

	KS1	Year 3	Year 4	Year 5	Year 6
Human family	Have a developing respect for their own cultures, beliefs and those of other people (Yr1) What are your big questions? Is the world a fair place? (Yr2)	The children will study the concepts of beginnings and groups and be introduced to the origins of the Abrahamic religions (Christianity, Judaism and Islam), focusing on the shared ancestry and the many similarities. Children will be introduced to the concept of a global community and recognise how people of many different beliefs, cultures and traditions should live together and learn from each other.	Children should understand what communities they belong to and how they influence us. Children should know of the different faith communities and non-faith communities and the similarities and differences.	Children should understand the concept of a global community, and recognise how people of many different beliefs, cultures and traditions should live together and learn from each other. Children should have a stronger understanding of the Abrahamic religions. The children focus on 2 world religions, Christianity and Islam and acquire a deep body of knowledge, promote understanding, tolerance, respect and acceptance.	Children should understand the impact of prejudice, intolerance, extremism and fundamentalism on society, ie what happens when people forget the big picture, ie that we all belong to 'human kind' or the 'human family'.
Key vocabulary Community, fair trade, global, global village, citizen, atheist, global community, world, local, energy, health, Christianity, Judaism, Islam, Hinduism, Buddhism, Sikhism, unity, belonging, descendant, ancestor, creation, prophet,					
Christmas	Why is Christmas important to Christians? (Yr1) What does the Christmas story tell Christians about Jesus? (Yr2)	Children should explore the tradition of present giving at Christmas, through the account of the birth of Jesus. Through this unit, the children will consider the symbolism of the gifts and evaluate whether different ways of giving at Christmas now might better express the 'spirit' of Christmas.	This unit will emphasise the importance of Jesus within the Christian faith through reflecting on and comparing different cultural expressions of Christian beliefs about his birth.	Children will explore the concept of light as a theme during Christmas but also beyond that, into the lives of Christians, and the belief in Jesus as the 'light of the world'.	Children will have the opportunity to, as independently as possible, research the differences in the Gospel accounts and analyse what this might reveal about who Christians believe Jesus is. To consider the weight of historical evidence that Jesus Christ lived and died.
Key vocabulary Christianity, Jesus, God, Mary, Joseph, birth, gifts, symbolism, Christmas, spirit, faith, light, Gospel					
Easter	What do eggs have to do with Easter? (Yr1) Why is Easter important to Christians? (Yr2)	Children will have the opportunity to set out the sequence of events from Palm Sunday to Easter Day and the symbols associated with them, and to reflect on what each of these events might mean for Christians. The children will also understand the links Christians make between the Jewish festival of Passover and the Last Supper.	Children will build on knowledge of the Easter story and make links between the events of the Old Testament and more familiar events in the New Testament. The lessons will be in a biblically chronological order. Children will continue to understand the links Christians make between the Jewish festival of Passover and the Last Supper.	Children will look at the final months/weeks/days of Jesus's life, together with the spread of Christianity following the ascension, and to ask the deeper questions of why and how in relation to key Christian beliefs about the atonement and resurrection of Christ. The children will consider God's rescue plan and how Jesus changed lives.	Children investigate the reasons why Christians believe Jesus died. Children make connections between Adam, Eve and Easter and investigate the connections. This unit will draw on learning across key stage 2 and explore key concepts of 'sacrifice' and 'atonement' for Christians.
Key vocabulary Easter, eggs, symbols, Palm Sunday, Passover, last supper, Jesus, atonement, resurrection, rescue plan, sacrifice					
Christianity	Year 1 - What do Christians believe about God? Who is Jesus? Why did Jesus tell the parables? Why is the Bible an important book for Christians? Year 2 - Is prayer important to everyone? Why is the church so important to Christians? Why do Christians call Jesus the saviour?	Children will study the concepts of beginnings and groups. Children will be introduced to the origins of the 3 Abrahamic religions (Christianity, Judaism and Islam), focussing on their shared ancestry and the many similarities between them.	Children will study Christian faith through worship. To help children understand the importance of prayer for Christians as a way of understanding God better. Children will look at different Christian churches and the concept of a community. The children will study two other religions this year to allow comparisons to be made.	Children are introduced to the man known as Jesus of Nazareth. The children will study; baptism, 12 disciples, miracles of healing, who Jesus said he was, great commandments and the light of the world. The children will look at the final months/weeks/days of Jesus's life, together with the spread of Christianity following his ascension, and to ask the deeper questions of why and how in relation to key Christian beliefs about the atonement and resurrection of Christ.	In years 3,4 and 5 the children will have been introduced to the origins of the 3 Abrahamic religions (Christianity, Judaism and Islam), focusing on their shared ancestry and the many similarities between them. Our intent in having the children understand that the 3 religions are branches of the same tree and share common origins, is to help the children to focus on the similarities between each religion, rather than the differences which cause divisions. We aim to promote tolerance and acceptance. We want the children to see that, though we may now belong to different groups (eg Judaism, Christianity, Islam), all of those groups are just part of a larger, common group, ie mankind.
Key vocabulary Advent, alter, apostle, atonement, baptism, baptistery, bible, catholic, Christ, Christian, Christmas, church Lord, Lord's prayer, mass, Maundy Thursday, nativity, New Testament, Non-conformist, Old Testament, Palm Sunday, parable, Pentecost, resurrection, Sunday, trinity, worship, confirmation, dedication, Easter, lent					
Judaism	What is the Torah and why is it important to Jews? (Yr1)	Children will study the concepts of beginnings and groups. Children will be			Children explore the key features of a synagogue and investigate what they reveal

	Why do Jewish families celebrate Shabbat? (Yr1)	introduced to the origins of the 3 Abrahamic religions (Christianity, Judaism and Islam), focussing on their shared ancestry and the many similarities between them.			about Jewish beliefs. Children investigate some of the major Jewish festivals, to explore their links with Jewish history and commandment, and reflect on how celebrating these events helps Jews to 'remember' and binds the Jewish community together. Through festivals, Jews are reminded of God's faithfulness to his people.
Key vocabulary Ark, Bar Mitzvah, Bat Mitzvah, Exodus, Hanukiah, Hebrew, Israel, Kippah, Kosher, Menorah, Mezuzah, Nevi'im, Rabbi, Seder, Sefer ,Torah, Shabbat ,Shavuot, Shema, Torah, Sukkah, Sukkot, Synagogue, Tallit, Talmud, Tefillin, Tenakh, Torah, Tzedaka, Yad, Yeshivot					
Islam	Who is Allah and how do Muslims worship him? (Yr2) What is important to Muslim families? (Yr2)	Children will study the concepts of beginnings and groups. Children will be introduced to the origins of the 3 Abrahamic religions (Christianity, Judaism and Islam), focussing on their shared ancestry and the many similarities between them.		Children explore the key features of a mosque and investigate what they reveal about Muslim beliefs. Muslim beliefs about and practices associated with prayer (salah). Children explore the key beliefs and practices of Islam through investigating the five 'pillars'. It is important that pupils are given opportunities during this unit to reflect on how the pillars of Islam affect the way that Muslims live their lives, and also to make connections between Islam and the other religions they have studied.	
Key vocabulary Al-Fatihah Allah, Du'a Hadith, Hajj, Halal Id-ul-Adha, Islam, Jihad, Jumu'ah Khums, Madinah, Makkah, Mosque, Muhammad (pbuh), Muslim, Qur'an, Ramadan Sadaqah, Salah, Sawm, Shahadah					
Buddhism			To introduce pupils to the principal beliefs and practices of Buddhism. Children will be introduced to the story of how Prince Siddattha became Buddha, meaning the 'awakened' or 'enlightened' one. Children will understand there is no supreme deity in Buddhism and learn of the four noble truths. Children will understand the difference between meditation and worship.		
Key vocabulary Buddha,Dhamma, Dukkha, Gotama, Nibbana (Nirvana, Sangha, Siddattha					
Hinduism		To provide a broad understanding of how Hindus worship the supreme divine reality (Brahman) who is represented in different forms, and what helps them to do this. Children will use images and stories to draw meaning to support this understanding. Children will be given opportunities to consider similarities & differences between Hindu and Christian understandings of God.			
Key vocabulary Ahimsa Arti Atman, Avatar, Bhagavad Gita , Brahman, Dharma, Divali Ganesha Holi, Krishna, Lakshmi Mandir Moksha Puja, Puranas, Rakhi, Raksha Bandhan, Rama Ramayana, Rangoli, Samsara, Samskars, Shiva, Sita, Upanishad, Vedas, Vishnu, Yoga					
Sikhism			Children explore the key beliefs of Sikhism, in particular introducing the importance of equality. Pupils should gain a general insight into what Sikhs value, and how they express this through their community life and the wearing of the Five Ks.		
Key vocabulary Amrit Bhai Lalo, Gurdwara Guru, Guru Gobind Singh, Guru Granth Sahib, Guru Nanak Kachera Kangha Kara, Kara Parshad Khalsa, Kirat Karna Kirpan, Mool Mantar Sewa, Vand Chhakna					