



## **Lake Haven RE Progression of Knowledge and Skills Document**

At Lake Haven School, we feel that it is very important to provide our children with a religious education (RE). This will be taught as part of our 'Our World' curriculum taught over a term. As there is no National Curriculum for Religious Education, we have used the material from Twinkl to provide us with a basis for our learning. Lake Haven School is committed to following the aims and principles of these units adapted for our learners to accommodate their SEND.

We are not a faith school, and we do not seek to promote any one particular faith or belief system. We see that our role is to make the children aware of a range of beliefs and practices that are part of our diverse community. Similarly, whilst we explore festivals and celebrations from a range of faiths, we do not ask the children to participate in acts of worship.

The unit that we follow, and our approach to teaching RE in Lake Haven School, is in line with one of the core strands of Fundamental British Values: Mutual respect and tolerance of different faiths and beliefs: *An understanding that the freedom to choose and hold a faith or belief is protected by law; and that the faiths and beliefs of others should be accepted and tolerated.*

At Lake Haven School, respecting one another is at the heart of our ethos. All members of the school are treated with respect and the school rules reinforce our belief in, and commitment to, equality. RE work and our aim of 'belonging', 'respect', and 'nurture' helps us to enable the children to find out more about (and start to develop an understanding and tolerance of) people outside of our immediate locality who may be different to us.

All of our children are taught that people within our community hold different beliefs and faiths (including the choice not to hold a faith).

Assemblies are used to share stories and events and celebrate festivals from a wide range of faiths and cultures. RE lessons also enable children in each year group to learn about different religions and cultures in greater depth (often through a 'hands-on' approach which encourages the children to recognise and celebrate both similarities and differences).

### **RE in Special Schools and at Lake Haven**

The vision of our agreed scheme of work is of RE for all. Every pupil can achieve and benefit from their RE, including all pupils with Special Educational Needs and Disabilities (SEND).

RE is a statutory part of the core curriculum for *all* pupils, including those with learning difficulties. Pupils with SEND are found in all contexts, and all teachers are teachers of pupils with SEND. Good quality teaching in RE will tailor the planning of the scheme carefully to the special needs of all pupils. RE provision for different groups of pupils will vary but all pupils should be included in RE.

### **For pupils with complex learning difficulties and disabilities (CLDD)**

- Good RE begins from the unique individuality of the pupils, and provides rich experiences of religion and spirituality.
- Calm and peaceful space in RE can enable learners to enjoy their RE time individually.

- RE can enable pupils with the most complex of needs to develop awareness of themselves, their feelings, their emotions and their senses

### **For pupils with severe learning difficulties (SLD)**

- Multi-sensory approaches bring the possibility of introducing spiritual experiences.
- RE makes a contribution to pupils' social development through story, music, shared experience and ritual.
- RE can enable pupils to develop their relationships with other people and their understanding of other people's needs.

### **For pupils with moderate learning difficulties (MLD)**

- RE can provide insight into the world of religion and human experience, especially when tough questions are opened up.
- RE can provide opportunities for pupils to participate in spiritual or reflective activity.
- RE can enable pupils to make links with their own lives.

### **For pupils with emotional and behavioural difficulties (EBD)**

- RE can enable pupils to address deep issues of concern in helpful ways through exploring spiritual material and seeing how others have tackled difficult experiences.
- RE lessons can explore, in the safe space schools should provide, complex emotions or thoughts, and challenging questions.
- RE can assist in the development of pupils' maturity and self-awareness.

### **Planning for RE in special schools**

Lake Haven RE should explore authentic and central concepts from religions, on the basis of what will connect with pupils' experiences and enable them to respond.

## **The 'Five Keys' planning model**

This syllabus recommends a model devised by Anne Krisman, teacher at Little Heath School, London Borough of Redbridge. She advocates five keys for planning in RE for SEND.

### **1. Connection – what links can we make with our pupils' lives?**

Creating a bridge between pupils' experiences and the religious theme.

### **2. Knowledge – What is the burning core of the faith?**

Selecting what really matters in a religious theme, cutting out peripheral information.

### **3. Senses – What sensory elements are in the religion?**

Looking for a range of authentic sensory experiences that link with the theme.

### **4. Symbols – What are the symbols that are most accessible?**

Choosing symbols that will encapsulate the theme.

### **5. Values – What are the values in the religion that speak to us?**

Making links between the values of the religious theme and the children's lives.

This simple but profound approach enables teachers to use this agreed syllabus as a source of information for religious themes and concepts, but then to plan RE so that pupils can explore and respond, promoting their personal development by making connections with core religious concepts and their own experiences.

## **Key Knowledge End Points:**

### **RE in KS2: Programme of Study**

#### **What do pupils get out of RE at this key stage?**

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

**We have fully understood and know where our learners should be starting from when we begin each unit of work. However, we also understand and appreciate how and why the children have arrived at Lake Haven. Therefore, we need to ensure that any gaps in their learning are addressed before embarking on skills and knowledge that they wouldn't be able to grasp without closing the gaps beforehand. We also understand that children may have a greater starting point of knowledge and here, we will amend and edit our work accordingly. The majority of our teaching will be completed in a very small working group and allows us this flexibility to adapt our teaching as necessary. We have dedicated an entire term of work to this specific subject to allow revisiting ideas due to interest or sensory processing. We will also be using our assembly times to complete work throughout the year to ensure we get the correct coverage throughout each year group.**

**In each term our learning of skills and knowledge is built on the previous unit of work which is outlined in our RE Curriculum.**

**Assessment of our units of work**

**All new units will have an end point of skills and knowledge. Thinking about the sensory processing identity of our individual children, we will assess whether these skills have been met in a manner that the child can access. This could be in discussion, observations, recorded, written or presented in a way that the child can access. We will assess the children as: Working towards objectives; Objectives Met; Working at a greater depth of knowledge.**

## **Cultural Capital**

**It is incredibly important for our children to see RE as a subject that has a meaning and a purpose in their lives. We need to show them how Britain is a place of diversity with a range of faiths and cultures that make for an exciting environment. Being autistic usually makes our children's world quite blinkered, we therefore have a duty to ensure that they are exposed to and have knowledge of, the different faiths and cultures that make up modern Britain. For our learning to have a purpose and make sense to our children, we will conduct trips to various places of worship, ask visitors from different faiths and cultures to speak, bringing our learning to life. Where Lake Haven is situated, we are fortunate to enjoy a wealth of cultures especially in Leicester, Coventry and Birmingham. We will utilise this position within our learning to ensure that our schemes of work are brought to life.**

**All of our learners, regardless of their backgrounds or home situations, will receive an equal opportunity within this subject to any of their mainstream peers and develop a knowledge and skills based in RE that should they wish to progress in the future to GCSEs or**

beyond, they will be able to do so. There are plans for us to conduct residential trips with the children when we are more established.

<p><b>Year Group LKS2 Year A</b></p> <p><b>Autumn Term</b></p>	<p><b>Unit of Work: Big Question/Title</b></p> <p><b>Signs and Symbols</b></p> <p>In this unit about Signs and Symbols, children will explore the significance of religious signs and symbols. They will begin the unit by looking at everyday symbols and considering why they are important. They then look at symbols of God and how these are used across many religions. There are four lessons that explore symbolism in specific religions: Christianity, Hinduism, Islam and the additional lesson on Judaism. Children will reflect on their new learning in lesson 6 during which they can create a selection of symbols using clay. Accompanying this unit is a helpful Knowledge Organiser. This includes all of the key words and subject knowledge for the unit that is used throughout the sequence of lessons.</p>
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## Assessment Statements

By the end of this unit...

### Working Towards the Expected Level:

- Describe what signs and symbols are.
- Know that there are symbols for God in different religions.
- Recognise some Christian symbols.
- Name some symbols of Islam.
- Name some symbols of Hinduism.
- Name some religious signs and symbols.
- Recognise some symbols of Judaism.

### Working At the Expected Level:

- Give examples of signs and symbols.
- Recognise some symbols of God.
- Name some Christian symbols.
- Describe some symbols of Islam.
- Explain the meaning of some symbols of Hinduism.
- Explain the meaning of some religious signs and symbols.
- Name and describe some symbols of Judaism.

### Working At Greater Depth:

- Explain why signs and symbols are important.
- Explain what some symbols of God mean.
- Explain the meaning of some Christian symbols.
- Explain why some symbols of Islam are significant.
- Recreate some symbols of Hinduism and explain their meaning.
- Reflect on the significance of religious signs and symbols.
- Explain the meaning of some symbols of Judaism.

**1. Everyday Signs and Symbols** To know about everyday signs and symbols in the context of exploring symbols around the school and discussing usage of signs. I can describe what signs and symbols are. I can give examples of signs and symbols. I can explain why signs and symbols are important

**2. Symbols of God** To recognise symbols of God in different religions in the context of representations of God in artwork. I know that there are symbols for God in different religions. I can recognise some symbols of God. I can explain what some symbols of God mean.

**3. Christian Symbols** To recognise Christian symbols in the context of matching Christian symbols to their definitions. I can recognise some Christian symbols. I can name some

### Key vocabulary:

- **Aum** The most important symbol of Hinduism. The sound 'Om' is used at the start of prayers.
- **Chi Rho** A Christian symbol made of the first two letters of the Greek word for Christ.
- **Cross** A Christian symbol that reminds followers of Jesus' death and resurrection.
- **Diya** The light of diyas represent enlightenment, purity, knowledge and good fortune. They are symbolic to Hindus, Sikhs, Buddhists and Jains.
- **Ichthus** A Christian symbol in the shape of a fish. Ichthus was used by early believers as a secret symbol of their faith.
- **Khanda** The symbol of Sikhi. The different parts of the Khanda represent different values.
- **Lotus** The lotus flower is an important symbol in Hinduism,

Christian symbols. I can explain the meaning of some Christian symbols.

4. Symbols of Islam To consider the significance of symbols of Islam in the context of exploring flags of the world and creating short presentations. I can name some symbols of Islam. I can describe some symbols of Islam. I can explain why some symbols of Islam are significant

5. Symbols of Hinduism To recognise symbols of Hinduism in the context of exploring symbols of Hinduism and creating Rangoli patterns. I can name some symbols of Hinduism. I can explain the meaning of some symbols of Hinduism. I can recreate some symbols of Hinduism and explain their meaning.

7. Symbols of Judaism - Additional Lesson To know some symbols of Judaism in the context of exploring Jewish symbols and designing your own Hamsa. I can recognise some symbols of Judaism. I can name and describe some symbols of Judaism. I can explain the meaning of some symbols of Judaism.

**Buddhism, Jainism and Sikhi. It symbolises beauty, good fortune and spirituality.**

- **Menorah A sacred candle holder used in Jewish temples. Menorahs were used in the temples of Jerusalem but are used more commonly today, especially during Hanukkah.**
- **Rangoli Rangoli patterns are made from rice or flour to welcome guests during the Hindu festival of Diwali.**
- **Star and Crescent The most important symbol of Islam. Each part holds many significant meanings.**
- **Star of David One of the most important symbols of Judaism.**
- **Yin yang A symbol of Taoism that shows the belief of opposites working together to form perfect balance.**

Assessment Opportunity

6. Reflection To reflect on religious signs and symbols in the context of exploring the reasons religions use signs and symbols and creating some from clay. I can name some signs and symbols. I can explain the meaning of some religious signs and symbols. I can reflect on the significance of religious signs and symbols

**Year Group LKS2 Year A**

**Autumn Term**

**Unit of Work: Big Question/Title**

## Hinduism

The Hinduism unit gives children an overview of Hinduism, focusing on its origins, core beliefs, festivals, special places. Children will explore the different holy books, identify key Hindu symbols and understand their meanings.

Assessment Statements By the end of this unit...

...all children should be able to:

- Name the main Hindu deities and symbols.
- Identify where Hindus worship.
- Retell one of the stories celebrated during a special Hindu festival.

...most children will be able to:

- Locate where Hinduism was founded.
- Explain the main beliefs that Hindus share.
- Know that Hindus have more than one holy book.
- Explain what the main Hindu symbols mean or represent

...some children will be able to:

- Explain how Hinduism was founded.
- Distinguish the similarities and differences between worshipping at a Mandir and at home.
- Name the main Hindu Festivals.

- Start to demonstrate understanding of the different holy books.

1. Who and Where I can explain who founded Hinduism and where.
2. Main Beliefs I can explain the main beliefs in Hinduism
3. Special Places I can explain which places are special to Hindus.
4. Special Festivals I can name and describe some special Hindu festivals
5. Holy Book I can explain that Hindus have multiple holy books
6. Symbols and Meanings I can name and explain the meanings of Hindu symbols.

### Key vocabulary:

Key Vocabulary	
<b>Hindu</b>	Someone who follows Hinduism.
<b>Vishnu</b>	<b>Hindu</b> god who protects the universe.
<b>Brahma</b>	<b>Hindu</b> god of creation.
<b>Trimurti</b>	The three aspects of the universal supreme God.
<b>Tridevi</b>	The three great goddesses of Hinduism.
<b>Brahman</b>	<b>Hindus</b> recognise one God, <b>Brahman</b> .
<b>mandir</b>	A special place for <b>Hindus</b> to worship.
<b>puja</b>	Act of worship for <b>Hindus</b> .
<b>murtis</b>	Special statues or images of <b>Hindu</b> gods and goddesses.
<b>shrine</b>	A holy place to pray.
<b>Shruti</b>	<b>Hindu</b> holy scriptures which contain the four <b>Vedas</b> .
<b>Smriti</b>	<b>Hindu</b> holy scriptures which contain legends, myths and history.
<b>Vedas</b>	Ancient <b>Hindu</b> text.

Assessment Opportunity

6. Symbols and Meanings I can name and explain the meanings of Hindu symbols.

**Year Group LKS2 Year A**

**Autumn Term**

**Unit of Work: Big Question/Title**

**The Nativity Story**

This unit will teach your class about the key parts of the Nativity story. The children will work creatively to enhance their learning experience. They will find out how the Nativity story began, the journey undertaken (relating it to the children's own understanding of journeys and distance), where Jesus was born and why, the visitors who came after the birth and how baby Jesus' life was at risk. The unit will conclude with the children thinking through the different parts of the Nativity story to decide what they feel is the most significant part of the story for Christians today

**By the end of this unit:**

**...all children should be able to:**

- **Show where Nazareth is on a map.**
- **Explain who Mary and Joseph were.**
- **Make an angel.**
- **Use a route planner to answer simple questions based on Mary and Joseph's route from Nazareth to Bethlehem.**

- Create a stable scene.
- Use a storyboard to make an animation about the shepherds.
- Write about the wise men by filling in some simple missing words on an information sheet.
- Explain who King Herod wanted to find.

...most children will be able to:

- Make a puppet of Mary, Joseph and an angel.
- Relate Mary and Joseph's journey to modern travel and route planning.
- Create a stable scene and make additional puppets to show which animals might have been present.
- Create a storyboard about the shepherds and then turn this into an animation with puppets.
- Write about the wise men by filling in missing words on an information sheet.
- Explain who King Herod wanted to find and where he might be found.

...some children will be able to:

- Use puppets to re-enact an angel appearing to Mary.
- Create a play about Jesus' place of birth using a stable scene and puppets.
- Write about the wise men by filling in numerous missing words on an information sheet.
- Explain who King Herod wanted to find and why King Herod wanted to find him.

### Unit Overview

**1. Mary and Joseph Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community. RME 1-03b I am familiar with the Christmas story and I know that at Christmas we celebrate the birth of Jesus the Son of God and Son of Mary. RERC 1-05a I can honour Mary as Mother of**

### Key vocabulary:

Jesus and Our Mother. I can share why we honour her. RERC 1-15a

2. The Journey Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community. RME 1-03b I am familiar with the Christmas story and I know that at Christmas we celebrate the birth of Jesus the Son of God and Son of Mary. RERC 1-05a

3. A Baby is Born Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community. RME 1-03b I am familiar with the Christmas story and I know that at Christmas we celebrate the birth of Jesus the Son of God and Son of Mary. RERC 1-05a I can honour Mary as Mother of Jesus and Our Mother. I can share why we honour her. RERC 1-15a

4. The Shepherds Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community. RME 1-03b I am familiar with the Christmas story and I know that at Christmas we celebrate the birth of Jesus the Son of God and Son of Mary. RERC 1-05a

5. A New Star Appears Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a I am developing an awareness of the ways in which

### Key Vocabulary

nativity	The story from the Bible about the birth of Jesus.
Nazareth	The city where Mary and Joseph lived.
Pregnant	Expecting a baby.
Bethlehem	The town where Jesus was born, sometimes known as The City of David.
census	A formal count of all the people who live in a particular place. The Roman census required couples to travel to the husband's place of birth.
inn	A house where travellers can stay.
manger	A long trough used to feed horses or cattle.
saviour	Someone who saves others from harm or bad deeds. Christians refer to Jesus Christ as their saviour.
worship	The feeling or act of showing respect, loyalty or love.

Christians celebrate different times of year and can relate these to my own life and community. RME 1-03b I am familiar with the Christmas story and I know that at Christmas we celebrate the birth of Jesus the Son of God and Son of Mary. RERC 1-05a

6. King Herod Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community. RME 1-03b I am familiar with the Christmas story and I know that at Christmas we celebrate the birth of Jesus the Son of God and Son of Mary. RERC 1-05a

astrologer	Someone who studies the position and movement of the stars and interprets these as having an influence on humans. The astrologers in the nativity are also known as the wise men or kings.
Jerusalem	The holy city in Western Asia, where King Herod's Palace was located.
King Herod	The city where King Herod lived.
frankincense	An expensive tree sap that is burned during worship. It was given to show that Jesus was divine (came from God).
myrrh	A type of resin (sticky substance) produced by certain trees. It is often linked to death and was given to show the human suffering that Jesus would experience.

Assessment Opportunity

**Year Group LKS2 Year B**

**Autumn Term**

**Unit of Work: Big Question/Title**

**Religious Scripture**

In this unit about Religious Scripture, children will explore the significance of religious texts for people of faith. They will begin the unit by thinking about why some books are special and asking whether these books are written to educate,

entertain or explain. They will then look at how sacred texts are respected in different religions. There are four lessons that explore the religious texts of specific religions: The Bible in Christianity, The Qur'an in Islam, The Guru Granth Sahib Ji in Sikhi and the additional lesson on The Torah in Judaism. Children will reflect on their new learning in lesson 6 during which they will compare and contrast the religious scriptures they have studied. Accompanying this unit is a helpful Knowledge Organiser. This includes all of the key words and subject knowledge for the unit that is used throughout the sequence of lessons

**By the end of this unit:**

### Assessment Statements

By the end of this unit...

#### Working Towards the Expected Level:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Recognise that some books are special in religions.</li> <li>• Recognise that sacred texts are treated with respect by religious people.</li> <li>• Recognise that The Qur'an is important to Muslims as it is the word of Allah.</li> <li>• Recognise that The Guru Granth Sahib Ji is the spiritual text of Sikhi.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise that the Bible is the holy text of Christianity.</li> <li>• Recognise that sacred texts contain stories which are special to many people reading them.</li> <li>• Recognise that the Torah is important to Jewish people as it is the word of God.</li> </ul> |
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#### Working At the Expected Level:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Give some reasons as to why some books are special.</li> <li>• Give some examples of how people respect The Bible, The Qur'an and The Guru Granth Sahib Ji.</li> <li>• Talk about some Muslim beliefs about Allah.</li> <li>• Talk about how Sikhs show respect to their Gurus.</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about the Old and New Testaments in the Bible.</li> <li>• Recognise how different religions show respect for their sacred texts.</li> <li>• Talk about how the Torah guides Jewish people in their daily lives.</li> </ul> |
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#### Working At Greater Depth:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Make some comparisons between different religions.</li> <li>• Explain how The Qur'an guides Muslims in their daily lives.</li> <li>• Explain how The Guru Granth Sahib Ji is seen as a 'living Guru'.</li> </ul> | <ul style="list-style-type: none"> <li>• Retell the parable of the Prodigal Son and explain the meaning behind the story.</li> <li>• Think about the messages within sacred texts and ask questions about what they might mean.</li> <li>• Understand the story of Moses and explain why it is important to Jewish people.</li> </ul> |
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## Unit Overview

**1. Why Are Some Books Special?** To know that some books are special in religion in the context of exploring what makes a book special and what is its purpose. I can recognise that some books are special in religions. I can give some reasons as to why these books are special. I can make some comparisons between different religions.

**2. How Are Sacred Texts Respected?** To understand why sacred texts are respected in the context of how we respect special people and things. I can recognise that sacred texts are treated with respect by religious people. I can give some examples of how people respect The Bible, The Qur'an and The Guru Granth Sahib Ji. I can make some comparisons between different religions

**3. Why Is The Qur'an Important To Muslims?** To understand why The Qur'an is important to Muslims in the context of the Muslim belief that it is the words of Allah. I can recognise that The Qur'an is important to Muslims as it is the word of Allah. I can talk about some Muslim beliefs about Allah. I can explain how The Qur'an guides Muslims in their daily lives.

**4. Why Are the Words of the Guru Granth Sahib Ji Important to Sikhs ?** To understand why The Guru Granth Sahib Ji is important to Sikhs in the context of it being treated as a living Guru. I can recognise that The Guru Granth Sahib Ji is the spiritual text of Sikhi. I can talk about how Sikhs show respect to their Gurus. I can explain how The Guru Granth Sahib Ji is seen as a 'living Guru.

## Key vocabulary:

Key Vocabulary	
holy	When something is holy, it means it is dedicated to a religion, church or God, e.g. "A holy man," "a holy place".
sacred	Something holy and deserving of respect.
text	A text is anything that can be read, e.g. a book, a scroll, a piece of paper.
Salah	Salah is the Arabic word for the prayers that Muslims are expected to say each day.
Shahadah	Shahadah is the Arabic term for the Muslim profession of faith in Allah.
Guru	A Guru is a divinely-inspired Sikh prophet-teacher.

**5. What Do Christians Learn From the Bible? To understand why the Bible is important to Christians in the context of the teachings of the Old and New Testaments. I can recognise that the Bible is the holy text of Christianity. I can talk about the Old and New Testaments in the Bible. I can retell the parable of the Prodigal Son and explain the meaning behind the story**

**6. What is Similar and What is Unique About the Holy Scriptures? To compare and contrast the Bible, the Qur'an and the Guru Granth Sahib Ji in the context of what guides, influences and provides morality. I can recognise that sacred texts contain stories which are special to many people reading them. I can recognise how different religions show respect for their sacred texts. I can think about the messages within sacred texts and ask questions about what they might mean**

**7. What Does Jewish Scripture Teach Jewish People? - Additional Lesson To understand why the Torah is important to Jewish people in the context of the story of Moses and the Ten Commandments. I can recognise that the Torah is important to Jewish people as it is the word of God. I can talk about how the Torah guides Jewish people in their daily lives. I can understand the story of Moses and explain why it is important to Jewish people**

Key Vocabulary	
<b>gospel</b>	The gospel is the message and teachings of Jesus Christ in Christianity.
<b>parable</b>	A parable is a simple story that is told to illustrate a moral or spiritual lesson.
<b>morals</b>	Morals are beliefs about what is right and what is wrong.
<b>Sabbath</b>	The Sabbath is the Jewish day of rest, lasting from Friday evening to Saturday evening.
<b>yad</b>	A yad is a special pointer that is used when reading the Torah.

Assessment Opportunity

**Year Group LKS2 Year B**  
**Autumn Term**

**Unit of Work: Big Question/Title**

## **Christianity**

Introduction This Christianity unit will teach your class about key aspects of the Christian faith. The children will work creatively to enhance their learning experience. They will find out where Christianity originated, about special places linked to Christianity and about key festivals in Christian life. The children will also learn about symbols in Christianity, the Christian holy book and the main beliefs held by Christians.

**By the end of this unit:**

**...all children should be able to:**

- represent Jesus in an image;
- create a freeze frame of one of the ten commandments;
- match a picture of a Christian special place to its name;
- explain what happened when Jesus was in the desert and how this is marked by Christians today by filling in 5 missing words in a cloze procedure;
- locate Bible verses after being given the book name and chapter to find them in;
- design a Christian symbol, paint this symbol on a stone and then complete basic information about the symbol and its meaning.

**...most children will be able to:**

- represent Jesus in an image considering what he means to them;
- act out one of the Ten Commandments in a role play;
- write a paragraph about each of the Christian special places;
- explain what happened when Jesus was in the desert and how this is marked by Christians today by filling in 10 missing words in a cloze procedure;
- locate Bible verses after being given the book name and chapter to find them in;

- design a Christian symbol, paint this symbol on a stone and then complete detailed information about the symbol and its meaning

...some children will be able to:

- represent Jesus in an image considering what he means to them including his historical and geographical background;
- explain what happened when Jesus was in the desert and how this is marked by Christians today by filling in 15 missing words in a cloze procedure.

### Unit Overview

#### 1. Who and Where I can explain who founded Christianity and where it was founded.

- I can describe who Jesus was and his importance to Christians.
- I can locate Israel on a map.

#### 2. Main Beliefs I can explain the main beliefs of Christianity.

- I can give an example to show my understanding of the trinity.
- I can create a drama scene to show my understanding of one of the Ten Commandments

#### 3. Special Places I can identify Christian special places and explain why they are special.

- I can name Christian special places from a picture.
- I can explain why places are special to Christians.

#### 4. Special Festivals I can name and explain the main Christian festivals.

### Key vocabulary:

Key Vocabulary	
<b>Christianity</b>	The religion followed by Christians.
<b>Judaism</b>	The religion followed by Jews.
<b>Jesus</b>	The founder of <b>Christianity</b> .
<b>Ten Commandments</b>	Ten rules given by God for people to live by.
<b>The Trinity</b>	The three separate forms that God is known by.
<b>Old Testament</b>	The first (and biggest) part of the Bible, written before <b>Jesus</b> was born.

- I can explain what happened when Jesus was in the desert and how this is marked by Christians today.
  - I can explain how the main Christian festivals are connected to each other.
5. Holy Book I understand how the Bible is organised and can navigate my way around it.
- I can explain what the Bible is and the two key sections.
  - I can locate key passages within the Bible.
6. Symbols and Meanings I can name and explain the key symbols of Christianity.
- I can list the key symbols of Christianity.
  - I can create an information card to explain one of the Christian symbols

<b>pilgrimage</b>	A journey to visit a religious site.
<b>Catholic</b>	A member of the Roman Catholic church – a denomination (group) of <b>Christianity</b> .
<b>miracles</b>	Amazing events that occur, but cannot be explained.
<b>resurrection</b>	When <b>Jesus</b> rose from the dead.
<b>Lent</b>	The 40 days leading up to Easter. Christians often give something up for <b>Lent</b> .
<b>fasting</b>	To <b>fast</b> is to not eat or drink for a particular length of time.
<b>New Testament</b>	The second part of the Bible, which was written after <b>Jesus</b> was born.

Assessment Opportunity

**Year Group LKS2 Year B**  
**Autumn Term**

**Unit of Work: Big Question/Title**

**Good Friday**  
This Christianity unit will teach your class about key aspects of the Easter story and will focus on the question 'What is good about Good Friday?' The children will work creatively to enhance their learning experience. They will start with an overview of the Easter story in lesson one. Then they will move on to focus on the good within the Easter story by looking at the words of Jesus and the

actions of people. Finally, the children will look at the hope new life brings and this idea within the Easter story

**By the end of this unit:**

**...all children should be able to:**

- **sequence images of the Easter story;**
- **reflect on positive things they could do for a friend;**
- **write a prayer which says sorry;**
- **complete a fact sheet about Maximilian Kolbe;**
- **create a tissue paper cross to express both the sadness of the crucifixion of Jesus and the happiness of the resurrection;**
- **design an Easter egg which shows new life.**

**...most children will be able to:**

- **match captions to images of the Easter story;**
- **explain why they have chosen the act they have for their friend;** • **write three prayers which focus on sorry, please and thank you;**
- **fill in a fact sheet about Maximilian Kolbe and compare to the example set by Jesus;**
- **create a stained glass window cross to express both the sadness of the crucifixion of Jesus and the happiness of the resurrection;**
- **answer questions about their Easter egg design in relation to new life**

**...some children will be able to:**

- **create their own captions to go with the sequenced Easter story;**
- **explain how the act they have chosen will benefit their friend's life;**
- **structure their own fact sheet about Maximilian Kolbe and draw comparisons to the example set by Jesus;**
- **answer questions about their Easter egg design in relation to new life and the examples set by Jesus**

## Unit Overview

**1. The Easter Story** Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities. RME 1-02a I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community. RME 1-03b

**2. The Last Supper** Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities. RME 1-02a

### 3. Prayer

Through investigating the Christian communities in my local area,

I am discovering how Christian communities demonstrate their

beliefs through prayer, worship and special ceremonies. I am

developing respect for the practices and traditions of others.

RME 1-03a

**4. Maximilian Kolbe** Having explored biblical and other Christian stories, I can show my developing understanding of key values of

## Key vocabulary:

Key Vocabulary	
<b>Good Friday</b>	The day that Jesus died on the <b>cross</b> .
<b>The Last Supper</b>	The final meal that Jesus ate with his <b>disciples</b> before he died.
<b>disciples</b>	Jesus' close friends and followers.
<b>Judas</b>	One of Jesus' <b>disciples</b> .
<b>sacrifice</b>	Jesus giving himself up to be crucified to save humankind.
<b>cross</b>	The large wooden <b>cross</b> that Jesus was crucified on.
<b>Pontius Pilate</b>	The Roman governor.
<b>betray</b>	Being disloyal to someone.
<b>Mary Magdalene</b>	A friend of Jesus.
<b>resurrection</b>	The rising of Christ from the dead.
<b>prayer</b>	A way of talking to God.
<b>crucifixion</b>	Nailing someone to a <b>cross</b> to die.
<b>tomb</b>	A large space for burying a body.

Christianity and how they might be put into action in people's lives and communities. RME 1-02a I am becoming aware that people's beliefs and values affect their actions. RME 1-09c Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. SOC 1-06a

5. The Cross and the Resurrection Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities. RME 1-02a I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community. RME 1-03b

6. New Life Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities. RME 1-02a I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community. RME 1-03b

Assessment Opportunity

**Year Group LKS2 Year B**

**Unit of Work: Big**

<p><b>Autumn Term</b></p>	<p><b>Question/Title</b></p> <p><b>People of Faith</b>  Children will learn about the lives of people of faith from different religions. They will identify key events in their lives, how their faith and beliefs have influenced them to overcome challenging circumstances, and how it has inspired their lives and work. They will compare and contrast these experiences throughout the unit. Children will explore their stories before examining the role of beliefs and/or faith in their own lives.</p>
<p><b>By the end of this unit:</b></p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> <li>• identify what beliefs are and name some of their own;</li> <li>• link their own beliefs to their and other people's actions;</li> <li>• identify challenges that others have faced.</li> </ul> <p>...some children will be able to:</p> <ul style="list-style-type: none"> <li>• explain the impact of beliefs on their capacity to overcome challenges;</li> <li>• compare and contrast beliefs that help or hinder people when attempting to overcome challenges.</li> </ul> <p>...most children will be able to:</p> <ul style="list-style-type: none"> <li>• examine what a challenge is and how these can be overcome;</li> <li>• identify meaning from quotes and restate these in their own words</li> </ul>	
<p><b>Unit Overview</b></p> <p><b>1. Malala Yousafzai • I can retell the story of Malala Yousafzai's life</b></p>	<p><b>Key vocabulary:</b></p>

2. Dalai Lama • I can identify the Dalai Lama's beliefs

3. Rabbi Jonathan Sacks • I can explore Rabbi Jonathan Sacks' beliefs.

4. Fauja Singh • I can explain how Fauja Singh's faith helped him.

5. Bear Grylls • I can discuss what inspiration means

6. How Do My Beliefs Impact on My Life? • I can examine the role of beliefs in my life.

### Key Vocabulary

<b>faith</b>	A strong belief, usually in a religion.
<b>Muslim</b>	Someone who follows the religion Islam.
<b>Taliban</b>	A terrorist group from Afghanistan.
<b>campaigned</b>	Actions that are planned to achieve a particular result, e.g. a change in the law.
<b>inspired</b>	To feel excited, enthused or encouraged by someone or something.
<b>monastery</b>	Where monks live, spending their time praying and thinking about god.
<b>Buddhist</b>	Someone who follows the religion Buddhism.
<b>Rabbi</b>	A <b>Jewish</b> scholar who is an expert in <b>Jewish</b> law.
<b>Jewish</b>	Someone who follows the religion of Judaism.
<b>Sikh</b>	Someone who follows the religion of Sikhism.
<b>Christian</b>	Someone who follows the religion of Christianity.
<b>overcome</b>	To succeed in dealing with a problem or difficulty.

**Year Group UKS2 Year A**

**Autumn Term**

**Unit of Work: Big Question/Title**

**Islam**

This Islam unit will teach your class about key aspects of the Muslim faith. They will work creatively to enhance their learning experience. They will find out where Islam originated, about special places linked to Islam and about key festivals in Muslim life. The children will also learn about symbols in Islam, the Muslim holy book and the main beliefs held by Muslims

**Assessment Statements**

By the end of this unit...

**All children should be able to:**

- Create a map to show where Islam was founded.
- Explain who the key prophet was.
- Use calligraphy to list the main Muslim beliefs.
- Use a script to create a documentary about Muslim festivals.
- Use information to create a presentation about the Muslim holy book.
- Create a mobile using the Islam symbol.

**Most children will be able to:**

- Create a jigsaw to show a map of where Islam was founded.
- Name some of the prophets as well as the key prophet in Islam.
- Fill in missing words using calligraphy to list the main Muslim beliefs.
- Label key parts of a mosque.
- Use question prompts to create a documentary about Muslim festivals.
- Use keywords to create a presentation about the Muslim holy book.
- Design a new symbol for their own life.

**Some children will be able to:**

- Explain who the key prophet was and how he founded Islam.
- Recreate a list of the main Muslim beliefs using calligraphy.
- Label and explain key parts of a mosque.
- Create their own documentary about Muslim festivals.
- Create their own presentation about the Muslim holy book using a list of titles.
- Design a symbol for their own life and explain why they have designed it that way.

**Unit Overview**

**Key vocabulary:**

1. Who and Where? Through exploring stories from world religions, I can describe some of their key beliefs. RME 1-04a I can describe the key features of the values of world religions which are expressed in stories. RME 1-05b I am aware that the Jewish and/or Muslim communities believe in God. RERC 1-25a I can explain where Islam was founded and who founded the Muslim faith.

2. Main Beliefs Through exploring stories from world religions, I can describe some of their key beliefs. RME 1-04a By exploring some places and investigating artefacts, I am developing my knowledge of the beliefs of world religions and my awareness of their role in Scottish society and the world. RME 1-04b I am discovering how followers of world religions demonstrate their beliefs through prayer/meditation, worship and special ceremonies. I am developing respect for the practices and traditions of others. RME 1-06a I am aware that the Jewish and/or Muslim communities believe in God. RERC 1-25a I can explain the key beliefs held by Muslims.

3. Special Places Through exploring stories from world religions, I can describe some of their key beliefs. RME 1-04a By exploring some places and investigating artefacts, I am developing my knowledge of the beliefs of world religions and my awareness of their role in Scottish society and the world. RME 1-04b I can describe the key features of the values of world religions which are expressed in stories. RME 1-05b I can identify the places of worship of the Jewish and/ or Muslim faith communities. RERC 1-27a I can explain the key features in a Muslim's place of worship.

4. Special Festivals Through exploring stories from world religions, I can describe some of their

## Key Vocabulary

<b>Islam</b>	<b>Islam</b> is the second most popular religion in the world.
<b>Muslim</b>	A follower of the religion of <b>Islam</b> .
<b>Allah</b>	The Arabic name that <b>Muslims</b> use for God.
<b>Five Pillars of Islam</b>	The five things that <b>Muslims</b> are expected to do.
<b>Prophets</b>	Special messengers sent from <b>Allah</b> .
<b>Muhammad</b>	The last <b>prophet</b> and the key <b>prophet</b> in <b>Islam</b> .

key beliefs. RME 1-04a I am developing an awareness of the ways in which followers of world religions celebrate different times of year and can relate these to my own life and community. RME 1-06b I am aware of family and community values in the Jewish and/or Muslim faiths. RERC 1-26a I can name and explain the key Muslim festivals

5. Holy Book Through exploring stories from world religions, I can describe some of their key beliefs. RME 1-04a By exploring some places and investigating artefacts, I am developing my knowledge of the beliefs of world religions and my awareness of their role in Scottish society and the world. RME 1-04b Having explored stories from world religions, I can show my developing understanding of key values of those faiths and how they might be put into action in people's lives and communities. RME 1-05a I know that the Jewish and/or Muslim communities have special books which are important to their beliefs. RERC 1-27b I can explain what the Muslim holy book is and how it is used

6. Symbols and Meanings Through exploring stories from world religions, I can describe some of their key beliefs. RME 1-04a By exploring some places and investigating artefacts, I am developing my knowledge of the beliefs of world religions and my awareness of their role in Scottish society and the world. RME 1-04b I know that the Jewish and/or Muslim communities have special books which are important to their beliefs. RERC 1-27b I can recognise the main symbol associated with Islam

Mecca	Mecca is an important place to Muslims. It is where Muhammad was born. Muslims face Mecca to pray and try to visit it sometime during their lives.
Hajj	The name Muslims give to the special pilgrimage to Mecca.
The Qur'an	The holy book of Islam.
Ramadan	A Muslim festival where Muslims fast during the daylight and only eat after the sun has set.
fast	A period of time when Muslims do not eat.
mosque	Muslim place of worship.
pilgrimage	A journey to a special place of religious meaning.

Assessment Opportunity

**Year Group UKS2 Year A**

**Autumn Term**

**Unit of Work: Big Question/Title**

**The True Meaning of Christmas**

This Christianity unit will teach your class about the true meaning of Christmas for Christians. The children will work creatively to enhance their learning experience. They will start by questioning the meaning of Christmas to them and then learn about the Christian meaning of Christmas. The children will question if the true meaning of Christmas is still present today and question if the meaning has changed for some.

**Assessment Statements**

By the end of this unit...

**Working Towards the Expected Level:**

- create a piece of word art with 10 words related to Christmas;
- use script template to support a role play how Christians can show love at Christmas time;
- use poster template and cloze activity and create posted to describe the Holy Trinity;
- use design template to create a Christmas card
- analyse 'Away in a Manger' and explain the meaning of the lyrics;
- use support ideas to take part in a class debate about whether or not the true meaning of Christmas has been lost.

**Working At the Expected Level:**

- create word art with 15 words related to Christmas;
- use script templated to create a role play about how Christians can show love at Christmas time;
- use poster template to create a poster with 10 key words to describe the Holy Trinity and true meaning of Christmas;
- use design template to create a Christmas card and explain if the card is for a religious or secular Christmas celebration;
- analyse 'We Three Kings' and explain the meaning of the lyrics;
- use key words to take part in a class debate about whether or not the true meaning of Christmas has been lost.

**Working At Greater Depth:**

- create a piece of word art with 20 words related to Christmas;
- create a role play to explain Christian acts of love at Christmas;
- use poster template to create a poster with 20 key words to describe the Holy Trinity and the true meaning of Christmas;
- use design template to create a religious or secular Christmas card and explain how it shows the true meaning of Christmas;
- analyse 'O Little Town of Bethlehem' and explain the meaning of the lyrics;
- use key words to take part in a class debate about whether or not the true meaning of Christmas has been lost and relate this to the true meaning of Christmas.

## Unit Overview

**1. Explanation** To know what the true meaning of Christmas is for Christians. I can say what ideas and words Christians associate with Christmas. I can explain why Christians associate certain ideas and words with Christmas. I can describe what the meaning of Christmas is to Christians

**2. What is Love?** To explain the importance of love at Christmas time in Christianity. I can list ways Christians share their love for each other and God at Christmas time. I can identify and give examples of the different types of love. I can create a role play which shows the different ways Christians show love at Christmas time

**3. Power and Vulnerability** To can explain how God took human form and its importance for Christians. I can explain the meaning of 'incarnation.' I can describe the importance of the incarnation story for Christians. I can relate the story of incarnation to Christmas

**4. Christmas Cards** To compare Christian and secular Christmas cards. I can identify a Christian and a secular Christmas card. I can describe how a Christian Christmas card shows the true meaning of Christmas.

**5. Christmas Carols** To understand the meaning of a popular Christmas carol. I know what carols are and why they are sung. I can analyse the meaning of the lyrics in a carol. I can link Christmas carols to the true meaning of Christmas

**6. Christmas Debate** To participate in a class debate about whether the true meaning of Christmas is now lost. I can explain the meaning

## Key vocabulary:

Key Vocabulary	
<b>Christmas</b>	A Christian festival that celebrates the birth of Jesus Christ.
<b>gratitude</b>	The quality of being thankful or showing appreciation.
<b>love</b>	There is more than one type of love. There is philia which is brotherly love and romantic love known as eros. Christians also believe there is familial love (storge) and unconditional love (agape).
<b>sacrifice</b>	An act of offering or giving up something. Jesus sacrificed himself when he was crucified.
<b>secular</b>	Not connected to religion.
<b>tradition</b>	Passing on different ways of thinking, acting or believing.
<b>commercialisation</b>	
This is when something becomes about financial gain. Some people believe that Christmas has become commercialised as there is a greater emphasis on presents rather than remembering the life of Jesus.	
<b>the Holy Trinity</b>	
The word 'trinity' comes from 'tri' which means three. Christians believe in one God. God also took human form on Earth as Jesus and He exists in the form of the Holy Spirit. All three parts of the Holy Trinity are equal and God is all three parts at the same time.	
<b>incarnation</b>	
This means 'to come to flesh.' God came to Earth in human form as Jesus.	
<b>vulnerability</b>	
The state of needing additional support, care or protection because of age or a disability, or due to a risk of harm.	

of commercialisation and link this to losing the true meaning of Christmas. I can weigh up the arguments in a debate to express my own opinion, and vote on whether the true meaning of Christmas is now lost.

Assessment Opportunity

**Year Group UKS2 Year B**

**Autumn Term**

**Unit of Work: Big Question/Title**

**Hurt and Healing**

In this Hurt and Healing unit, children will explore concepts of hurt and healing and how people cope when faced with difficult situations. They will begin the unit by thinking about what is meant by hurt. They will then look in depth at a series of Bible stories featuring themes of hurt and healing. Children will then look at the Buddha's teaching on suffering. The next lesson helps children learn more about Humanism and how Humanists make sense of suffering. In the final lesson, children compare and contrast the different views they have learnt about. Accompanying this unit is a helpful Knowledge Organiser. This includes all of the key words and subject knowledge for the unit that is used throughout the sequence of lessons.

## Assessment Statements

By the end of this unit...

### Working Towards the Expected Level:

- I can talk about words that are associated with being hurt.
- I can retell the main points of the story of Job.
- I can retell the story of Adam and Eve.
- I can name the Four Noble Truths.
- I can explain some Humanist views.
- I can identify views from different religions and non-religious world views.
- I can explain what Sikh people believe about suffering. (Additional Lesson).

### Working At the Expected Level:

- I can explain different kinds of hurt.
- I can explain the themes of the story of Job.
- I can explain the themes of the story of Adam and Eve.
- I can explain what the Four Noble Truths are.
- I can explain how Humanists make sense of suffering.
- I can compare and contrast these views.
- I can begin to explain the concept of free will. (Additional Lesson).

### Working At Greater Depth:

- I can empathise with the feelings of others.
- I can explain how people relate the story of Job to their everyday lives.
- I can explain how Christians learn about sin and suffering from the story of Adam and Eve.
- I can explain how the Four Noble Truths explain suffering.
- I can compare Humanist views of suffering to the views of some faiths.
- I can explain my own views about suffering.
- I can compare Sikh teaching on suffering to those of other faiths and non-religious world views. (Additional Lesson).

## Unit Overview

**1. What Is Meant By Hurt? To understand what is meant by hurt in the context of Christianity. I can talk about words that are associated with being hurt. I can explain different kinds of hurt. I can empathise with the feelings of others.**

**2. What Does the Story of Job Teach Us about Hurt? To understand the themes of the story of Job in the context of exploring how Job reacted to loss and suffering. I can retell the main points of the story of Job. I can explain the themes of the story of Job. I can explain how people relate the story of Job to their everyday lives**

## Key vocabulary:

**3. What Does the Story of Adam and Eve Teach Christians about Sin and Suffering? To understand the themes of the story of Adam and Eve in the context of the Christian belief that Adam and Eve's actions brought sin into the world. I can retell the story of Adam and Eve. I can explain the themes of the story of Adam and Eve. I can explain how Christians learn about sin and suffering from the story of Adam and Eve.**

**4. How Do the Four Noble Truths Explain Suffering? To understand how the Four Noble Truths Explain Suffering in the context of the teachings of Buddha that achieving enlightenment can overcome suffering. I can name the Four Noble Truths. I can explain what the Four Noble Truths are. I can explain how the Four Noble Truths explain suffering**

**5. How Do Humanists Make Sense of Suffering? To understand how Humanists make sense of suffering in the context of the beliefs of Humanism. I can explain some Humanist views. I can explain how Humanists make sense of suffering. I can compare Humanist views of suffering to the views of some faiths.**

**6. Suffering - Is There an Answer? To compare different viewpoints about suffering in the context of Judaism, Christianity, Buddhism and Humanism. I can identify views from different religions and non-religious worldviews. I can compare and contrast these views. I can explain my own views about suffering.**

**7. What Does Sikhi Teach About Suffering? — Additional Lesson To understand what Sikhi teaches about suffering in the context of the beliefs of Sikhi. I can explain what Sikh people believe about suffering. I can begin to explain the concept of free will. I can compare Sikh**

Key Vocabulary	
hurt	To suffer pain or grief.
suffering	Physical or mental pain.
Judaism	The beliefs and practices of the Jewish people, given by G-d and recorded in the Torah and other religious writing.
Christianity	The faith based on the life and teachings of Jesus Christ.
Buddhism	The faith based on the teachings of the Buddha.
enlightenment	When a person becomes free from greed, hatred and ignorance and becomes full of wisdom and compassion.
agnostic	The view that is it impossible to know whether gods or goddesses exist.
atheist	The view that God or Gods do not exist.
Humanism	A worldview that does not believe in any gods but explains things through science.
philosophy	A way of thinking or an attitude that guides people's actions in life.

teaching on suffering to those of other faiths and non-religious worldviews.

Assessment Opportunity

**Year Group UKS2 Year B**

**Autumn Term**

**Unit of Work: Big Question/Title**

**Creation Stories**

Children will learn a range of creation stories from world religions, less known or extinct religions as well as different cultures. They will sequence, compare and contrast the stories throughout the unit. In addition, they will be choosing a variety of ways to present their work which will enable them to reinforce key literacy and computing skills.

**By the end of this unit:**

**...all children should be able to:**

- **Sequence and retell the creation stories in this unit.**
- **Demonstrate an understanding of the Sikh beliefs about creation.**
- **Identify some similarities and differences between creation stories independently**

**...most children will be able to:**

- **Compare and contrast some creation stories.**
- **Identify the type of creation story.**
- **Explain why Jews and Christians have the same creation story.**

...some children will be able to:

- Explain what an Abrahamic religion is.
- Compare and contrast a range of different creation stories independently.
- Classify creation stories accurately.

### Unit Overview

1. Judaism and Christianity I can retell the Judeo-Christian story of creation.
2. Comparing Creation Stories 1 I can compare the creation stories of the Abrahamic religions.
3. Hinduism I can retell the Hindu creation story
4. Sikhism I can explain Sikh beliefs about creation.
5. Types of Creation Stories I can classify creation stories
6. Comparing Creation Stories 2 I can compare creation stories

### Key vocabulary:

Key Vocabulary	
<b>creation</b>	The act or process of bringing something into existence.
<b>creation story</b>	A story that explains how the Earth and humans came into existence.
<b>Judeo-Christian</b>	Aspects of Judaism and Christianity that are grouped together because of similarities.
<b>Old Testament</b>	The first part of the Bible containing stories and writings from before the birth of Jesus.
<b>Abrahamic religions</b>	This is what Judaism, Christianity and Islam are collectively known as. They all trace their common origin to Abraham.
<b>Islamic</b>	Relating to Islam, one of the world's main religions.

	<b>Brahma</b>	The first god in the Hindu <b>Trimurti</b> .
	<b>Trimurti</b>	The three Hindu gods who are responsible for the <b>creation</b> , care and destruction of the world: <b>Brahma</b> , Vishnu and Shiva.
	<b>Guru Granth Sahib</b>	The Sikh holy book.
	<b>Ex nihilo</b>	The world is created from nothing.
	<b>Creation from chaos</b>	The world is created by bringing order from disorder.
	<b>World parents</b>	The world is created from a world parent or parents.
	<b>Emergence</b>	Humans emerge from another world or are born into a new world.
	<b>Earth-diver</b>	Material is retrieved from under water and is used to create land.
Assessment Opportunity		

<b>Year Group UKS2 Year B</b>	<b>Unit of Work: Big Question/Title</b>
<b>Autumn Term</b>	<b>Judaism</b> This Judaism unit will teach your class about key aspects of the Jewish faith. They will work creatively to enhance their learning experience. They will find out where Judaism originated, about special places linked to Judaism and about key festivals in Jewish life. The children will also learn about symbols in Judaism, the

	Jewish holy book and the main beliefs held by Jews.
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**By the end of this unit:**

**...all children should be able to:**

- Know that Abraham founded Judaism.
- Understand that Jews believe there is only one god.
- Understand that Jews live by ten key rules.
- Match the key objects of a synagogue to their picture.
- Name the key Jewish festivals.
- Understand the holy book for Jews and recreate their own holy book.
- Name and explain the meanings of Jewish symbols

**...most children will be able to:**

- Explain how Abraham founded Judaism.
- Explain one of the Ten Commandments through illustrations.
- Label the key objects in a synagogue.
- Explain the relevance of each item on a Seder plate at Passover.
- Know the Torah is written in Hebrew.
- Match definitions to Jewish symbols.

**...some children will be able to:**

- Confidently explain the events of the covenant between God and Abraham.
- Relate the Ten Commandments to the modern world.
- Label and explain the key objects in a synagogue.
- Relate key items on a Seder plate to special personal items in a child's own life.

- Write in Hebrew on their own Torah scroll.
- Draw Jewish symbols and explain their meaning

### Unit Overview

1. Who and Where I can explain who founded Judaism and where.
2. Main Beliefs I can explain the main beliefs in Judaism
3. Special Places I can explain which places are special to Jews
4. Special Festivals I can name the special Jewish festivals
5. Holy Book I can explain what the Jewish Holy Book is and how it is used.
6. Symbols and Meanings I can name and explain the meanings of Jewish symbols

### Key vocabulary:

Key Vocabulary	
<b>Ten Commandments</b>	Ten important life rules for Jews given to Moses by God.
<b>the Sabbath</b>	The holy day for Jews.
<b>pilgrimage</b>	A special religious journey.
<b>synagogue</b>	Place of worship for Jewish people.
<b>rabbi</b>	Jewish religious leader and teacher.
<b>Ark</b>	The place where the <b>Torah</b> is kept in a <b>synagogue</b> .
<b>Torah</b>	The Jewish holy book.
<b>Hebrew</b>	A language used by Jewish people.
<b>Hannukah menorah</b>	A special lamp with nine candles that's lit by Jews during Hanukkah.
<b>fast</b>	To not eat or drink for a period of time.
<b>barmitzvah</b>	A ceremony to show a Jewish boy has become an adult. It happens when a boy is 13 years old.
<b>batmitzvah</b>	A ceremony to show a Jewish girl has become an adult. It happens when a girl is 12 years old.

Assessment Opportunity

**Year Group UKS2 Year B**

**Autumn Term**

**Unit of Work: Big Question/Title**

**Crucifixion**

This Christianity unit will teach your class about key aspects of the Easter story and will focus on the question 'was Jesus' death part of God's plan'? The children will work creatively to enhance their learning experience. They will start with an overview of the Easter story in lesson one. Then they will move on to focus on 'free will' and 'determinism' and will reflect on these concepts in their own life. The children will look for Biblical evidence to support their thoughts on Jesus' life and death. Finally, the children will look at the choices they make in their life and how these could be influenced by external factors

**By the end of this unit:**

**...all children should be able to:**

- Use visual prompts to create a timeline of events in Holy Week.
- Order real life events from total 'free will' to 'determinism'.
- Use given examples of events to list events in their own life and rate them from 'free will' to 'determinism'.
- Sort the events from Luke's Gospel by cutting out pictures and ordering them.
- Understand the commitment made by Christians and reflect on commitments in their own life.
- Begin to look at moral choices we make and life choices

**...most children will be able to:**

- Use key words to create a timeline of events in Holy Week.
- Order real life and hypothetical events from total 'free will' to 'determinism'.
- Use prompts for support to rate events in their own life from 'free will' to 'determinism'.
- Sort the events from Luke's Gospel by drawing pictures and ordering them.
- Reflect on their own commitments in life and the difference it makes to their life.
- Relate their own moral choices to the life and choices of Jesus

...some children will be able to:

- Create a timeline of events in Holy Week.
- Create their own events to demonstrate 'free will' and 'determinism'.
- Rate events in their own life from 'free will' to 'determinism' and explain where they have placed each event and why.
- Create a presentation about the events within Luke's Gospel and argue either the evidence supporting Jesus' death being a part of a plan or argue the evidence against Jesus' death being part of a plan.
- Relate their own commitments to the Bible and commitments made by Christians.
- Begin to question life choices and moral dilemmas and draw on the life of Jesus for comparisons.

**Unit Overview**

- 1. The Easter Story I can remember key events in Holy Week and begin to question them.**
- 2. Free Will or Determinism I understand the terms 'free will' and 'determinism' and can relate these terms to the crucifixion.**
- 3. The Life of Jesus I can question if Jesus' life was part of a plan and I can relate these thoughts to my own life**
- 4. The Evidence I can analyse events in Holy Week to justify a line of argument.**

**Key vocabulary:**

5. The Christian Belief I can understand the term 'atonement' and relate it to commitments in my life

6. Evaluation I can relate the experience of Jesus and the idea of a life plan to my own life and choices I make

### Key Vocabulary

<b>Easter</b>	A Christian celebration that celebrates the resurrection of Jesus. The week leading up to Easter is called Holy Week.
<b>Holy Week</b>	The week before Easter. It starts on Palm Sunday (which is the day that Jesus entered Jerusalem).
<b>Passover</b>	A major Jewish festival that celebrates their freedom from Egyptian slavery. Jesus arrived into Jerusalem to celebrate Passover before he was crucified.
<b>Disciple</b>	One of Jesus' closest followers.
<b>Crucifixion</b>	A way in which people were put to death for crimes, by being nailed to a cross.
<b>Resurrection</b>	Returning from the dead.
<b>Ascension</b>	This is when Jesus rose to heaven after his resurrection.

	<b>Free will</b>	'Free will' is where someone has a choice over their actions.
	<b>Determinism</b>	'Determinism' is where a person has their choice dictated to them or where their choice is controlled to some extent.
	<b>Morality</b>	This focuses on the difference between right and wrong and being able to do the right thing. Morals are thought of as simple rules for living and helping us make the right decision.
	<b>God's plan</b>	The Christian belief that God has a plan for all humans that will lead to their atonement.
	<b>Destiny</b>	The belief that your whole life is already planned out for you and that you have no control over the eventual outcomes of your life.
	<b>Atonement</b>	The Christian belief that through Jesus' death, God has forgiven humankind's sins.

<b>Year Group KS3 Year A</b>	<b>Unit of Work: Big Question/Title</b>
<b>Autumn Term</b>	<b>The Life of Buddha</b>
<b>Unit Overview</b>	<b>Key vocabulary:</b>
	•

<p><b>The Birth of Buddha: To be able to explain the story of Buddha's birth</b></p> <p><b>The FOur Sights: To be able to explain the four sights and how the affected Buddha.</b></p> <p><b>The Enlightenment of Buddha: Students analyse the Enlightenment of the Buddha and the significance this has of Buddhists</b></p> <p><b>Buddha's Teaching: To be able to explain the main teaching of Buddha</b></p> <p><b>Buddhist Life: To be able to explain how Buddhists live their life.</b></p>	
<p>Assessment Opportunity</p>	

<p><b>Year Group KS3 Year A</b></p> <p><b>Autumn Term</b></p>	<p><b>Unit of Work: Big Question/Title</b></p> <p><b>Peace</b></p> <p>This unit will look at each religion's view of peace and take children on a journey through different acts of achieving and creating peace. The children will compare and contrast the concept of peace across religions. Look at symbolic people of peace and well known symbols of peace before creating their own.</p>
<p><b>By the end of this unit:</b></p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> <li>• choose acts of peace they can carry out themselves,</li> <li>• create a peace poster to explain a religion's view on peace using a guide sheet as support,</li> </ul>	

- show comparisons within religions using the international symbol of peace by cutting and sticking the religion's symbol,
- complete a mindfulness activity,
- Reflect on the mindfulness activity by answering questions about their experience,
- create a pyramid of actions to show the priority of peace acts,
- create a new symbol of peace.

...most children will be able to:

- choose their own acts of peace to carry out,
- create a peace poster on a religion's view on peace with prompts for support,
- draw each religion's symbol on the international symbol of peace to show comparisons within religions,
- reflect on the mindfulness activity by answering questions about their experiences and inner peace techniques,
- create a pyramid of actions to show the priority of peace acts and then explain each choice,
- create a new symbol of peace and explain how it shows peace

...some children will be able to:

- Create their own acts of peace to carry out.
- Within a template, create their own poster to explain a religion's view on peace.
- Create a hanging dove as a symbol of peace and show comparisons within religions on the hanging dove.
- Reflect on the mindfulness activity by answering questions about their experiences and inner peace techniques and world peace.
- Create a pyramid of actions to show the priority of peace acts and then explain each choice by linking to peace.
- Create a new symbol of peace and explain how it shows and promotes peace.

**Unit Overview**

**Key vocabulary:**

1. Introduction to Peace • I can explain the meaning of the word 'peace'
2. Peace Across Religions • I can explain how different religions view peace
3. Comparisons Across Religions • I can state the similarities and differences between each religion's view on peace
4. Inner Peace • I can explain how some religions use inner peace to find peace and can reflect on this technique.
5. Community Cohesion • I can explain how religions focus on community cohesion to bring about peace
6. Peace Symbols • I can recognise key peace symbols.

### Key Vocabulary

<b>peace</b>	A state or period in which there is no war or war has ended. Freedom from disturbance; tranquillity.
<b>acts of peace</b>	Actions that bring people closer to creating <b>peace</b> . These can be big actions that involve lots of people and organisations or small ones that a single person can do.
<b>conflict</b>	Fights or wars.
<b>non-violence</b>	A commitment to resolving things peacefully.
<b>pacifist</b>	A person who does not believe in war or violence.

<b>inner peace</b>	Being able to feel <b>peace</b> in yourself. Being in a state of <b>inner peace</b> is healthy and relaxing.
<b>mindfulness</b>	Used to help mental wellbeing and focuses on being present in the moment.
<b>symbols of peace</b>	Images that are linked to <b>peace</b> .
<b>community cohesion</b>	A group of people (for example a school, town or country) where everyone has a sense of belonging and positive relationships are encouraged between everyone, regardless of their background.
<b>fair trade</b>	A system that focuses on people being paid fairly for their work. It is often linked to food like chocolate and bananas.

Assessment Opportunity

**Year Group KS3 Year A**

**Autumn Term**

**Unit of Work: Big Question/Title**

**Forgiveness**

This unit on forgiveness will explore what is meant by forgiveness and the role forgiveness plays in world religions. Children will learn about Jewish beliefs about forgiveness, finding out more about Yom Kippur with a focus on the objects used and what Jewish people do at Yom Kippur. Children will also develop an understanding of Buddhist beliefs about forgiveness, reflecting on how the Eightfold Path influences Buddhists in their approach to forgiveness. They will use their knowledge of the beliefs held by Jewish people and Buddhists to help them draw comparisons regarding views on forgiveness. Children will explore the feelings involved when people forgive and are forgiven, through a drama activity. They will use their understanding about forgiveness to create and explain a symbol which represents the concept of forgiveness, working collaboratively with others to deliver a presentation to explain this

**By the end of this unit:**

**...all children should be able to:**

- **define what is meant by 'forgiveness';**
- **work with the support of others to create a role play to show the feelings that are involved when people forgive and are forgiven;**
- **know that Jews follow the Ten Commandments;**

- know that Jews ask other people and God for forgiveness;
- know that Yom Kippur is an important holy day for Jews and is important for forgiveness;
- understand that Buddhists do not believe in God;
- begin to explore how the Eightfold Path influences a Buddhist in how they live their life, including how they forgive others;
- identify some similarities and differences between what Jews and Buddhists believe about forgiveness;
- give a simple explanation of why they chose their symbol for forgiveness.

...most children will be able to:

- define what is meant by 'forgiveness' and discuss ideas linked to the concept of forgiveness;
- work with others to create a role play to show the feelings that are involved when people forgive and are forgiven;
- know that Jews follow the Ten Commandments and be able to describe the nature of the covenant agreement Jews believe they have with God;
- understand the process of 'teshuvah', whereby Jews seek to repent and mend their relationship with God;
- describe the significance of Yom Kippur for Jews, explaining some of the things that happen at Yom Kippur;
- understand that Buddhists do not believe in God and explain the significance of this for their beliefs about forgiveness;
- explore how the Eightfold Path influences a Buddhist in how they live their life, including how they forgive others;
- identify some similarities and differences between what Jews and Buddhists believe about forgiveness;
- give a detailed explanation of why they chose their symbol for forgiveness

...some children will be able to:

- show an in-depth understanding of the concept of 'forgiveness' and confidently discuss associated ideas;
- take a leading role when working with others to create a role play to show the feelings that are involved when people forgive and are forgiven;
- know that Jews follow the Ten Commandments, understand the covenant relationship Jews believe they hold with God and be able to fully explain the significance of this relationship for forgiveness;

- confidently describe and discuss the process of 'teshuvah', whereby Jews seek to repent and mend their relationship with God;
- describe the significance of Yom Kippur for Jews, confidently explaining things that happen at Yom Kippur;
- understand that Buddhists do not believe in God and explain the significance of this for their beliefs about forgiveness;
- reflect deeply on how the Eightfold Path influences Buddhists in how they live their life, including how they forgive others, and ask searching questions;
- select appropriate facts to illustrate the differences and similarities between Buddhist and Jewish beliefs about forgiveness;
- give a detailed explanation of why they chose their symbol for forgiveness, linking this to their learning about religious beliefs.

#### **Unit Overview**

- 1. What Is Forgiveness? To explore the concept of forgiveness**
- 2. Forgiveness in Judaism To explore and discuss what Jews believe about forgiveness.**
- 3. Yom Kippur (Judaism) To explore the significance of Yom Kippur for Jews**
- 4. Forgiveness in Buddhism? To explore what Buddhists believe about forgiveness.**
- 5. Comparing Forgiveness in Buddhism and Judaism To compare forgiveness in Buddhism and Judaism**
- 6. A Symbol for Forgiveness To create and explain a symbol for forgiveness.**

#### **Key vocabulary:**

### Key Vocabulary

<b>sin</b>	A bad action. To go against rules given by God.
<b>confess</b>	To admit you have done something wrong.
<b>repent</b>	To feel sorry (and express how sorry you are) for something you have done wrong.
<b>Ten Commandments</b>	The ten most important laws, revealed by God, teaching people how to live their lives.
<b>covenant</b>	An agreement.
<b>atonement</b>	The act of putting things right when someone has done something wrong.

	<b>Dhammapada</b>	One of the Buddhist holy texts.
	<b>Eightfold Path</b>	A set of eight instructions set out by Buddha to encourage people to follow the right path.
	<b>meditation</b>	Taking the time to focus the mind on a thought or an object.
	<b>The Prophet Muhammad (PBUH)</b>	The founder of Islam.
	<b>Archbishop Desmond Tutu</b>	He was a Nobel Peace Prize winner and an important figure in the Anglican Church of South Africa.
Assessment Opportunity		

<b>Year Group KS3 Year B</b>	<b>Unit of Work: Big Question/Title</b>
<b>Autumn Term</b>	<b>Life after death</b>
<b>By the end of this unit:</b>	
<b>Unit Overview</b>	<b>Key vocabulary:</b>
<b>Lesson 1: Death and Funeral - To be able to explain what happens at a Christian Funeral.</b>	•

**Lesson 2: Islamic views on life after death - To be able to explain a Muslims view on Life after Death.**

**Lesson 3: What do Hindus believe happens when we die? - to be able to explain a Hindu's view of life after death.**

**Lesson 4: Non-religious views of life after death. - To be able to explain why some non-religious people believe in life after death.**

**Lesson 5: Evaluating Life after death - to be able to evaluate life after death.**

Assessment Opportunity

**Year Group KS3 Year B**

**Autumn Term**

**Unit of Work: Big Question/Title**

**Jesus the Healer -**

In this Jesus the Healer unit, children will explore the healing miracles performed by Jesus. They will begin the unit by thinking about what a miracle is and exploring why Jesus performed them. They will then look in depth at a series of healing miracles including the Calming of the Storm, Jesus Heals the Paralysed Man and the Man at Bethesda. Towards the end of the unit, children will compare and contrast the miracles and their meanings.

**By the end of this unit:**

## Assessment Statements

By the end of this unit...

### Working Towards the Expected Level:

- I can explain what a miracle is.
- To consider the different viewpoints of people present at a miracle of Jesus.
- I can retell the miracle of The Centurion's Servant.
- I can retell the miracle of the Raising of Lazarus.
- I can explain who Jesus the Healer is to Christians.

### Working At the Expected Level:

- I can give examples of miracles from the Bible.
- I can retell the Miracle of the Paralysed Man.
- I can reflect on the meaning behind a miracle and share my ideas with others.
- I can create a mind map to show my understanding.

### Working At Greater Depth:

- I can explain why the miracles of Jesus are important for Christians.
- I can explain the importance of friendship in the context of the miracle taking place.
- I can explore the different viewpoints of those present at the miracle.
- I can explore the different emotions of those present at the miracle.
- I can explore the significance of Jesus raising somebody from the dead for Christians.
- I can share my thoughts and knowledge with others.

## Unit Overview

- 1. Miracles To understand the concept of miracles in the context of Christianity. I can explain what a miracle is. I can give examples of miracles from the Bible. I can explain why the miracles of Jesus are important for Christians.**
- 2. Healing Miracles To retell one of the healing miracles of Jesus in the context of exploring why Jesus performed miracles. I can explain what a miracle is. I can retell the Miracle of the Paralysed Man. I can explain the importance of friendship in the context of the miracle taking place.**
- 3. The Man at Bethesda To consider different viewpoints in the context of those people present at a miracle of Jesus. I can retell the miracle of The Centurion's Servant. I can reflect on the meaning behind the miracle and share my**

## Key vocabulary:

ideas with others. I can explore the different emotions of those present at the miracle.

**4. The Servant** To consider different emotions in the context of those people present at a miracle of Jesus. I can retell the miracle of The Centurion's Servant. I can reflect on the meaning behind the miracle and share my ideas with others. I can explore the different emotions of those present at the miracle.

**5. The Raising of Lazarus** To consider the significance of the Raising of Lazarus in the context of the beliefs of Christians today. I can retell the miracle of the Raising of Lazarus. I can reflect on the meaning behind the miracle and share my ideas with others. I can explore the significance of Jesus raising somebody from the dead for Christians.

**6. Miracle Stories** To summarise and explain the person of Jesus the Healer in the context of the miracles described in the Gospel. I can explain who Jesus the Healer is to Christians. I can create a mind map to show my understanding. I can share my thoughts and knowledge with others.

### Key Vocabulary

<b>divine</b>	When something is <b>divine</b> , it is connected with or related to a god.
<b>extraordinary</b>	Something very unusual, unexpected or strange.
<b>healer</b>	Somebody who heals injuries or makes people better if they are suffering in some way.
<b>miracle</b>	An event that cannot be explained by the laws of nature or science.
<b>blasphemy</b>	Something that is said or done that greatly disrespects or insults God.
<b>Sabbath</b>	The Jewish day of rest on the seventh day of the week.
<b>Centurion</b>	A Roman military officer in charge of 100 men.
<b>empathy</b>	The ability to share and understand the feelings of someone else.
<b>resurrect</b>	To bring a something or someone back to life.
<b>Messiah</b>	The saviour promised to the Jewish people.
<b>faith</b>	In Christianity, a belief and trust in God.

Assessment Opportunity

**Year Group KS3 Year B**

**Autumn Term**

**Unit of Work: Big Question/Title**

**What matters most?**

In this unit children will look at the different values and some of the traditions from different faiths and worldviews. Before looking at different faiths and worldviews children will first think about what matters most to themselves. Children will learn different elements of faiths and worldviews and consider what matters to each one. The unit concludes with children reflecting on what they have learnt and reassessing how their perceptions of what matters most in life may have changed

### Assessment Statements

By the end of this unit...

#### Working Towards the Expected Level:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• I understand that I have my own choices to make and I am beginning to understand the concept of morals.</li><li>• I know the difference between positive and negative Karma.</li><li>• I know some Humanist values.</li><li>• I know some of the Christian</li></ul> | <ul style="list-style-type: none"><li>values that Jesus taught.</li><li>• I can identify some of the different ways that Jewish people worship.</li><li>• I can say what values matter most to people from different faiths and worldviews.</li><li>• I can order the Five Pillars of Islam and say which is the most important.</li></ul> |
|--|--|

#### Working At the Expected Level:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• I can discuss and give opinions on morals, values and life choices, including my own.</li><li>• I can explain the difference between positive and negative Karma.</li><li>• I understand the values that are important to Humanists.</li><li>• I can explain why the Christian values that Jesus</li></ul> | <ul style="list-style-type: none"><li>taught are important to Christians.</li><li>• I can say which worship traditions belong to Orthodox or Reform Judaism.</li><li>• I can say why some values might matter most to people from different faiths and worldviews.</li><li>• I can explain why the first pillar is the most important to Muslims.</li></ul> |
|--|---|

#### Working At Greater Depth:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• I can express my own values, morals and life choices while respecting those of others.</li><li>• I can explain why acting with positive Karma is important for Hindus.</li><li>• I can explain why the values of Humanism are important to Humanists.</li><li>• I can explain how Christian values help a Christian live a good life and have a positive effect on their</li></ul> | <ul style="list-style-type: none"><li>role in their community.</li><li>• I can explain why Orthodox and Reform Jewish people worship in different ways.</li><li>• I can explain using religious facts why certain values might matter most to people from different faiths and worldviews.</li><li>• I can give examples to explain why the first Pillar of Islam is most important to Muslims.</li></ul> |
|--|---|

## Unit Overview

**1. What Matters Most to Me? Express their own values while respecting the values of others by exploring what matters most to themselves. I can recognise my own morals, values and choices and respect those of others.**

**2. What Matters Most to Hindus? To understand the importance of making good choices by exploring the concept of Karma in the Hindu faith. I know the difference between positive and negative Karma.**

**3. What Matters Most to Humanists? To understand what is important to a Humanist's way of life by looking at the Golden Rule and the beliefs of Humanists. I know, understand or explain some Humanist values**

**4. What Matters Most to Christians? To understand how belief in the teachings of Jesus shapes a Christian's life and role in society by exploring Christian values and what they might look like in action. I know some Christian values and I can explain how Christian values help a Christian live a good life and have a positive effect on their role in their community**

**5. What Matters Most to Jewish People? To compare the different ways of worship within the Jewish faith by looking at some of the traditions in Orthodox and Reform Judaism. I can talk about the different ways of worship of Orthodox and Reform Jewish people.**

**6. What Does Matter Most? To know that people from different faiths and worldviews have the same and different values by exploring the choices that people might make in situations and comparing that to their own. I can say why some**

## Key vocabulary:

Key Vocabulary	
values	Beliefs about what is right and wrong and what is important in life.
morals	Standards of good behaviour.
empathy	The ability to understand another person's feelings.
Dharma	In Hinduism, Dharma means duty, religion, virtue and morality. It is a central part of a Hindu's daily life.
Karma	Describes the belief that the good and bad things happening to you are a result of your good and bad actions in this and previous lives.
Samsara	Hindus believe in reincarnation. They believe that your soul has a cycle of lives in succession, with the soul being reborn over and over again.
Moksha	Moksha links to the Hindu belief in reincarnation. Reincarnation is the belief that life is a cycle of birth, life, death and rebirth. When a person dies, they are then reborn as another living thing. This cycle can go on for thousands of lifetimes.

Shabbat	The holy days of the week in Judaism which begin on a Friday and end after Saturday.
Orthodox Judaism	The original and traditional form of Judaism.
Reform Judaism	A form of Judaism from the 1880s that allows people to follow Judaism in a different way.
Shahada	This is the First Pillar of Islam. Shahada is the main belief of all Muslim people and it is a declaration of their faith.

<p>values might matter most to people from different faiths and worldviews</p> <p><b>7. Additional lesson - What Matters Most to Muslims? To understand why the First of the Five Pillars of Islam is especially important to Muslims by exploring the Five Pillars of Islam and the importance of the First Pillar, Shahada. I can explain why the First Pillar is the most important to Muslims.</b></p>	
<p>Assessment Opportunity</p>	

<p><b>Year Group UK3 Year C</b></p> <p><b>Autumn Term</b></p>	<p><b>Unit of Work: Big Question/Title</b></p> <p><b>Religions, Relationships and Family Life</b></p>
<p>By the end of this unit:</p>	
<p><b>Unit Overview</b></p> <p><b>Lesson 1: Sex outside of marriage</b></p> <p><b>Lesson 2: Religion and Contraception</b></p> <p><b>Lesson 3: Christian Marriage</b></p> <p><b>Lesson 4: Same sex marriage and cohabition</b></p>	<p><b>Key vocabulary:</b></p>

Lesson 5: Family Life	
Lesson 6: Unit Roundup	
Assessment Opportunity	

<p><b>Year Group KS3 Year C</b></p> <p><b>Autumn Term</b></p>	<p><b>Unit of Work: Big Question/Title</b></p> <p><b>Humanism</b></p> <p>This unit gives an overview of humanism. It examines the difference between religious and non-religious worldviews. It then focuses specifically on humanism, its origins, core beliefs and the meaning of the Happy Human symbol.</p>
<p><b>By the end of this unit:</b></p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> <li>• explain the difference between atheism and humanism;</li> <li>• know and be able to name at least two of the humanist beliefs;</li> <li>• recognise the Happy Human symbol and associate it with humanists</li> </ul> <p>...most children will be able to:</p> <ul style="list-style-type: none"> <li>• explain the difference between a religious and nonreligious worldview;</li> <li>• name at least two influential and two humanist thinkers;</li> <li>• identify the key humanist ideas;</li> <li>• explain what the Happy Human symbol represents.</li> </ul> <p>...some children will be able to:</p>	

- name and describe the ideas of key influential and humanist thinkers;
- understand the key similarities and differences between humanist thinkers.

### Unit Overview

1. Worldviews • I can explore what a worldview is.

2. Influential Thinkers • I can identify the key ideas of influential humanist thinkers.

3. Humanist Thinkers • I can explore the ideas of humanist thinkers

4. Main Beliefs • I can create a poster explaining humanist beliefs to others

5. Symbols and Meanings • I can create a symbol representing a value

6. Living a Good Life • I can consider scenarios and decide how humanists might respond

### Key vocabulary:

Key Vocabulary	
<b>Humanist</b>	Someone who believes in the Humanism <b>worldview</b> .
<b>Secular</b>	Not connected with religious or spiritual matters.
<b>Atheist</b>	Someone with no belief in God or gods.
<b>Worldview</b>	Your ideas about life or the world.
<b>Ethical</b>	Someone who is honest and follows good moral practice.
<b>Rationality</b>	Thinking about things clearly, in a logical way, with decisions based on facts.
<b>BHA</b>	The British <b>Humanist</b> Association (now operating as <b>Humanists</b> UK). Many <b>Humanists</b> in the UK are members of this association.

Assessment Opportunity

**Year Group KS3 Year C**

**Autumn Term**

**Unit of Work: Big Question/Title**

**Eternity**

Children will explore the definition of and popular ideas relating to the concept of eternity. They will compare concepts of eternity from both religious and non-religious worldviews. This will culminate in an end of unit project, where children will reflect on and create a presentation based on their learning. N.B: This unit does refer to death and different ideas about the end of the journey of life. It is important to check if children have experienced bereavement, especially a recent one. It may be advisable to alert parents to the content of this unit so that they are aware and can raise any issues prior to teaching it.

**By the end of this unit:**

**...all children should be able to:**

- to understand and use key vocabulary related to the concept of eternity;
- be able to distinguish between the ideas of mortality and immortality;
- relate this to the human life cycle

**...most children will be able to:**

- explain and represent their ideas about eternity;
- be able to compare and contrast Abrahamic, Dharmic and Humanist ideas about death.

**...some children will be able to:**

- create diagrams of the human life cycle according to the Dharmic religions;
- be able to explain differences between Abrahamic religions and their concepts of heaven

<p><b>Unit Overview</b></p> <p>1. Defining Eternity • I can analyse the definition of eternity.</p> <p>2. Immortality • I can investigate popular concepts of immortality.</p> <p>3. Heaven • I can examine religious ideas about Heaven</p> <p>4. Emancipation • I can understand the concepts of reincarnation and emancipation from life.</p> <p>5. Humanism • I can explore humanist ideas of eternity.</p> <p>6. What Is Eternity? • I can compare and contrast ideas about eternity</p>	<p><b>Key vocabulary:</b></p> <table border="1" data-bbox="837 285 1419 764"> <thead> <tr> <th colspan="2">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td><b>Eternity</b></td> <td>Eternity means time that is infinite or does not end.</td> </tr> <tr> <td><b>Abrahamic religions</b></td> <td>The Abrahamic religions are: Christianity, Judaism and Islam. They all feature Abraham, an important person in the Bible, Tanakh and Q'u'ran.</td> </tr> <tr> <td><b>Soul</b></td> <td>The spiritual part of a human. It is separate to their body.</td> </tr> </tbody> </table> <table border="1" data-bbox="837 781 1419 1104"> <thead> <tr> <th colspan="2">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td><b>Dharmic religions</b></td> <td>The Dharmic religions are Buddhism, Hinduism and Sikhism.</td> </tr> <tr> <td><b>Reincarnation</b></td> <td>Rebirth after death.</td> </tr> <tr> <td><b>Emancipation</b></td> <td>Freedom</td> </tr> <tr> <td><b>Nirvana</b></td> <td>This means to blow out or extinguish. It refers to freedom from the endless cycle of <b>reincarnation</b> and an end to pain and worry.</td> </tr> <tr> <td><b>Humanists</b></td> <td>Humanists do not believe in God but instead think that an understanding of the world can help people to make good decisions. They are different to Atheists, who also do not believe in God, but do not have a shared group of values or beliefs.</td> </tr> </tbody> </table>	Key Vocabulary		<b>Eternity</b>	Eternity means time that is infinite or does not end.	<b>Abrahamic religions</b>	The Abrahamic religions are: Christianity, Judaism and Islam. They all feature Abraham, an important person in the Bible, Tanakh and Q'u'ran.	<b>Soul</b>	The spiritual part of a human. It is separate to their body.	Key Vocabulary		<b>Dharmic religions</b>	The Dharmic religions are Buddhism, Hinduism and Sikhism.	<b>Reincarnation</b>	Rebirth after death.	<b>Emancipation</b>	Freedom	<b>Nirvana</b>	This means to blow out or extinguish. It refers to freedom from the endless cycle of <b>reincarnation</b> and an end to pain and worry.	<b>Humanists</b>	Humanists do not believe in God but instead think that an understanding of the world can help people to make good decisions. They are different to Atheists, who also do not believe in God, but do not have a shared group of values or beliefs.
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