

9

How do people suffer?



What does Hinduism believe?



What myths surround Islam?



Why do People Commit Crimes?



8

What are the world's major religions?



How do religions view life after death?



How did Buddhism find it's place in the world?



What is it like to be Christian?



The Bigger Picture – What is Justice?



7

Why is forgiveness so significant to religion?



How do Humanists see the world?



What is my worldview?



What are the different creation stories across the world religions?



6

5

Who was Jesus and why was he a Healer?



What is the true meaning of Christmas?


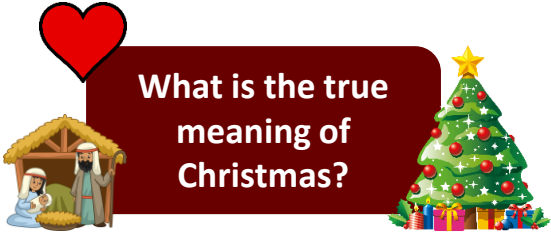












What are the different methods of worship?





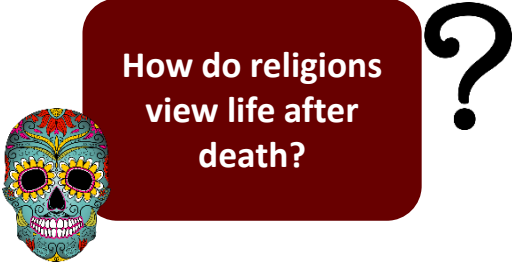






What does peace truly mean?

























Scheme of Learning	<div>Who was Jesus and why was he a Healer?</div> 	<div>What is the true meaning of Christmas?</div> 	<div>What are the different methods of worship?</div> 
Knowledge	<ul style="list-style-type: none"><li>• To explain the significance of the friends in The Paralysed Man</li><li>• To use key words to retell the story of The Man at Bethesda.</li><li>• To discuss ideas and use prior learning to explain who 'Jesus the Healer' is.</li><li>• To reflect on what causes people to need healing,</li></ul>	<ul style="list-style-type: none"><li>• To be able to identify key word related to Christmas.</li><li>• To use role play to act out stories of love from Christmas.</li><li>• To understand different ways in which refugees can be helped.</li><li>• To reflect on your understanding of the true meaning of Christmas.</li><li>• To debate whether or not we have lost the true meaning of Christmas in society.</li></ul>	<ul style="list-style-type: none"><li>• To understand the meaning of the word 'worth' and how worship might apply to that scenario.</li><li>• To explore different examples of worship music and compare and contrast them.</li><li>• To reflect on the value of prayer in different religions comparing similarities and differences.</li><li>• To explain how art can be used as a tool of expression in religion.</li><li>• To explain the significance of diversity and religious freedom in worship.</li></ul>
Sequencing Statements/ Cross Curricular Learning			<p>Music – How is music used as an expression of worship?</p> <p>Art – Symbolism through images</p>
Enrichment Opportunities and British Values	 TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS  MUTUAL RESPECT	 TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS  MUTUAL RESPECT	 MUTUAL RESPECT  TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS






<b>Scheme of Learning</b>	<div><div><b>What does peace truly mean?</b></div></div>
<b>Knowledge</b>	<ul style="list-style-type: none"><li>• To reflect on what ‘peace’ means to you.</li><li>• To understand how religions view peace.</li><li>• To identify how symbolism is used to represent peace.</li><li>• To explain how communities use peace to enhance community cohesion.</li><li>• To reflect on effectiveness of actions they could do to develop peace.</li></ul>
<b>Sequencing Statements/ Cross Curricular Learning</b>	<p>Art – Symbolism through images</p>
<b>Enrichment Opportunities and British Values</b>	<div><p>R&amp;P Day: Peace Theme</p><div><div><p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p></div><div><p>MUTUAL RESPECT</p></div></div></div>

<b>Scheme of Learning</b>	 <b>What are the different creation stories across the world religions?</b>	 <b>How do Humanists see the world?</b>	 <b>Why is forgiveness so significant to religion?</b>
<b>Knowledge</b>	<ul style="list-style-type: none"><li>• To compare and contrast the major religion creation stories.</li><li>• Identify the type of creation story.</li><li>• To begin to explain the links between Judaism and Christianity creation stories.</li><li>• To reflect on what is meant by the term 'Abrahamic'.</li></ul>	<ul style="list-style-type: none"><li>• To understand what a worldview is and reflect on what influences them.</li><li>• To reflect on the influential thinkers within society historically.</li><li>• To understand what some of the key Humanist thinkers believed.</li><li>• To identify and explain the significance of Humanism key beliefs.</li></ul>	<ul style="list-style-type: none"><li>• To reflect on the concept of forgiveness in both religious and non-religious contexts.</li><li>• To recognise the feelings and emotions that result from forgiveness using role play.</li><li>• To understand the process of 'teshuva' whereby Jews seek to repent and mend their relationship with God.</li><li>• Explore the relevance of the Eightfold Path in Buddhism and how forgiveness features.</li><li>• To be able to explain their own forgiveness symbols.</li></ul>
<b>Sequencing Statements/ Cross Curricular Learning</b>			<b>Art – Symbolism through images</b>
<b>Enrichment Opportunities and British Values</b>	 <b>TOLERANCE</b> OF THOSE WITH DIFFERENT FAITHS AND BELIEFS	 <b>MUTUAL RESPECT</b>  <b>INDIVIDUAL LIBERTY</b>	 <b>MUTUAL RESPECT</b>  <b>TOLERANCE</b> OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

Scheme of Learning	<div>What are the world's major religions?</div> <div></div>	<div><div>How do religions view life after death?</div></div>	<div>How did Buddhism find it's place in the world?</div> <div></div>
Knowledge	<ul style="list-style-type: none"><li>• To retrieve and further understanding of the world's major religions.</li><li>• To begin to compare the religions significant similarities and differences.</li><li>• To begin to understand the religious diversity that exists within the UK.</li><li>• To be able to communicate key information about each of the major religions.</li></ul>	<ul style="list-style-type: none"><li>• To reflect on what happens at a Christian funeral and to begin to explain the reasons why some of these things occur.</li><li>• To understand and communicate the Muslim beliefs on life after death.</li><li>• To learn about Hinduism's approach to life after death.</li><li>• To explain why some non-religious people believe in life after death.</li><li>• To reflect on our own thoughts about life after death.</li></ul>	<ul style="list-style-type: none"><li>• To explain the story of the Buddha's birth.</li><li>• To look at the effect of the Four Sights on the Buddha.</li><li>• To understand the story of the Buddha's enlightenment.</li><li>• To reflect on the significant teachings of the Buddha.</li><li>• To be able to describe how a Buddhist live their life in comparison to your own.</li></ul>
Sequencing Statements/ Cross Curricular Learning	Retrieval of KS2 R&P information regarding key religions of the world. (Years 5 & 6)	How do Humanists see the world? (Year 6) What is it Like to be a Christian? (Year 7) What are the world's major religions? (Year 7)	Why is forgiveness so significant to religion? (Year 6) What are the world's major religions? (Year 7)
Enrichment Opportunities and British Values	<div><div>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div></div> <div><div>MUTUAL RESPECT</div></div>	<div><div>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div></div> <div><div>MUTUAL RESPECT</div></div>	<div><div>MUTUAL RESPECT</div></div>

Scheme of Learning	<div><div>What is it like to be Christian?</div></div>	<div><div><div></div><div></div></div><div>The Bigger Picture – What is Justice?</div><div></div></div>
Knowledge	<ul style="list-style-type: none"><li>• To retrieve the concept of worship and to understand in greater depth how Christianity approaches worship.</li><li>• To be able to describe the different types of churches.</li><li>• To consider and begin to evaluate the significance of churches within the wider community.</li><li>• To know the different forms of baptism and describe how they take place.</li><li>• To evaluate the significance of baptisms.</li></ul>	<ul style="list-style-type: none"><li>• To reflect on the religious points of view of forgiveness.</li><li>• To consider the question ‘What If..’ to several hypothetical situations and the short term and long term implications of such scenarios.</li><li>• To consider the terms ‘justice’ and ‘injustice’.</li><li>• To decide if true justice can ever exist.</li><li>• To understand morality and it’s links to justice.</li></ul>
Sequencing Statements/ Cross Curricular Learning	<p>What are the different methods of worship? (Year 5)</p> <p>What does Peace truly mean? (Year 5)</p> <p>What are the world’s major religions? (Year 7)</p> <p>How do the different religions view life after death? (Year 7)</p> <p>Careers – What role does the church play in communities?</p>	<p>How do Humanists see the world? (Year 6)</p> <p>Why do People Commit Crimes? (Year 8)</p>
Enrichment Opportunities and British Values	<div><div><p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p></div><div><p>MUTUAL RESPECT</p></div></div>	<div><div><p>INDIVIDUAL LIBERTY</p></div><div><p>THE RULE OF LAW</p></div><div><p>DEMOCRACY</p></div></div>

Scheme of Learning	<div><div>Why do People Commit Crimes?</div><div></div></div>	<div><div>What myths surround Islam?</div><div></div></div>	<div><div>What does Hinduism believe?</div><div></div></div>
Knowledge	<ul style="list-style-type: none"><li>To understand what might affect someone’s decision to commit crimes.</li><li>To understand where capital punishment still exists.</li><li>To reflect on religious views of capital punishment.</li><li>To reflect on the nature of capital punishment and other forms of punishments for crime.</li><li>To identify the most significant laws in today’s society and begin to justify their existence.</li></ul>	<ul style="list-style-type: none"><li>To understand common misconceptions and myths surrounding Islam via media and online content.</li><li>To recognise the significance of Mohammed the Prophet.</li><li>To understand the Qur’an as a holy text and begin to realise it’s significance to the Islamic faith.</li><li>To explore the importance of art and symbolism to Islam and it’s role in communicating messages.</li></ul>	<ul style="list-style-type: none"><li>To understand the Hindu belief in God.</li><li>To recognise the idea of the Trinity within Hinduism.</li><li>To be able to describe the presence of Brahman within the Hindu faith.</li><li>To experience some stories of the gods.</li><li>To understand the concept of a world of darkness and light through Hinduism.</li><li>To understand the concept of karma.</li><li>To explore how to live a good life and why that might impact others.</li></ul>
Sequencing Statements/ Cross Curricular Learning	The Bigger Picture – What is Justice? (Year 7) What are the world’s major religions? (Year 7)	What are the different methods of worship? (Year 5) What does Peace truly mean? (Year 5) What are the world’s major religions? (Year 7) How do the different religions view life after death? (Year 7)  Art – Symbolism through images	What are the world’s major religions? (Year 7) How do the different religions view life after death? (Year 7)
Enrichment Opportunities and British Values	<div> MUTUAL RESPECT</div> <div> INDIVIDUAL LIBERTY</div> <div> THE RULE OF LAW</div> <div> DEMOCRACY</div> <div> TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div>	<div> MUTUAL RESPECT</div> <div> INDIVIDUAL LIBERTY</div> <div> TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div>	

<b>Scheme of Learning</b>	
<b>Knowledge</b>	<ul style="list-style-type: none"><li>• To be able to outline various types of suffering and why different types might exist.</li><li>• To recognise religious approaches to suffering and how religions strive to guide people through these feelings.</li><li>• To understand what is meant by euthanasia.</li><li>• To identify different points of view relating to euthanasia.</li><li>• To discuss the reasons for the right to die.</li><li>• To understand the different types of euthanasia.</li><li>• To understand what antisemitism is.</li><li>• To identify historical examples of antisemitism and link to present day.</li><li>• To evaluate the effective ways to challenge such behaviour of antisemitism.</li></ul>
<b>Sequencing Statements/ Cross Curricular Learning</b>	<p>What are the world’s major religions? (Year 7)</p> <p>The Bigger Picture – What is Justice? (Year 7)</p> <p>Why do People Commit Crimes? (Year 8)</p>
<b>Enrichment Opportunities and British Values</b>	<div> MUTUAL RESPECT</div> <div> INDIVIDUAL LIBERTY</div> <div> THE RULE OF LAW</div> <div> TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div>