

		Cycle 1 (2018-2019) Where can we find guidance?	Cycle 2 (2019-2020) What Matters Most?	Cycle 3 (2020 – 2021) Where do we belong?
Autumn	1	Do religious texts still mater? What did Jesus teach us about forgiveness? (3.9.1)	What are the purposes in our lives? Origins-Where do we come from? (3.9.3)	Why might everyone contribute? How do Christian aid and Muslim aid help others? (3.7.2)
	2	Can words have power? How do Muslims live their life through the Qu'ran? (3.7.4)	What does it mean to be human? What can a humanist teach us? (3.7.6)	What can we learn from religious communities? Why is the Gurdwarda important to Sikhs? (3.8.5)
Spring	1	What can stories teach us? What does the story of the Good Samaritan teach us? (3.8.3)	If God is real then which religion is right? What effect does religion have n some people's lives?(3.8.6)	What can an individual do for a community? How and why do organisations like the salvation army help us? (3.8.3)
	2	What can we do when words are not enough? How do people show faith through the arts? (3.9.4)	Is death the end? What happens when we die? (3.8.4)	What unites us? What divides us? How can we be different but live together? (3.8.1)
Summer	1	What can faith teach us? What can the Baha'i faith teach us? (3.9.6)	How can the truth be discovered? What do signs and symbols mean? (3.7.1)	What can we lean for religious communities? How is the Hindu faith expressed? (3.9.20)
	2	Why have religious stories lasted? What can religious stories teach us about good and evil? (3.7.5)	Is religion a force for peace or a cause of conflict? Does having a religion help people be peaceful? (3.9.5)	What makes/builds/helps community? How is faith expressed through buildings and statues? (3.7.1)



MEDIUM-TERM PLANNING													
Aspiration for Life		Differentiated, aspirational targets dependent on pupil needs.		Language for Life		Explicit teaching/ exposure to new and know vocabulary.		Learning for Life		Opportunities to develop cross curricular skills e.g. drama			
CYCLE 1	Intent: Where can we find guidance? Throughout the year pupils will explore this questions through looking at different religions and their own personal feelings.	Do religious texts still mater?		Can words have power?		What can stories teach us?		What can we do when words are not enough?		What can faith teach us?		Why have religious stories lasted?	
		Autumn 1 7 weeks		Autumn 2 7 weeks		Spring 1 6 weeks		Spring 2 6 weeks		Summer 1 5 weeks		Summer 2 7 weeks	
		What did Jesus teach us about forgiveness? (3.9.1)		How do Muslims live their life through the Qu'ran? (3.7.4)		What does the story of the good Samaritan teach us? (3.7.3)		How do people show faith through the arts? (3.9.4)		What can the Baha'i faith teach us? (3.9.6)		What can religious stories teach us about good and evil? (3.7.5)	
		Pupils will learn: <ul style="list-style-type: none">To reflect on what forgiveness meansExplore who Jesus was and why he is special to Christians.Understand one of Jesus's parables which has messages about forgiveness.Consider how the death of Jesus showed forgiveness.		Pupils will learn: <ul style="list-style-type: none">To understand the Qur'an is a special book for Muslims.To respond to the way the Qur'an is treated.To explore how the Qur'an gives Muslims help on how to lead their livesTo discover why Ramadam is an important time for Muslims		Pupils will learn: <ul style="list-style-type: none">About what prejudice and discrimination are.How the story demonstrates thisHow to apply Jesus' teaching to our own lives.		Pupils will learn to: <ul style="list-style-type: none">Express their own feelings through art.Understand how people enjoy music to express their beliefs.Explore how colour is special to believers.Consider the importance of the rues of Islamic art to Muslims.		Pupils will learn to: <ul style="list-style-type: none">Explore what unity meansExplain that Baha'l faith is a religion of peace, love and unity.Understand that Baha'u'llah and the Bab are special to Baha'isUnderstand the significance of the story of Nettie Tobin's giftRecognise some important buildings for Baha'i		Pupils will learn: <ul style="list-style-type: none">To understand the good and evil exist in the world.To think about the way that stories teach us to do good.To reflect on how Christians believe you can change from bad to good.To consider how we can make life happier by doing good.	
		SUGGESTED EXPERIENCES/ACTIVITIES											
Visit from a Christian speaker (priest or vicar) or visit a church to look at the stations of the cross.		Visit from a Muslim speaker to show the Qur'an and how to handle it with care.		Look at different characters, film clips- do we judge a book by its cover?		Visit places of worship to explore the art.		Explore how everyone is the same and different.		Visit from a religious speaker.			
Role play of situations.		Explore books that are special to staff and pupils in the class (how do we treat them?).		Discrimination- ask where one group it treated better than the other and then discuss feelings.		Look at art from different religions and its purpose.		Create artwork to show the unity within our class/school.		Read a selection of stories with morals and religious stories.			
Exploring artefacts and pictures of Jesus's life.		To role play washing before prayer, try prayer caps on.		Reinact the story of the good Samaritan, make puppets/ playscript/newspaper article.		Experience different music and why it is used in religion.		Use movement, sign art and dance to express key concepts.		Act out parts of stories, watch short films.			
		Make a Qur'an stand (rihal).		Kindness event.		Explore how dance and drama is used to express emotion and beliefs.		Use drama to reinact story.		Suggested stories: Pandoras box, The Sikh story of Sajjan, The Buddhist story of Anguimala, The story of Zacchaeus.			
		Plan an Eid party.											
		Raise money for a charity.											

CYCLE 1	
Where can we find guidance? Throughout the year pupils will explore this questions through looking at different religions and their own personal feelings	
INTENT	
VOCABULARY	
Forgiveness	Recitation
Reconciliation	Calligraphy
Friendship	Angel
Love	Islam Qur'an
Parable	Rihal
Jesus	Toppee
	Prophet Muhammad Allah,
	Jibr'il Suhoorl Iftar Zakat
	Ramadan Eid Ul Fitr
	Prejudice
	Caring
	Discrimination
	Stereotypes
	Fairness
	Faith
	Arts
	Feelings
	Devotion
	Vestments
	Labyrinth
	Symbolism
	Nasheed Adhan Kirtan Ihram Ik Oankar
	Gate
	Peace
	Love
	Unty
	One World
	Symbol
	Ringstone
	Baha'l, Baha'u'llah The Bab Abdul-Baha Haifa
	Israel
	Good & Evil
	Sin
	Repent
	Love
	Change
	Bravery
	Trust
	Calm
	Friend
IMPLEMENTATION	
Week 1: What is forgiveness?	Week 1: Special books and Muslims treat the Qur'an.
Week 2: Explore who Jesus was.	Week 2: How do Muslims prepare to pray and read he Qur'an (Wudu)
Week 3: How does art portray Jesus?	Week 3: Look at some of the key teachings from the Qur'an and why they are important to Muslims.
Week 4 : The parable of the prodigal son.	Week 4: To discuss special times in their lives (celebrations, ceremonies)
Week 5 and 6: Jesus's death and crucifixion	Week 5: What is ramadam? And fasting
Week 7: Assessment	Week 6: What is Eid- Plan a party and think how to raise money for a charity (zakat).
	Week 7: Eid Party
	Week 8: Assessment
	Week 1: Prejudice- What is this?
	Week 2: Discrimination- What is this?
	Week 3/4: The story of the good Samaritan.
	Week 5: What can the story of the good Samaritan teach us?
	Week 6: How can we be kind? (plan acts of kindness)
	Week 7: Being a good friend to everyone.
	Week 8: Assessment
	Week 1: Express feeling trough art- pictures and paintings.
	Week 2: Express feelings through art- music and dance.
	Week 3: How do different relgions use music to express their beliefs? (Islamic Nasheed, Sikh Kirtan.
	Week 4: How do different religions use music to express their beliefs? (Christian worship, gospel tradiional hymes)
	Week 5: explore how different religions use art in their places of worship.
	Week 6: What do different colours mean to you?
	Week 7: How is colour used in different religions?
	Week 8: Assessment
	Week 1: Explore what unity is.
	Week 2: What is the Bahai faith.
	Week 3: Peace, Love , unity and one world.
	Week 4: Who is the Bab
	Week 5: Symbols in the Bahai faith
	Week 6: The story of Nettie Tobins Gift.
	Week 7: Important buildings for Bahais
	Week 8: Assessment
	Week 1: What does good and evil mean?
	Week 2: Pandoras box
	Week 3; The Sikh story of Sajjan.
	Week 4: The Buddhist story of Anguimala.
	Week 5: The story of Zacchaeus.
	Week 6: How can doing good make us happy?
	Week 7: Assessment

MEDIUM-TERM PLANNING							
Aspiration for Life		Differentiated, aspirational targets dependent on pupil needs.		Language for Life	Explicit teaching/ exposure to new and know vocabulary.	Learning for Life	Opportunities to develop cross curricular skills e.g. drama
CYCLE 2	What Matters Most? Throughout the year pupils will explore this questions through looking at different religions and their own personal feelings.	What are the purposes in our lives?	What does it mean to be human?	If God is real then which religion is right?	Is death the end?	How can the truth be discovered?	Is religion a force for peace or a cause of conflict?
		Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
		Origins-Where do we come from? (3.9.3)	What can a humanist teach us? (3.7.6)	What effect does religion have on some people’s lives?(3.8.6)	What happens when we die? (3.8.4)	What do signs and symbols mean? (3.7.1)	Does having a religion help people be peaceful? (3.9.5)
		Pupils will learn: <ul style="list-style-type: none">the difference between fact and belief and the importance of them in our livesto identify their own beliefs about the origins of the world and their place in itwhat religions say about how the world beganwhat scientists say about how the world began	Pupils will learn: <ul style="list-style-type: none">to explore the idea that people have many different beliefsto understand Humanism is a belief system shared by many people who do not believe in Godto respond to the way in which Humanists care about right behaviour, good values, and the world around themto understand that Humanists have their own ceremonies to celebrate special events.	Pupils will learn: <ul style="list-style-type: none">to consider what religion means to peopleto think about faith in the biblical story of Abrahamto reflect on the way in which faith can inspire people to act in a remarkable wayto consider the difficulties, as well as positive aspects, that a religion can have on a person’s lifeto share their religious and other role models in life	Pupils will learn to: <ul style="list-style-type: none">about life cycleshow religion may help you to cope with deathhow different religions funeral rites mark the end of a lifewhat religions teach about life after death	Pupils will learn to: <ul style="list-style-type: none">the use and importance of signs and symbols in secular lifethe use of signs and symbols in religion / the origins and meaning of different symbols in religionthe use of common symbols in religionthe purpose of religious symbolssymbols convey meaningsymbols can be positive or negative	Pupils will learn: <ul style="list-style-type: none">to recognise conflict and peace in their daily livesthe difference between war and peacewhat different religions say about war and peaceabout peaceful co-existing communities
		SUGGESTED EXPERIENCES/ACTIVITIES					
		Visits from religious speakers to discuss the topic. Role play Sequencing Artwork drama of the different story. Find similarities and differences between the different stories.	https://humanism.org.uk/thatshumanism/download/ Look at videos of Humanist discussion what they believe/values. Visit from a humanist speaker (use website above to request) Scenarios that look at moral choices. Talk about key values and how we can make others happy. Plan a humanist ceremony (marriage or naming) Watch videos and discuss different ceremonies compare to other religions. How can you make others happy and what makes you happy?	Visit from a religious speaker to discuss how religion impacts their life. Pupils o identify role models in their own lives. Pupils who feel comfortable to discuss their own religions and how these impact on their lives. Look at positive actions that different religious organisations have done to help the community. Create presentations on role models.	Be very sensitive when teaching this topic and target to the understanding and personal experiences of the pupils in the group. Plant a seed to show life cycle. Children to decide what they would like to be reincarnated as & create artwork. Light candles & do reflections on what is important to them in their lives. Discuss how people remember people after they have died. Discuss the idea of heaven & hell: pupils to create their own heaven (What would pupils want there?)	Matching different symbols, explore stories behind different symbols, find symbols within religious building and artefacts. Go on a walk of the local area to find s many symbols as you can. Look at how light and water are used in many religions as a symbol. Create artwork Create a symbol to show something that is important to them.	Look at our school community & identify ways we make it a peaceful environment where everyone feels safe. Create posters, presentations on what we do to be kind to others & help each other. Look at the golden rule for world religions ‘do to others as you would have them do to you’ Use a selection of quotes about peace & war from the different world religions. World Peace Village material found at http://www.worldpeacevillage.org/ . Symbols for peace Create a piece of artwork using the words and/or symbols for peace. Tell the story from the Sikh faith of Bhai Chanaiya and Guru Gobind Singh.

CYCLE 2	What Matters Most? Throughout the year pupils will explore this questions through looking at different religions and their own personal feelings	VOCABULARY					
		Religion Sense Science Proof Theory Faith Fact Opinion Belief Big Bang Universe Creation Darwin Evolution	Beliefs Humanism Values Ceremonies Celebrant Respect	Role Model Faith Preacher Inspiration Forgiveness Gangs Kosher Kippah	Reincarnation Funeral Afterlife Death Rites Remembrance	Sign Symbol Cross Lcthus Khanda Menorah Om / Aum Light Yahrzeit Candle Water Sound Colour Food Christmas Easter Shabbat Divali Ganges Karah Parshad 5Ks	War Peace Conflict Communities Tolerance Love Compassion Happy Sad Peacemaker Harmony Calm Quiet Noise Fear Shalom Salaam
		IMPLEMENTATION					
INTENT		Week 1: Explore the difference between fact and belief and the importance of them in our lives Week 2: Christian creation story Week 3: Hindu creation story. Week 4 : Buddhist creation story. Week 5 : Islamic creation story. Week 6: What science says about creation. Week 7: Assessment	Week 1: Know what a humanist believes Week 2: Understand the importance of being happy to a humanist. Week 3: Understand how humanists celebrate new life. Week 4: To Understand how a humanist decides if something is right or wrong. Week 5: How do humanists celebrate marriage? Week 6: How do Humanists care for the world around them? Week 7: The key values of Humanism. Week 8: Assessment	Week 1: To consider what religion means to people. Week 2: To think about faith in the biblical story of Abraham Week 3/4: To reflect on the way in which faith can inspire people to act in a remarkable way Week 5: To consider the difficulties, as well as positive aspects, that a religion can have on a person's life Week 6 and 7: To share their religious and other role models in life Week 8: Assessment	Week 1: The life cycle of a plant. Week 2- Human life cycle and What do the pupils think happens when you die. Week 3 +4- Re-incarnation. Week 5- Christian beliefs – heaven and hell. Week 6+7 – The Easter Story Week 8- Assessment	Week 1+2: the use and importance of signs and symbols in secular life. Week 3- The symbols that represent different religions. Week 4 +5: the use of signs and symbols in religion / the origins and meaning of different symbols in religions. Week 6: Purpose and meaning of religious symbols. Week 7: symbols can be positive or negative. Week 8: Assessment	Week 1+2: To recognise conflict and peace in their daily lives. Week 3: To know the difference between war and peace. Week 4+5: To explore what different religions say about war and peace. Week 6: To learn about peaceful co-existing communities. Week 7: Assessment

MEDIUM-TERM PLANNING													
Aspiration for Life		Differentiated, aspirational targets dependent on pupil needs.		Language for Life		Explicit teaching/ exposure to new and know vocabulary.	Learning for Life		Opportunities to develop cross curricular skills e.g. drama				
CYCLE 3	Where do we belong? Throughout the year pupils will explore this questions through looking at different religions and their own personal feelings.	Why might everyone contribute?		What can we learn from religious communities?		What can an individual do for a community?		What unites us? What divides us?		What can we lean for religious communities?		What makes/builds/helps community?	
		Autumn 1 7 weeks		Autumn 2 7 weeks		Spring 1 6 weeks		Spring 2 6 weeks		Summer 1 5 weeks		Summer 2 7 weeks	
		How do Christian aid and Muslim aid help others? (3.7.2)		Why is the Gurdwarda important to Sikhs? (3.8.5)		How and why do organisations like the salvation army help us? (3.8.3)		How can we be different but live together? (3.8.1)		How is the Hindu faith expressed? (3.9.2)		How is faith expressed through buildings and statues? (3.8.2)	
		Pupils will learn: <ul style="list-style-type: none">Why people give to charity.To respond to the feelings of others.Christian teachings about helping others.Muslim teachings on the duty of Zakat.		Pupils will learn: <ul style="list-style-type: none">Significant features of a gurdwardaWhat happens in a gudwarda and whyWhat does it mean to belong to a communityWhat does it mean to belong to a sikh communityHow to behave in a visit to a gudwarda		Pupils will learn: <ul style="list-style-type: none">To explore what makes hem unhappy about the worldTo think about William Booth and why he started the Salvation Army.To investigate how they can help a charity.		Pupils will learn to: <ul style="list-style-type: none">To discover some similarities and differences between people in their school community.To explore diversity in their local area.To respond to some messages about harmony and golden rules.		Pupils will learn to: <ul style="list-style-type: none">Hindu teachings on the balance of good and evilHindus believe god can be represented in different waysHow our actions can affect our futureWhat Hindus believe about life after deathThe importance of worship		Pupils will learn: <ul style="list-style-type: none">To explore examples of Christian churches and cathedrals.To think about ways in which religious buildings can help believers reflect on faith.To understand not all religions make statues of god.	
		SUGGESTED EXPERIENCES/ACTIVITIES											
		Speaker from either Christian aid or Muslim aid. Hold a fundraising event-pupils to plan. Research different types of charities and what they raise money for. Make acts of kindness display and get pupils and staff to catch people doing kind things and post on the display. Read the Christian story Matthew 19:16-25 The rich young man and discuss what it is teaching.		Visit a Gudwarda, virtual tour of Gudwarda Explore special place to the pupils and share with class, Create video/book /poster about the visit to the Gudwarda.		Visitor from the Salvation Army. Research how they help people. Crate posters/films. Plan and participate in a charity event.		Local walk to find evidence of different cultures/religions. Research into different cultures and beliefs. Survey around school. Celebration of differences and similarities.		Explore goodies and badies in well-known stories. Visit from a Hindu speaker. What would they come like to back as if reincarnated? Artwork of different deities. Read the stories of the different Deities and act them out.		Visit to a place of worship. Virtual tours of places of worship. Look at examples of what you might see in each place. Explore different statues and their importance to the community (photos, videos)	

CYCLE 3		VOCABULARY					
Where do we belong? Throughout the year pupils will explore this questions through looking at different religions and their own personal feelings.		Zakat	Gurdwarda	Salvaton Army	Difference	India	Spire
		Charity	Guru	Charity	Diversity	Trimurti	Cruciform
		Giving	Rumala	War	Cultures	Brahman	Cathedral
		Duty	Langar	Flag	Golden Rule	Brahma	Church
			Khanda	Uniform	Harmon	Vishnu	Buddha
			Nisha Sahib	Symbol	Unity	Shiva	Statue
			Palki	Pawnbroker	Matzot	Karma	Synagogue
			Takht	Preacher	Khanda	Dharma	Tallit
			Sewa		Mezuzah	Reincarnation.	Mosque
					Shalwar Kemeez		Allah
IMPLEMENTATION							
INTENT	Week 1: What is charity?	Week 1: Identify places that are special to us.	Week 1: What makes you unhappy about the world?	Week 1: Similarities and differences in our school community.	Week 1: Good and bad (evil).	Week 1: Explore examples of Christian churches and what you might find there.	
	Week 2: Why do people give to charity?	Week 2: The importance of Guru Granh Sahib.	Week 2: William Booth and the start of the Salvation Army.	Week 2: Explore diversity in our local community (Research task)	Week 2: How do Hindus represent god in different ways. (Vishnu, Ganesha)	Week 2: Explore Christian Cathedrals.	
	Week 3: Christian teachings on charity.	Week 3: The significance of the features of a Gudwarda.	Week 3: Salvation Army symbol ‘blood and fire’	Week 3: Explore diversity in our local community (local walk)	Week 3: How do Hindus represent god in different ways.(Shiva, Rama)	Week 3; To explore different religious statues and their importance. (Christ the redeemer in Rio de Janerio, Angel of the North).	
	Week 4: Christian Aid	Week 4: What happens in a Gudwarda and why?	Week 4: How do the salvation Army help people?	Week 4 : The Golden Rule – treat others how you would like to be treated.	Week 4: How do our action affect our future (Karma)	Week 4,; To explore different religious statues and their importance. (Statues and images of Buddha)	
	Week 5: Muslim teaching on duty of Zakat	Week 5: What it means to be part of a sikh community and the importance of sewa.	Week 5: Plan a charity event	Week 5: How do different religions show the golden rule.	Week 5: Reincarnation	Week 5: Explore a mosque.	
	Week 6: Muslim Aid.	Week 6: Visit a Gudwarda	Week 6: Hold a charity event	Week 6: Celebration of diversity.	Week 6: Hindu worship.	Week 6: Explore a synagogue.	
	Week 7: Assessment	Week 7: Reflect on the visit/ write up.	Week 7: Assessment	Week 7: Assessment	Week 7: Shrines	Week 7: Assessment	
		Week 8: Assessment		Week 7: Assessment	Week 8: Assessment		