



RE Long Term Plan

	Autumn		Spring		Summer	
VAAAs						
EYFS	<u>Special Times</u> Overarching question: Why are some things special? Focus question: How and why do we celebrate? - Different celebrations across three of the world's major religions – Christianity, Hinduism and Islam - Begin to understand different religious events - Reflect on different celebrations in they have been a part of, as well as what they would celebrate in the future		<u>Special Stories</u> Overarching question: Why are some things special? Focus question: Why are some stories special? What special messages can we learn from stories? - Sacred and holy books - Stories from the Bible and the Qur'an and know that they are special to Christians and Muslims - Retell stories and respond in a variety of ways		<u>Special Places</u> Overarching question: Why are some things special? Focus question: What buildings and places are special to different people? - Some places are special and significant to different people - Church is a holy place for a Christian, a mosque is a holy place for a Muslim and a mandir is a holy place for a Hindu. - Similarities and differences in religion	
	enrichment opportunities: Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate special times in different ways. Christingle assembly (St James Church)		Enrichment opportunities: You will need access to a number of Bibles and a child friendly version for storytelling. Access to persona dolls (Grace and Imran) is helpful but not necessary. My First Qur'an by S Khan		Enrichment opportunities: They will have opportunities to visit places of worship or undertake virtual tours.	
	Game changer: God, Brahman, Allah		Game changer: God, Brahman, Allah		Game changer: God, Brahman, Allah	
	Autumn 1: Christianity God Overarching question: What do people say about God? Focus question: Why do Christians say that God is a 'Father'?	Autumn 2: Christianity Jesus Overarching question: What do people say about God? Focus question: Why is Jesus Special to Christians? Beliefs and Values: Know a simple version of the nativity story	Spring 1: Islam Overarching question: What do people say about God? Focus question: How might beliefs about creation affect the way people treat the world?	Spring 2: Judaism Overarching question: What do people say about God? Focus question: Why might some people put their trust in God?	Summer 1: Hindu Dharma Overarching question: What do people say about God? Focus question: What do Hindus believe about God?	Summer 2: Christianity Church Overarching question: What do people say about God? Focus question: How might some people

	<u>Beliefs and Values:</u> • Know that Christians refer to God as 'Father' • Why Christians might compare God to a loving parent <u>Living Religious Traditions</u> • How and why they might want to talk to God • Rituals and items used in Christian prayer <u>Shared Human Experiences</u> • The importance of love in families <u>Search for personal meaning</u> • Reflect on their own role within the family • Who they can talk to when they are happy/sad/worried	• Why Christians would say that Jesus is a special baby <u>Living Religious Traditions</u> • Religious aspects of Christmas celebrations • Christmas is a special time for Christians <u>Shared Human Experiences</u> • How and why babies might be special – and why they need love and care • The importance of looking after those who cannot help themselves <u>Search for personal meaning</u> • Their own beginnings and how they are welcomed into the family • Reflect on who has helped them in life so far	<u>Beliefs and values</u> • Muslims believe in one God (Allah) and the world was created by God • Muslims value the natural world <u>Living religious traditions</u> • Caretakers (stewards/Khalifahs) of the planet • Muslims might show respect for God by caring for the natural world <u>Shared human experiences</u> • My own experiences and feelings about the natural world and what they have noticed about the way that humans treat it <u>Search for personal meaning</u> • How to reflect on how they treat the natural world – and if they have a duty to look after it	<u>Beliefs and Values:</u> • Jews believe in one God and a religious story (the story of Noah and/or Abraham) • Core value or commitment (trusting that God will keep his promise) <u>Living Religious Traditions</u> • religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival) <u>Shared Human Experiences</u> • Finding out about Jewish festivals <u>Search for personal meaning</u> • Ask questions (about the importance of trust and who they can trust/rely on in their own lives)	<u>Beliefs and Values:</u> • Hindus believe in one God in many forms and that God is present in all living things • Hindus might learn about God from the story of the blind men and the elephant <u>Living Religious Traditions</u> • How and why Hindus might use statues and images (murtis) in their worship • Symbolic meanings expressed in the images <u>Shared Human Experiences</u> • Different ways that people can be seen and described and how people might have multiple roles <u>Search for personal meaning</u> • reflect on how others might see them and the different roles that they might have	show that they 'belong' to God? <u>Beliefs and Values:</u> • Christians welcome babies into the God's family (the Church) with baptism ceremonies • What it might mean to belong to the Church family <u>Living Religious Traditions</u> • Identify features of baptism <u>Shared Human Experiences</u> • What is means to belong to a family • The role of families in raising children <u>Search for personal meaning</u> • Their own identity as part of a family and part of the school community
--	---	---	--	--	---	--

	Enrichment opportunities: Aids used in prayer – candles, icons, rosary beads.	Enrichment opportunities: Look at artefacts used within the church at Christmas. Christingle assembly (St James Church)	Enrichment opportunities:	Enrichment opportunities:	Enrichment opportunities:	Enrichment opportunities: Visit a church or invite in a Christian to answer children's questions about how and why they pray.
	Game changer: Justin Bieber	Game changer: Mark Wahlberg	Game changer: Mo Farah	Game changer: Emma Lazarus	Game changer: Gauri Ma	Game changer: The Pope
Year 2	Autumn 1: Christianity God <u>Overarching question:</u> How do we respond to the things that really matter? <u>Focus question:</u> Does how we treat the world matter? <u>Beliefs and Values:</u> - Genesis 1 story of creation - Christians might think it is important to look after the world <u>Living Religious Traditions</u> - Christians might express their concern for the natural world - How and why Christians might	Autumn 2: Christianity Jesus <u>Overarching question:</u> How do we respond to things that really matter? <u>Focus question:</u> Why do Christians say that Jesus is the Light of the World? <u>Beliefs and Values:</u> - Christians refer to Jesus as 'the Light of the world' - Different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God <u>Living Religious Traditions</u> - Identify ways which Christians might use light as part of their Christmas celebrations – and the symbolic meaning - Different ways that Christians might celebrate Christmas <u>Shared Human Experiences</u>	Spring 1: Hindu Dharma <u>Overarching question:</u> How should we respond to things that really matter? <u>Focus question:</u> How might people express their devotion? <u>Beliefs and Values:</u> - Hindus believe in one God (Brahman) who can be worshipped in many forms - Different forms (the deities) have different qualities and are portrayed in different ways and how devotion is shown to the deities <u>Living Religious Traditions</u> - Where Hindus worship - The meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)	Spring 2: Islam <u>Overarching question:</u> How should we respond to things that really matter? <u>Focus question:</u> Why do Muslims believe it is important to obey God? <u>Beliefs and Values:</u> - Muslims believe that it is important to respect God - Muslims would want to show their gratitude to God and that submission to God is an important aspect of Islamic life <u>Living Religious Traditions</u> - Islamic beliefs about God motivate most Muslims to pray on a regular basis	Summer 1: Christianity church <u>Overarching question:</u> How should we respond to things that really matter? <u>Focus question:</u> What unites the Christian community? <u>Beliefs and Values:</u> - Christians might think it is important to come together to worship God <u>Living Religious Traditions</u> - identify symbols used in Christian worship - identify and describe features of a church	Summer 2: Judaism <u>Overarching question:</u> How should we respond to things that really matter? <u>Focus question:</u> What aspects of life really matter? <u>Beliefs and Values:</u> - The ten Commandments and how they might influence the life of a believer <u>Living Religious Traditions</u> - Sabbath day might influence a Jewish person and how it is a way of making time for God and family

	thank God for creation at Harvest festivals <u>Shared Human Experiences</u> - Identify ways in which humans use (and abuse) the natural world and how should this influence our behaviour <u>Search for personal meaning</u> - Reflect on their own use of the worlds resources	- Identify different ways that humans use light - The importance of light <u>Search for personal meaning</u> - Ask questions about the value of sources of light in their own lives - Suggest ways in which they might be a light for others	<u>Shared Human Experiences</u> - The qualities that make some people special - Humans show their gratitude to the people who matter in their lives <u>Search for personal meaning</u> - Who is special to them and why - Who they should be grateful to and how they might show this in words and actions	- rituals of Islamic prayer (salah), including wudhu and use of a prayer mat <u>Shared Human Experiences</u> - talk about the ways in which shared rituals might unite communities - identify ways in which humans show their gratitude <u>Search for personal meaning</u> - talk about the things they do on a regular basis as a sign of their commitment and belonging - reflect on who they should be grateful to and how they show this	<u>Shared Human Experiences</u> - identify signs and symbols in the world around them - talk about the school logo – what values it might represent and how it might unite the school community <u>Search for personal meaning</u> - ask thoughtful questions about signs and symbols - talk about communities that they belong to – and how they show their commitment to these communities	- know about the Jewish tradition of Friday night dinner <u>Shared Human Experiences</u> - Why some people are particularly special to us - How and why it is important to make time for the people who really matter in our lives <u>Search for personal meaning</u> - talk about the people who are special to them and identify the importance of these relationships in their lives - give examples of why it is important to spend quality time with the people who matter
	Enrichment opportunities: Invite a member of a local church or local Christian organisation in to talk to the children about their role in caring for the world and stewardship	Enrichment opportunities: Church – place of worship Advent prayers Bible references to Jesus and light (John 1: 4-5 and Luke 2:32 and John 8:12) Look at pictures showing Jesus and light (e.g. 'The Light of the World' by William Holman Hunt).	Enrichment opportunities: Invite a Hindu to demonstrate an Arti ceremony or arrange a visit to a Mandir.	Enrichment opportunities:	Enrichment opportunities:	Enrichment opportunities:
	Game changer: Allyson Felix	Game changer: Bobbie Houston	Game changer:	Game changer: NEMAHSIS	Game changer: St Paul	Game changer: Golda Meir

			A.C Bhaktivedanta Swami Prabhupada			
Year 3	Autumn 1: Christianity God_ <u>Overarching question:</u> Who should we follow? <u>Focus question:</u> How (and why) have some people served God? <u>Beliefs and Values:</u> - Know that Abrahamic faiths believe in prophets - Christian's beliefs and values contained within stories of prophets and why they chose to listen to and follow God <u>Living Religious Traditions</u> - Christians who might be described as people who listened to and followed God - How and why some Christians might devote their lives to serving God and their sense of vocation <u>Shared Human Experiences</u> - Inspirational people/role models for the world today - The qualities that inspirational people might have	Autumn 2: Islam <u>Overarching question:</u> Who should we follow? <u>Focus question:</u> Why is the prophet Muhammad an example for Muslims? <u>Beliefs and Values:</u> - The importance of founders and leaders for religious communities - Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) and how Muslims follow the teachings <u>Living Religious Traditions</u> - Islamic practice of Zakat - Why charity might be important to a Muslim –and the different ways that a Muslim might try to be charitable <u>Shared Human Experiences</u> - Characteristics of a good role model - Good role models can have a positive impact on individuals communities and societies. <u>Search for personal meaning</u>	Spring 1: Christianity Jesus <u>Overarching question:</u> Who should we follow? <u>Focus question:</u> What does it mean to be a disciple of Jesus? <u>Beliefs and Values:</u> - The people who became disciples of Jesus – and why these people decided to follow Jesus - Identify beliefs and values within religious teachings <u>Living Religious Traditions</u> - How and why Christians might try to follow the example of Jesus through mission and charity work - How to describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs <u>Shared Human Experiences</u> - How to describe what makes a good	Spring 2: Christianity church <u>Overarching question:</u> Who should we follow? <u>Focus question:</u> What do Christians mean by the 'Holy Spirit'? <u>Beliefs and Values:</u> - The Holy Spirit - Holy Spirit as God's presence in the world might have an impact on individuals and communities <u>Living Religious Traditions</u> - How beliefs about the Holy Spirit might influence forms of worship - How and why Pentecost is celebrated <u>Shared Human Experiences</u>	Summer 1: Sikhism <u>Overarching question:</u> who should we follow? <u>Focus question:</u> why are the gurus important to Sikhs? <u>Beliefs and Values:</u> - The importance of founders and leaders for religious communities - Sikh beliefs and values within the stories of the lives of the Gurus <u>Living Religious Traditions</u> - How and why the Guru Granth Sahib is treated with great respect - Sikhs commitment to their faith <u>Shared Human Experiences</u>	Summer 2: Hindu dharma <u>Overarching question:</u> who should we follow? <u>Focus question:</u> why is family an important part of Hindu life? <u>Beliefs and Values:</u> - Importance of duty and commitment to many religions - Dharma (religious duty) is an important part of Hindu life - Three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family <u>Living Religious Traditions</u> - Raksha Bandhan - Religious teachings contained within a Hindu story <u>Shared Human Experiences</u>

	<u>Search for personal meaning</u> Discuss who makes a good role model and why	Reflect on their own aspirations for themselves and others	leader and why people might want to follow him/her <u>Search for personal meaning</u> How to discuss my own desires to make a difference in the world/in their communities	- Aspects of being human that we should be proud of and the different measures of success that might be applied <u>Search for personal meaning</u> - Their own sense of value and what is good/unique about being them - reflect on the people that they value in their lives – and how they show their appreciation	- How to Identify people and ideas that inspire commitment - Different ways that people might show that they are committed <u>Search for personal meaning</u> - My own commitments and the impact that these have on their lives - The value of having commitments	- identify sources of authority and inspiration - consider what our 'duties' as human beings are <u>Search for personal meaning</u> - reflect on their own duties – to themselves, to their families, to their communities - discuss who or what they follow – and why
	Enrichment opportunities: Salvation Army Invite in the leader of a local church to talk to the children about the Christian concept of having a vocation.	Enrichment opportunities: Christingle assembly (St James Church)	Enrichment opportunities: Visit to St James Church	Enrichment opportunities:	Enrichment opportunities: If possible, visit a Gurdwara or invite a representative of the Sikh faith into school.	Enrichment opportunities:
	Game changer: Daniel Rowden	Game changer: Mohamed Salah	Game changer: Martin Luther King	Game changer: Pastor Yemisi	Game changer: Chandeep Singh Sudan	Game changer: Mirabai
Year 4	Autumn 1: Hindu Dharma <u>Overarching question:</u> How should we live our lives? <u>Focus question:</u> What might a Hindu learn through celebrating Diwali? <u>Beliefs and Values:</u> good and evil in the story of Rama and	Autumn 2: Christianity God <u>Overarching question:</u> How should we live our lives? <u>Focus question:</u> How and why might Christians use the Bible? <u>Beliefs and Values:</u> - Christian beliefs about the Bible as the word of God - Describe why some Christians might view the Bible as an important	Spring 1: Sikhism <u>Overarching question:</u> How should we live our lives? <u>Focus question:</u> How do Sikhs express their beliefs and values? <u>Beliefs and Values:</u>	Spring 2: Christianity Jesus <u>Overarching question:</u> How should we live our lives? <u>Focus question:</u> Is sacrifice an important part of religious life? <u>Beliefs and Values:</u>	Summer 1: Islam <u>Overarching question:</u> How should we live our lives? <u>Focus question:</u> Why do Muslims fast during Ramadan? <u>Beliefs and Values:</u>	Summer 2: Christianity church <u>Overarching question:</u> How should we live our lives? <u>Focus question:</u> What does 'love your neighbour' really mean? <u>Beliefs and Values:</u>

	Sita and the moral guidance Hindus might gain • Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma <u>Living Religious Traditions</u> • How and why Hindus celebrate Diwali • Explain the importance of light in the Diwali celebrations <u>Shared Human Experiences</u> • Suggest people, words or stories that might be inspiring when trying to overcome difficulties in life <u>Search for personal meaning</u> • Reflect on their own concept of 'goodness'	source of authority and moral guidance <u>Living Religious Traditions</u> • Christians have different views about how to interpret and apply the Bible • Christians might look to other sources of authority when making decisions about how to live <u>Shared Human Experiences</u> • Discuss why people might have different views about what is the right and wrong – and where these views might come from • Describe the different source of authority that humans might look to when making decisions about how to live their lives <u>Search for personal meaning</u> • Reflect on my own understanding or morality and where it comes from	• stories from Sikhism • moral guidance Sikhs might gain from the stories and examples of the Gurus <u>Living Religious Traditions</u> • How and why Sikhs show their religious commitments and values • How clothing and behaviour might be symbolic of beliefs, values and commitments <u>Shared Human Experiences</u> • The importance of how we view and behave towards others • How our outward behaviour reflects our inner beliefs, values and commitments <u>Search for personal meaning</u> • reflect on their own concept of living a	• Christian beliefs about Jesus reflected in this story • suggest why sacrifice might be an important Christian value <u>Living Religious Traditions</u> • Christian might do during Lent • Christians who have been examples of sacrificial love (eg. Oscar Romero) and how they were motivated by their faith <u>Shared Human Experiences</u> • discuss why many people are willing to make sacrifices for people they love and do not know <u>Search for personal meaning</u>	• explore Islamic teachings about Ramadan from the Qur'an <u>Living Religious Traditions</u> • How and why Muslims fast at Ramadan and the importance of Ramadan in the context of the Five Pillars of Islam • The impact that fasting might have on individuals, families and communities <u>Shared Human Experiences</u> • The importance of showing commitment to a belief, value or community • The role of sacrifice within religion and communities <u>Search for personal meaning</u>	• parables of Jesus and how and why these might be an important source of guidance for Christians • Ways that Christians might put these teachings into action in the 21st century <u>Living Religious Traditions</u> • Christian attitudes about how to treat others • The importance of love for all (agape) as part of Christian life, and the ways that this might be expressed <u>Shared Human Experiences</u> • How and why people might use stories to pass on wisdom and guidance • How and why fables might be an important aspect of human history and culture <u>Search for personal meaning</u> • discuss examples of wisdom and guidance that they
--	--	---	--	--	--	---

	Discuss what gives them hope during difficult times		good life and how this influences the way that they treat others equality and justice	- acts of sacrifice that have been done by or for them - consider the value of sacrifice – as an expression of love and commitment	- reflect on their own beliefs, values and commitments - consider and discuss how they demonstrate their personal commitments	have learnt from stories consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this
	Enrichment opportunities:	Enrichment opportunities: Compare different Bibles – a children's Bible, a comic-book Bible, a Gideon's Bible, an adult Bible.	Enrichment opportunities: Organise a visit to a Gurdwara or invite in a Sikh to talk to the class. Visit to St James Church		Enrichment opportunities:	
	Game changer: Annie Besant	Game changer: Jackie Joyner-Kersey	Game changer: Darsh Singh	Game changer: Bill McCartney	Game changer: HALIMA ADEN	Game changer: Nicole Kidman
Year 5	<u>Autumn 1: Christianity</u> God <u>Overarching question:</u> Where can we find guidance about how to live our lives <u>Focus question:</u> Why is it sometimes difficult to do the right thing? <u>Beliefs and Values:</u> - Describe Christian beliefs about sin and forgiveness - Describe and explain the teaching from Genesis 3 - of how Adam and Eve disobeyed God - Suggest different ways that this story might be	<u>Autumn 2: Islam</u> <u>Overarching question:</u> Where can we find guidance about how to live our lives? <u>Focus question:</u> Why is the Qur'an important to Muslims? <u>Beliefs and Values:</u> - Islamic beliefs about the Qur'an as the word of God and Qur'an is a source of guidance for life for a Muslim - The impact of believing that the Qur'an is divine revelation <u>Living Religious Traditions</u>	<u>Spring 1: Hindu Dharma</u> <u>Overarching question:</u> Where can we find guidance about how to live our lives?_ <u>Focus question:</u> What might Hindus learn from stories about Krishna? <u>Beliefs and Values:</u> - Prince Prahlad and Hindu beliefs about devotion and loyalty - Hindu beliefs about Krishna and what stories about Krishna might teach Hindus - Hindu belief that God is present in all people (through atman) and the impact this might have on a believer	<u>Spring 2: Christianity</u> Jesus <u>Overarching question:</u> Where can we find guidance about how to live our lives?_ <u>Focus question:</u> What do we mean by a miracle? <u>Beliefs and Values:</u> - Christian beliefs about miracles as 'signs' of the divinity of Jesus - miracle stories – and explain what these might reveal to Christians about the nature of Jesus	<u>Summer 1: Christianity</u> church <u>Overarching question:</u> Where can we find guidance about how to live our lives?_ <u>Focus question:</u> How do people decide what to believe? <u>Beliefs and Values:</u> - God in Trinity - Apostle's Creed - Christian community (The Church) might want/need an agreed statement of belief	<u>Summer 2: Judaism</u> <u>Overarching question:</u> Where can we find guidance about how to live our lives?_ <u>Focus question:</u> Do people need laws to guide them? <u>Beliefs and Values:</u> - Make links between beliefs and sacred texts including how and why religious sources are used to teach and guide believers - Explain the impact of Jewish beliefs and values – including reasons for diversity

	understood by Christians <u>Living Religious Traditions</u> - Describe and explain how and why Christians might use the Lord's Prayer - Analyse and interpret the Lord's Prayer - and what guidance it provides for Christians - Suggest things that might lead Christians into temptation in the modern world - and how and why they might try to resist these temptations <u>Shared Human Experiences</u> - Consider the different ways that myth and stories are and used - Explain how a 'truth' might be contained within a story <u>Search for personal meaning</u> - Consider how they decide what is 'true' - and how there might be	- How and why Muslims might commemorate the Night of Power - the variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God - How the teachings of the Qur'an might influence the actions and choices of a Muslim <u>Shared Human Experiences</u> - where to look to for guidance about how to live - when and why people might want guidance about how to live <u>Search for personal meaning</u> - who or what has guided me in my own beliefs, values and commitments - what 'ultimate authority' might mean for me	<u>Living Religious Traditions</u> - The festival of Holi - How Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate - How Holi celebrations might express Hindu beliefs about equality <u>Shared human experience</u> - festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions <u>Search for personal meaning</u> - Consider how they decide what is 'true' – and how there might be different types of truth	<u>Living Religious Traditions</u> - Christians might go on a pilgrimage - The impact that belief in miracles and the power of prayer might have on a Christian <u>Shared human experience</u> - fact, opinion and belief - Differing interpretations of the word miracle <u>Search for personal meaning</u> - discuss their own beliefs – is there anything that they accept as truth	<u>Living Religious Traditions</u> - A range of symbols that might be used for the Trinity - How symbols might unite the worldwide Christian Church - Taizé where Christians from different backgrounds might come together to worship <u>Shared human experience</u> - consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life - discuss different responses to sources of authority <u>Search for personal meaning</u>	<u>Living Religious Traditions</u> - Explain differing forms of expression within the context of Jewish worship. - Describe diversity of religious practices and lifestyle - Interpret the deeper meaning of symbolism <u>Shared human experience</u> - Explain where people might seek wisdom and guidance <u>Search for personal meaning</u> - Discuss and debate the sources of guidance available to them
--	--	--	--	--	---	---

	different types of truth			which others may not agree with? • reflect on how they make decisions about what is/is not true	• differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values	• Consider the value of differing sources of guidance
	Enrichment opportunities:	Enrichment opportunities: An understanding of the justice system	Enrichment opportunities:	Enrichment opportunities:	Enrichment opportunities:	Enrichment opportunities:
	Game changer: Raheem Sterling	Game changer: Zayn Malik	Game changer: Madonna	Game changer: Mary magdalene	Game changer: Sojourner Truth	Game changer: Queen Esther

Year 6	<u>Autumn 1: Christianity</u> God <u>Overarching question:</u> Is life like a journey? <u>Focus question:</u> How do Christians mark the 'turning points' on the journey of life? <u>Beliefs and Values:</u> - Explain how rituals might reflect Christian beliefs about their relationship with God - Explain how these rituals might differ between different denominations <u>Living Religious Traditions</u> - the importance of Christian rites of passage as an expression of faith and commitment <u>Shared Human Experiences</u> - key events that humans might mark on the journey of life - Consider the value of celebrating landmarks in life – for individuals and communities	<u>Autumn 2: Hindu Dharma</u> <u>Overarching question:</u> Is life like a journey? <u>Focus question:</u> Is there one journey or many? <u>Beliefs and Values:</u> - Hindu beliefs about samsara, karma and moksha and how these are linked - belief in reincarnation might affect the way in which a Hindu views the 'journey of life' and the law of Karma <u>Living Religious Traditions</u> - four ashramas (stages of life) in the life of a Hindu - The importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama <u>Shared Human Experiences</u> - special milestones that we might celebrate during a person's lifetime - discuss how our rights, responsibilities and relationships with others might change as we go through life <u>Search for personal meaning</u> - ask and respond thoughtfully to questions about my own journey of life	<u>Spring 1: Islam</u> <u>Overarching question:</u> Is life like a journey? <u>Focus question:</u> What is Hajj and why is it important to Muslims? <u>Beliefs and Values:</u> - Five Pillars of Islam and how they are linked - the importance of the Ummah for Muslims and that this is a community of diverse members <u>Living Religious Traditions</u> - describe and explain the importance of Hajj, including the practices, rituals and impact - how a person might change once becoming a hajj consider how important it is for a Muslim to go on hajj <u>Shared Human Experiences</u> - discuss the various events that might happen on the journey of life and how people might change over the course of their life - consider what support people might need on life's journey	<u>Spring 2: Christianity</u> Jesus <u>Overarching question:</u> Is life like a journey? <u>Focus question:</u> Why do Christians believe Good Friday is 'good'? <u>Beliefs and Values:</u> - the death of Jesus - beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life <u>Living Religious Traditions</u> - the events of Holy Week - the Eucharist and Christian beliefs about its importance <u>Shared Human Experiences</u> - consider how people might mature and become stronger through overcoming difficulties	<u>Summer 1: Buddhism</u> <u>Overarching question:</u> Is life like a journey? <u>Focus question:</u> What do we mean by a 'good' life? <u>Beliefs and Values:</u> - Buddhist beliefs and teachings about how to be content - Buddhist beliefs and values <u>Living Religious Traditions</u> - Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. - daily meditation in Buddhism <u>Shared Human Experiences</u> - discuss the meaning of contentment - raise questions about the human experience of being unsatisfied	<u>Summer 2: Christianity</u> Church <u>Overarching question:</u> Is life like a journey? <u>Focus question:</u> If life is like a journey, what's the destination? <u>Beliefs and Values:</u> - death and resurrection of Jesus might affect the life of a Christian - salvation - Christian beliefs about life after death <u>Living Religious Traditions</u> - Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven - Christian teachings about the importance of forgiveness <u>Shared Human Experiences</u> - differing ideas and opinions about the purpose of human life - the importance of saying sorry and forgiveness in maintaining
----------------------	---	---	---	---	---	--

	<u>Search for personal meaning</u> - How have they changed during their life so far – and how they might continue to change - Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life	consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future	<u>Search for personal meaning</u> how to ask and respond thoughtfully to questions about their own journey of life	- the value of being part of a community on the 'journey of life' <u>Search for personal meaning</u> - raise questions and discuss the extent to which they agree that 'suffering makes you stronger' - discuss own experiences and attitudes towards the importance of having companionship on the journey of life	<u>Search for personal meaning</u> - ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of - discuss the potential barriers to their happiness and what they can do to overcome these	relationships with others <u>Search for personal meaning</u> - raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) - reflect on the benefits and difficulties of forgiveness
	Enrichment opportunities	Enrichment opportunities	Enrichment opportunities	Enrichment opportunities	Enrichment opportunities	Enrichment opportunities: St James Church blessing
	Game changer: Mother Teresa	Game changer: P.V. Sindhu	Game changer: Karim Benzema	Game changer: John mark Comer	Game changer: Buddhamitra	Game changer: Harriet Tubman

