

Cover the 5 main world religions throughout the year (Christianity, Hinduism, Islam, Judaism, Sikhism). Cover any other religions you enjoy / have experience of or if a member of your class is a follower. Every unit must include Christianity. Because units repeat, you'll have to look at previous year groups' plans to make sure you are building on what has already been covered.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<u>1a Beliefs & questions</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • some of the ways in which religions name and describe the attributes of God; • stories which help believers to understand God's relationship with people; • how belief in God influences people's lives. Focus question: <i>What is God like and how does believing in God influence people's lives?</i>	<u>2b Symbols & religious expression</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • festivals as times of thanksgiving, remembrance and celebration; • times in their own lives when pupils remember special events/people, why and how they do this; • stories behind key religious festivals; • how/why key religious festivals are celebrated. Focus question: <i>How and why do people celebrate religious festivals?</i>	<u>3a Religion & the individual</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • the importance of beliefs or values as guides for making choices and decisions in daily life; • codes of behaviour that act as guides for living within Christianity and one other religion; and their practical application in everyday life. Focus question: <i>How do we decide what is right and wrong? What do religions say?</i>		<u>3c Beliefs in action in the world</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • stories and teachings from Christianity and one other world faith which show human responsibility for care of the natural world and other people; • pupils' own responsibility for caring for the natural world; • how beliefs bring response to global issues. Focus question: <i>How and why do religions teach that people should care for others and the natural world?</i>	<u>2a Life as a journey</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • the concept of life as a journey; • significant milestones on their own life journey and how these are expressed; • religious ceremonies which mark special events in life and at death; • what people think about life after death. Focus question: <i>Why do believers often see life as a journey and how is this expressed?</i>
4	<u>3b Religion, family & community</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • how the religious beliefs and values of Christians and one other religion influence daily lives and relationships; • the values pupils and their families / or the school as a family) hold and how these are demonstrated; • religious practice in the home for some families; • how families and communities of faith live out their beliefs and the contribution this makes to local life. Focus question: <i>How do families practise their faith and how does it influence their lives?</i>	<u>2b Symbols & religious expression</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • festivals as times of thanksgiving, remembrance and celebration; • times in their own lives when pupils remember special events/people, why and how they do this; • stories behind key religious festivals; • how/why key religious festivals are celebrated Focus question: <i>How and why do people celebrate religious festivals?</i>	<u>1b Inspiration people</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • how the beliefs and teachings of the founders of Christianity, Islam and Sikhism have inspired and influenced the actions of followers today; • stories of other religious leaders who are influential within the faith traditions; • how and why individuals show religious commitment in their lives today. Focus questions: <i>Who was Jesus and why do people follow him today?</i> <i>Who was Muhammad and why do people follow him today?</i> <i>Who was Guru Nanak and why do people follow him today?</i>		<u>2c Worship, pilgrimage and special places</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • what makes a place sacred; • how symbolic actions in everyday life express inner feelings and beliefs; • the meaning of actions, rituals and symbols used in worship; • what prayer is; how, when and why people pray; • what pilgrimage is and why it is important to some religious believers today. Focus question: <i>What is worship and how is it expressed?</i>	<u>3c Beliefs in action in the world</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • stories and teachings from Christianity and one other world faith which show human responsibility for care of the natural world and other people; • pupils' own responsibility for caring for the natural world; • how beliefs bring response to global issues. Focus question: <i>How and why do religions teach that people should care for others and the natural world?</i>
5	<u>1a Beliefs & questions</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • some of the ways in which religions name and describe the attributes of God; • stories which help believers to understand God's relationship with people; • how belief in God influences people's lives. Focus question: <i>What is God like and how does believing in God influence people's lives?</i>	<u>2b Symbols & religious expression</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • festivals as times of thanksgiving, remembrance and celebration; • times in their own lives when pupils remember special events/people, why and how they do this; • stories behind key religious festivals; • how/why key religious festivals are celebrated Focus question: <i>How and why do people celebrate religious festivals?</i>	<u>1c Sacred writings</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • things which guide everyday life and behaviour; • how some texts can have special significance and act as sources of guidance and authority; • the names and importance of key sacred texts for believers; • how the sacred text is used for worship as a source of guidance; • stories and traditions relating to the sacred writing. Focus question: <i>What makes some books sacred and what influence do they have on believer's lives?</i>		<u>3c Beliefs in action in the world</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • stories and teachings from Christianity and one other world faith which show human responsibility for care of the natural world and other people; • pupils' own responsibility for caring for the natural world; • how beliefs bring response to global issues. Focus question: <i>How and why do religions teach that people should care for others and the natural world?</i>	<u>3a Religion & the individual</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • the importance of beliefs or values as guides for making choices and decisions in daily life; • codes of behaviour that act as guides for living within Christianity and one other religion; and their practical application in everyday life. Focus question: <i>How do we decide what is right and wrong? What do religions say?</i>
6	<u>3b Religion, family & community</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • how the religious beliefs and values of Christians and one other religion influence daily lives and relationships; • the values pupils and their families / or the school as a family) hold and how these are demonstrated; • religious practice in the home for some families; • how families and communities of faith live out their beliefs and the contribution this makes to local life. Focus question: <i>How do families practise their faith and how does it influence their lives?</i>	<u>2b Symbols & religious expression</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • festivals as times of thanksgiving, remembrance and celebration; • times in their own lives when pupils remember special events/people, why and how they do this; • stories behind key religious festivals; • how/why key religious festivals are celebrated Focus question: <i>How and why do people celebrate religious festivals?</i>	<u>2a Life as a journey</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • the concept of life as a journey; • significant milestones on their own life journey and how these are expressed; • religious ceremonies which mark special events in life and at death; • what people think about life after death. Focus question: <i>Why do believers often see life as a journey and how is this expressed?</i>		<u>2c Worship, pilgrimage and special places</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • what makes a place sacred; • how symbolic actions in everyday life express inner feelings and beliefs; • the meaning of actions, rituals and symbols used in worship; • what prayer is; how, when and why people pray; • what pilgrimage is and why it is important to some religious believers today. Focus question: <i>What is worship and how is it expressed?</i>	<u>1b Inspirational people</u> Knowledge, skills and understanding in relation to: <ul style="list-style-type: none"> • how the beliefs and teachings of the founders of Christianity, Islam and Sikhism have inspired and influenced the actions of followers today; • stories of other religious leaders who are influential within the faith traditions; • how and why individuals show religious commitment in their lives today. Focus questions: <i>Who was Jesus and why do people follow him today?</i> <i>Who was Muhammad and why do people follow him today?</i> <i>Who was Guru Nanak and why do people follow him today?</i>