



Curriculum Overview Religious Education

Detailed Overview

Year 3				
	Key question	Building blocks	Prior/linked learning	Outcomes
Autumn 1	Christianity What is the Trinity?	• Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as	KS1 core question: How does belonging to a religion or group affect people's lives? KS1 enquiry questions: What makes some people so important? How important are the groups people belong to?	Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of

		Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.		God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.
Autumn 2	Christianity What do Christians learn from the creation story?	• God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).	Christians believe God made our wonderful world and so we should look after it. KS1 core question: How should we behave and treat others and the world? KS1 enquiry questions: Why is it important to look after our world?	Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.
Spring 1	Islam What do Muslims believe about God and where did Islam start?	Muslims believe in one God, and they call him Allah. Allah called Muhammad to teach people to follow him. Muhammad lived in a place where people believed in many gods. Muslims believe that	Pupils will have learned about Christian and Jewish understandings of God and have encountered the concept of God as Creator and Father. They will have seen that many people	Pupils will know that Islam was started in 610AD when Angel Jibril gave Muhammad (pbuh) the words of God which were recorded in the Qur'an. Pupils will know that Tawhid means belief in

		the Bible and the Torah teach about Allah as well.	believe that God interacts with and communicates with humans. They will have seen that people demonstrate their beliefs by the things that they do. They will have learned that not everyone believes in a God and that people do not all believe the same things about God, even when they do believe.	one God which is fundamental to Islam belief. Pupils will know that there are 99 names in the Qur'an which describe Allah (God) and help believers to know what Allah (God) is like and how he affects people's lives. Pupils will know that the Night of Power commemorates Muhammad (pbuh) receiving the words of Allah (God) from the Angel Gabriel and is remembered during Ramadan. Pupils will be able explain how the belief in Tawhid, Qur'an and 99 words and night of power effect how people live their lives and they will be able to compare this with Christian and or Jewish beliefs and lives
Spring 2	Christianity Why do Christians call the day Jesus died 'Good Friday'?	• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and	KS1 core question: How does belonging to a religion or group affect people's lives? Why do we celebrate important occasions? KS1 enquiry questions: How important are the groups people belong to? What makes some people so important? What do people celebrate and why? What do most Christians celebrate together? Do many	Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the

		celebrate Jesus' last week, death and resurrection.	Christians meet together regularly and what do they do? In Year 3 autumn, 'What is the Trinity?', pupils learn that Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.	Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.
Summer 1	Islam What is the Qur'an and why do many Muslims try to learn it by heart?	The Qur'an was dictated in Arabic to Muhammad by the Angel Jibril. The Qur'an is believed to be the very words of Allah. It is treated with respect and always written, read, and recited in Arabic. Learning the Qur'an by heart is a sign of dedication to Allah.	In the Year 3 unit 'What do Muslims believe about God and where did Islam start?' Most pupils would have learned that Muslims believe in one God, and they call him Allah. Allah called Muhammad to teach people to follow him. Muhammad lived in a place where people believed in many gods and that Muslims believe that the Bible and the Torah teach about Allah as well. Most pupils would have learned that Christians read the Bible to get their ideas and that Bible stories can be read in different ways. Most pupils would have learned that Christians read the bible in different ways. It makes them ask questions about how to live, what is right and wrong and that many	Pupils can identify the ways in which Muslims treat the Qur'an as a sacred text and describe the impact that learning it has on the life of a Muslim. They can describe the significance of the Night of Power on a Muslim understanding of the sacredness of the Qur'an. They can compare some Muslim beliefs about the Qur'an with Christians and Jewish beliefs about their sacred texts. They can talk about some of the key teachings of the Qur'an and the impact of these teachings on the lives of different Muslims.

			people think it helps them to answer some of these questions too. Most pupils would have learned that the Bible is complex and old, so teachers help Christians to understand it and that different Christians have different ideas about what the Bible teaches. Most pupils would have learned that the Torah tells the stories of the early Jews and their relationship with God. The Exodus story teaches Jews that God had a plan to rescue them from their enemies and that the Torah set the expectations for how a Jewish person should live.	
Summer 2	Religious and non-religious worldview Does it matter if a story is true or not?	Symbolic vs literal Metaphors Many Muslims believe that every part of the Qur'an is true. Other people believe that all religious stories are made up. The beliefs that a person has will change the way that they read a text. There is debate about what is true and reliable.	What questions do stories in the Bible make us want to ask? How do Christians know what is right? Year 3: What is the Qur'an and why do many Muslims learn it by heart?	Pupils will be able to describe the way that people see truth differently based on their experiences. Pupils will evaluate the effectiveness of proverbs in helping to guide behaviour. Pupils will demonstrate how the ideas in a text can influence your behaviour.

Year 4				
	Key question	Building blocks	Prior/linked learning	Outcomes
Autumn 1	Christianity What is it like (for Christians) to follow God?	The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises.	KS1 core question: How does belonging to a religion or group affect people's lives? How does our background influence who we are? KS1 enquiry questions: How important are the groups people belong to? What makes some stories so important to different people? What makes some things sacred to different people? Y3 autumn - 'What is the Trinity?' - people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.
Autumn 2	Christianity What kind of world did Jesus want?	• Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.	KS1 core question: How does belonging to a religion or group affect people's lives? How does our background influence who we are?	Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the

		• Jesus shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	KS1 enquiry questions: How important are the groups people belong to? What does it mean to be me? What makes some people so important? Christians believe that Jesus taught people how to live. Many Christians live to love and serve others. Christians believe that they can be forgiven for bad thoughts and actions. Christians believe that Jesus is one of the three persons of the Trinity. Christians believe that God sent Jesus to earth to show how much he loved people.	calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.
Spring 1	Hinduism How do Hindus understand God (Brahman)?	Many Hindus believe in one God, Brahman. Brahman is in everything and everywhere. There are many Murtis that express different aspects of Brahman. Many Hindus see Murtis as helping them to focus on different aspects of God.	Who are Christians and what do they believe? This teaches the concept of a God and the quality of caring for people as believed by Christians. Why do most Christians call God 'Creator'? This adds the quality of creator to God as believed by Christians. What do different Jew believe about God? This teaches that there is one God, he is a creator and he	Pupils will be able to describe some of the qualities of 'God' as understood by Hindus. Pupils will know: That the one God for Hindus is called Brahman and he is represented in many different forms / deities. The names of the Trimurti (Brahma, Vishnu and Shiva) and their consorts - the Tridevi

			sets rules for life as believed by Jews. How do Christians find out what God is like? This adds the qualities of God being loving, kind, just, Lord, King and Creator. Year 3: What do Muslims believe about God and where did Islam Start? This teaches that there is one God called Allah and Muhammad was his prophet. It teaches the 99 names and qualities of Allah as believed by Muslims. Year 4: Who do Christians believe Jesus is? This teaches that Jesus is one part of the Trinity as believed by Christians.	(Saraswati, Lakshmi and Parvati). They will be able to describe characteristics of these deities and thus draw conclusions about qualities of the one God. Key stories connected to the Trimurti, Tridevi and other deities and what they teach Hindus about the qualities of the one God. Know some of the other symbols that are used for God (salt water, incense, pomegranate, aum/om) and what qualities they represent for the one God. Know what the term avatar means in the Hindu faith and name some of the avatars for Vishnu. That Hindus choose which deities they wish to focus on and that they will turn to different deities at different times and occasions. This comes in the form of the Murtis they worship. How the various avatars for Vishnu link to the qualities of the one God.
Spring 2	Hinduism What role does worship play in the life of a Hindu?	Hindus worship in the Mandir and at home. Many Hindus will worship daily, offering prayers and gifts to the Murtis. Arti and	Pupils will have learned about worship in the church and in the synagogue and may have their own experiences of worship	Pupils will be able to explain the terms Aarti and Puja and what a home shrine and a Mandir is. Pupils will be able to explain what

		puja often help Hindus to cope with challenges of life. Worship and meditation form part of daily duties.	outside of school collective worship. They will have encountered the idea of worship in the context of celebrations and festivals. Murtis and Brahman, symbols of Hindu Dharma and some of the stories of Vishnu, Shiva and Ganesha.	happens during Puja in the home and in the Mandir. Pupils will consider how worship is part of a Hindus' life and how the 5 daily duties impact their life.
Summer 1	Christianity When Jesus left, what was the impact of pentecost?	Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church.	KS1 core question: How does belonging to a religion or group affect people's lives? KS1 enquiry questions: What makes some people so important? Why are some places so important? Year 3 Spring - 'Why do Christians call the day Jesus died 'Good Friday'?' Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. Christians today trust that Jesus really did rise from the dead, and so is still alive today.	Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.
Summer 2	Religious and non-religious worldview	For many people there are places connected with their beliefs that	Hindus worship at home and in the mandir. Arti and Puja.	Name features of a church and a Mandir and explain reasons for

	How and why do people argue that some places can be spiritual?	are important to them. Different people recognise different places as spiritual. There isn't always agreement on what makes a place spiritual. Some people think that only what they can see is real. Learn that spiritual places can include places of worship, places of pilgrimage and can be different for different people.	Christians worship in churches. The role of the synagogue for Jews.	the features. Name places of pilgrimage for Christians and for Hindus and why these places are important places of pilgrimage. Explain why people go on pilgrimage. Explain what people might do on a pilgrimage. Explain why some places are places of pilgrimage. Describe how churches and mandirs are built to be spiritual. Compare and contrast places of worship for Christianity and Hinduism. Compare and contrast places of pilgrimage for Christianity and Hinduism. Explain how a place can become spiritual. Explain what could be a spiritual place for them and why.
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Year 5				
	Key question	Building blocks	Prior/linked learning	Outcomes
Autumn 1	Hinduism Why is it important to Muslims that Muhammad is known as the seal of the prophets?	Muslims have regard for the prophets of the Old Testament and Jesus. Muhammad is known as the 'seal of the prophets.' The hadith, which contains the saying of Muhammad as well as tales of his life, is as important for many	Muslims believe in one God, and they call him Allah. Allah called Muhammad to teach people to follow him. Muhammad lived in a place where people believed in many gods. Muslims believe that the Bible and the Torah teach	I can explain why Muhammad (PBUH) is called the 'Seal of the Prophets'. I understand the importance of Muhammad (PBUH) for Muslims. I can identify prophets that are important for Islam, Christianity and Judaism

		Muslims as the Qur'an. Islamic diversity stems largely from debates over the caliphate.	about Allah as well. The Qur'an was dictated in Arabic to Muhammad by the Angel Jibril. The Qur'an is believed to be the very words of Allah. It is treated with respect and always written, read, and recited in Arabic. Learning the Qur'an by heart is a sign of dedication to Allah. Characteristics (99 names) of Allah (God) Islam is one of the three Abrahamic religions (Judaism and Christianity being the other two). Tawhid (the Oneness of God). Night of Power and the Qur'an (Angel Jibreel dictated the Qur'an to Muhammad (PBUH) in Arabic)	and give reasons for their importance. I know the roles that Isa (Jesus) and Muhammad (PBUH) have in Islam. I can justify the importance of prophets in Islam. I can explain the importance of Scripture for Muslims and how the Hadith helps Muslims. I can explain the basic divisions in Islam and some of the reasons behind them.
Autumn 2	Hinduism How far does the mosque contribute to the Muslim concept of Ummah?	Ummah is the community of Muslims which is expressed in many ways, including through the five pillars of Islam. The mosque is the centre of the community for many Muslims, where they go to learn about Allah and to conduct the five daily prayers. The five pillars of Islam show commitment to Allah and to the Muslim community. The importance of the Kab'ah in Makkah is shown by Muslims facing its direction when praying and the Hajj. Muslims are equal in the eyes of Allah.	Muslims believe in one God (tawhid = the oneness of God), and they call him Allah. There are 99 names to describe Allah. Allah called Muhammad to teach people to follow him. Mohammad lived in a place where people believed in many Gods. Muslims believe that the Bible and the Torah teach about Allah as well. The Qur'an was dictated in Arabic to Muhammad by the Angel Jibril. The Qur'an is believed to be the very words of Allah. It is treated with respect and always written, read, and	I can identify examples of how the Shahadah is used to underpin Muslim belief about Allah. I can make clear connections between the importance of prayer, mosques (including the Kab'ah) and community. I can explain how, through living out the five pillars of Islam, Muslims can show their commitment to Allah, their faith and the community. I can consider how Muslims can be a part of their community even when they are not in a mosque, showing awareness of the different ways that Muslims can

			recited in Arabic. Learning the Qur'an by heart is a sign of dedication to Allah. Learning the Qur'an by heart is a sign of dedication to Allah. Muslims have regard for the prophets of the Old Testament and Jesus. Muhammad is known as the 'seal of the prophets'. The hadith, which contains the sayings of Muhammad as well as tales of his life, is as important for many Muslims as the Qur'an. Islamic diversity stems largely from debates over the caliphate.	follow the five pillars of Islam (for example, choosing to pray in the home and workplace, making decisions about whether they are able to fast in Ramadan or go on a Hajj). I can weigh up how the mosque contributes to the community, offering and justifying other ways in which ummah is expressed.
Spring 1	Christianity Was Jesus the Messiah?	• Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour.	KS1 core question: How should we behave and treat others and the world? KS1 enquiry questions: What makes some people so important? What makes some stories so important to different people? Year 3 autumn 'What is the Trinity?' - Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.	Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that

				Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.
Spring 2	Christianity What do Christians believe Jesus did to save human beings?	• Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for	KS1 core question: How does our background influence who we are? How should we behave and treat others and the world? KS1 enquiry questions: What does it mean to be me? What makes some people so important? What makes some stories so important to different people? Why do we celebrate important occasions? Year 3 Spring 'Why do Christians call the day Jesus dies 'Good Friday?' Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. Christians today trust that Jesus really did rise from the dead, and so is still alive today.	Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

		others and for their faith.		
Summer 1	Christianity What does it mean (for Christians) if God is holy and loving?	• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.	KS1 core question: How does belonging to a religion or group affect people's lives? KS1 enquiry questions: How important are the groups people belong to? What makes some people so important? What does it mean to be me? Year 4 autumn - 'What is it like for Christians to follow God?' - The People of God try to live in the way God wants, following his commands and worshipping him.	Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.
Summer 2	Religious and non-religious worldview What does it mean to live a good life?	A good life is not something agreed on by all people. The 'Golden Rule' gives some guidance that is accepted by most people. Many religions believe that there are rewards for living whatever they decide is a 'good' life. Many governments lay down rules that are meant to help people live a good life.	UKS2 worldview Islam All KS study Christianity KS1 worldview Judaism LKS2 worldview Hinduism	To evaluate what a range of religions mean by a good life. To know that everyone has a worldview: a particular way of looking at the world that depends on his or her context and experiences. As such, their worldview may change over time. To understand there are organised worldviews, but

				these alone do not form a personal worldview but will influence it. To know that worldviews are a combination of organised and personal opinions
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Year 6				
	Key question	Building blocks	Prior/linked learning	Outcomes
Autumn 1	Hinduism What might a Hindu gain from a pilgrimage to India?	Pilgrimage to India is not a requirement of Hindu faith but many undertake one at least once in a lifetime. There are many destinations for Hindus. Many of these centres are on the Ganges. Different deities are venerated in different places; teachers and gurus also have locations in ashrams and other centres.	Brahman – one God in many forms, God in everything, part of everything, different symbols for the attributes of God. Murtis – Vishnu, Shiva, Ganesha Hindu Worship – Arti, Puja, home shrine, Mandir Karma and Moksha – Samsara, Karma, Moksha Islam Pilgrimage (Hajj)	I can name and locate some pilgrimage sites for Hindus. I can describe what happens at different Hindu pilgrimage sites. I can identify and explain some of the reasons why Hindus may choose to go on a pilgrimage.
Autumn 2	Christianity What would Jesus do?	- The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. - Christians see that Jesus' teachings and example cut across expectations — the Sermon on	KS1 core question: How does belonging to a religion or group affect people's lives? How does our background influence who we are? How should we behave and treat others and the world? KS1 enquiry questions:	Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of

		the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.	What does it mean to be me? How important are the groups people belong to? Year 4 autumn 'What kind of world did Jesus want?' - Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.
Spring 1	Hinduism What is the significance of Karma and Moksha for a Hindu?	Most Hindus believe: • Life is a cycle of birth, death and rebirth, called samsara; • The good or bad you do in this life, karma, determines your presence in the next cycle of life; Karma is an inevitable consequence of the way we live or lives. • Moksha (breaking the cycle of samsara) is the ultimate goal for a devout Hindu in being at one with Brahman.	Many Hindus believe in one God, Brahman. Brahman is in everything and everywhere. There are many murtis that express different aspects of Brahman. Many Hindus see murtis as helping them to focus on different aspects of God. Deities can come to earth as avatars often to help humans overcome evil. One of Vishnu's avatars is Krishna. Symbolism is important to help understanding, including the lotus flower. Hindus worship in the Mandir and at home. Many Hindus will worship daily, offering prayers and gifts to	I can show understanding that stories can inspire Hindus to make good choices. I can explain how dharma is a way of life for Hindus. I can give examples of how the five daily duties link to dharma. I can make clear connections between the deeds of past lives/this life and the consequences for the next life, for Hindus. I can weigh up how far the goal of moksha inspires Hindus to achieve good karma.

		• Hindu dharma is more a way of life than a system of beliefs. • Belief in reincarnation is a central tenet of Hindu dharma for many. • The five daily duties contribute to the understanding of life for a Hindu.	the Murtis. Arti and puja often help Hindus to cope with challenges of life. Worship and meditation form part of daily duties.	
Spring 2	Christianity Creation and science: conflicting or complementary?	• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.	KS1 core question: How should we behave and treat others and the world? KS1 enquiry questions: What makes some stories so important to different people? Why is it important to look after our world? Year 3 autumn 'What do Christians learn from the creation story?' - God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God.	Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.

				Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.
Summer 1	Christianity What kind of King is Jesus?	• Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	KS1 core question: How does belonging to a religion or group affect people's lives? How should we behave and treat others and the world? KS1 enquiry questions: What makes some people so important? What does it mean to be me? How important are the group people belong to? Year 4 summer 'When Jesus left, what was the impact of Pentecost?' - Christians believe that Jesus inaugurated the 'Kingdom of God' Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.	Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.
Summer 2	Religious and non-religious worldview How does a world view help people decide what is important?	A worldview is a way of looking at the world and will influence the choices a person makes. There are organised and personal, religious, and	Different people have different ideas about what is right and wrong. There are a lot of shared ideas about the rules that are followed. People get their ideas	Pupils make connections/links between the different world views they have studied and perhaps others (Baha'i/Humanism) They

		non-religious worldviews. Everyone has a worldview. A worldview may be a combination of organised and personal opinions and may change over time. Experiences influence a person's worldview.	about what is right and true from other people and from the things that they read. Asking questions helps people to decide what is right. The Golden rule is shared by many different groups of people. A person's worldview will affect what they think is right or wrong. Different people think that different things are right. Different people recognise different places as spiritual. A good life is not something agreed on by all people. The Golden Rule gives some guidance that is accepted by most people. Many religions believe that there are rewards for living whatever they decide is a 'good' life. Many governments lay down rules that are meant to help people live a good life. The teachings of Jesus encourage Christians to love and care for each other and the world. Christians believe that the good news of Jesus can transform the lives of people now and in the future. Christians believe that the good news of Jesus should be shared in word and action to make the world a better place for all.	understand the similarities and differences between the different worldviews and what connects them together in society. Pupils can evaluate the various sources of wisdom about what is important and justify their own opinions. Pupils are able to present cogent arguments and spot faulty logic.
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