmological argument

- Notable advocate: St. Thomas Aquinas
- The universe exists. Something needs to have caused it. Whatever caused it needs to have been uncaused. That's God.
- Principle of causation: everything in the universe has a cause.
- Contingency and necessity: those things that are caused didn't have to exist. But they do. What caused them to exist?
- Counter: is the universe necessary?

WALT: discuss the moral argument

- Notable advocate: Kant
- God is the best explanation for the existence of objective moral values. An inherent sense of right and wrong.
- Objective morality: there are some things that are just right and wrong.
- Existence of moral values: these inherent beliefs exist regardless of individual beliefs or cultural standards.
- Foundation: hard to explain where these come from. God is the best explanation of this.
- Counter: evolutionary psychology

WALT: answer the enquiry question 'Where does God come from?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Spring 2 – Can religion and faith help us when life is hard?

Key Vocabulary

Prayer, meditation, comfort, mechanism, adversity, faith, purpose, resilience, spirituality, coping, reflection, rituals, meaning, salvation, testimony, mutual support

Sticky Knowledge:

- How do different religious practices, such as prayer or meditation, provide comfort and strength during difficult times?
- What teachings or stories from religious texts offer guidance on how to face suffering and hardship?
- In what ways do religious communities support their members during times of crisis or loss?
- How can a belief in a higher power or life after death help people find hope when they are facing struggles?

WALT: understand how religion offers comfort

- Students will explore how various religious beliefs and practices provide comfort, hope, and strength during difficult times

WALT: identify faith-based coping mechanisms

- Students will learn about different ways people use faith, prayer, meditation, or rituals to cope with hardship

WALT: explore stories of overcoming adversity

- Students will be able to identify and reflect on religious and non-religious stories or teachings that focus on overcoming adversity, such as resilience, forgiveness, and healing.

WALT: discuss the role of community in faith

- Students will understand how religious communities come together to support each other during times of hardship, providing a sense of belonging and emotional support

WALT: compare religious and non-religious perspectives

- Students will compare how both religious and non-religious worldviews address life's challenges, offering insight into how different belief systems can contribute to resilience

WALT: answer the enquiry question 'Can religion and faith help us when life gets hard?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Summer 1 – What do Buddhists believe?

Key Vocabulary:

Buddha, Siddhartha Gautama, enlightenment, nirvana, Four Noble Truths, Eightfold Path, Dharma, Sangha, Karma, Rebirth, Samsara, meditation, mindfulness, compassion, non-attachment, suffering (dukkha), middle way, right action, right speech, right mindfulness, right livelihood, right concentration, right view, right effort, right intention, Bodhisattva, Mahayana, Theravada, Lotus Sutra, Mantra

Sticky Knowledge:

- Who was Siddhartha Gautama and what led him to become the Buddha?
- What are the Four Noble Truths?
- What is the Eightfold path?
- What is Nirvana and why is it a significant belief?

WALT: understand the origins of Buddhism

- Students to learn the life of Siddhartha Gautama, covering his sheltered existence as a prince before seeing “The Four Sights”.
- His practicing of asceticism but rejecting it for the “Middle Way”.
- His realisation under the Bodhi tree where he achieved Enlightenment after meditating.
- The spread of Buddhism.

WALT: understand the core teachings of Buddhism

- Students will explore the Four Noble Truths and the eightfold Path, gaining a foundational understanding of how these concepts shape the beliefs and practices of Buddhists

WALT: explain the concept of enlightenment

- Students will learn about the goal of enlightenment in Buddhism, what it means to achieve Nirvana, and how Buddhists seek to overcome suffering and the cycle of rebirth

WALT: explore the concepts of karma and rebirth

- Students will be able to explain how the principles of karma and rebirth influence Buddhist beliefs about moral actions and their consequences in this life and future lives

WALT: analyse the role of meditation and mindfulness

- Students will investigate the significance of meditation and mindfulness in Buddhist practice, understanding how these tools are used for self-awareness, inner peace, and spiritual development

WALT: answer the enquiry question ‘What do Buddhists believe?’

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary

Summer 2 – Philosophical belief systems – what can we learn?

Key Vocabulary:

Virtue, Eudaimonia, Logos, Apatheia, indifference, wisdom, justice, temperance, courage, utility, happiness, consequences, Greatest Happiness Principle, maximization, cost-benefit, duty, moral law, categorical imperative, autonomy, respect, universal, rights, principle, intention, obligation

Sticky Knowledge:

- What is the difference between a philosophical belief system and a religious belief system?
- How does Stoicism teach individuals to deal with emotions and control their reactions to events they cannot change?

- Would a Deontologist allow for a rule to be broken if it meant an increase in the overall amount of happiness?
- What is the main difference between Utilitarianism and Deontological ethics when it comes to deciding whether an action is right or wrong?

WALT: understand what philosophical belief systems are

- An introduction to philosophical belief systems, what they are, how they address moral and ethical questions, and the key differences between religious and philosophical systems

WALT: explore Stoicism

- Explore Stoicism's main concepts, such as virtue, wisdom, emotional regulation, and acceptance of things outside our control

WALT: analyse utilitarianism and consequentialism

- Analyse utilitarianism and consequentialism, focusing on the principle of "the greatest good for the greatest number" and how decisions are evaluated based on their outcomes

WALT: explore the ethics of Deontology

- Learn about Deontological ethics, and the idea of duty and moral obligation, and how actions are judged based on adherence to rules rather than consequences

WALT: compare and contrast philosophical belief systems

- Compare and contrast Stoicism, Utilitarianism and Deontology, reflecting on how each system provides different approaches to ethics and decision-making in daily life.

WALT: answer the enquiry question 'Philosophical belief systems – what can we learn?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary