



Believing	1.1 Who Christian what do believe 1.2 Who Muslim o what do believe	and Jewish and what do they believe? is a 1.4 What can we learn from they sacred books?	L2.1 What do different people believe about God? L2.2 Why is the Bible important for Christians today?	L2.4 Why is Jesus inspiring to some people?	U2.1 Why do some people believe God exists? U2.2 What would Jesus do? Can people live by the values of Jesus in the twenty-first	U2.3 What do religions say to us when life gets hard?
2YO/Nursery	Reception Year	1 Year 2	Year 3	Year 4	century? Year 5	Year 6
	Pupils lear about who Christian a what do the believe. Pupils lear about who Christian's believe at God and Jesus. Pupils lear about who the Bible teaches u about Go Pupils lear about who sus is	n Pupils learn o is a about what 'precious' hey means and what is precious to us n and Jewish at people. bout Pupils learn about what a Mezuzah reminds Jewish n people about. at Pupils learn s about how d. and why Jewish people n celebrate	Pupils explore their own personal thoughts about believing in God. Pupils learn about the Christian beliefs about God.	Pupils learn about what the word inspiring means. Pupils learn about Jesus' life story and how it is inspiring to some people. Pupils learn about how and why Jesus' actions and teachings inspired people. Pupils learn about why Christians call the day Jesus	Pupils learn about how many people in different religions believe in God. Pupils learn about what Christians believe about whether God is real. Pupils learn about how we know what is true regarding believing in God. Pupils learn about the Christian belief	Pupils consider questions such as what happens when we die. Pupils explore beliefs about the soul. Pupils learn that different religions teach different forms of life after death. Pupils learn about religious beliefs in judgement. Pupils learn about what





important to	Pupils learn	about Allah	died Good	of how the world	people who
Christians.	about what	and the Holy	Friday and the	began.	don't believe in
	the story of	Qur'an.	following		God think
Pupils learn	Channukah		Sunday his	Pupils learn	happens when
about what	means to	Pupils learn	Resurrection	about why some	we die.
miracles of		about the			
	Jewish people		Day.	people may or	
Jesus teach us	and discuss	Hindu beliefs	5	may not believe	
about what is	what it means	about God	Pupils learn	in God.	
important to	to us.	and	about if Jesus is		
Christians.		Goddesses.	still important		
			today.		
Pupils learn		Pupils learn		Pupils learn	
about why	Pupils learn	that many	Pupils create an	about what	
Christians pray.	about what a	people do not	image of Jesus	happened to	
. ,	holy book is	believe in God.	for the 21st	Jesus from the	
	and how		Century.	ten things he	
	different holy			said.	
Pupils explore	books are		Pupils talk	5010.	
what they think	used and	Pupils learn	about someone	Pupils learn	
about God.	treated.	about how	that has	about what	
abour Gou.	lieuleu.				
Design the Learning	Design the design.	Christians find	inspired them.	Jesus taught and	
Pupils learn	Pupils talk	and use		what difference	
who the	about a story	ancient		did it make.	
Prophet	that is used in	wisdom from			
Muhammed is	religion (The	the Bible.		Pupils learn	
and why he is	Lost Sheep).			about some of	
important to		Pupils learn		Jesus' stories to	
Muslims.	Pupils learn	about how the		understand why	
	about the story	Bible is put		he saw	
Pupils learn	that is special	together.		forgiveness as	
that the stories	for Jewish			important.	
of the Prophet	people in the	Pupils learn		1	
are important	Torah (The	about what the		Pupils learn	
in Islam.	story of	Bible teaches		about and	
III ISIQITI.	Moses).	Christians		reflect on Jesus'	
	10000051.				
		about God,		teachings of	





Pupils learn	Pupils learn	Life, the	justice and	
about what	about which	universe and	fairness.	
makes a place	stories Muslims	everything.		
or object	tell about the		Pupils learn	
special to	Prophet	Pupils learn	about and	
ourselves and	Muhammed	about how	reflect on Jesus'	
Muslims.	(The Black	Christians use	teachings	
	Stone).	Bible stories to	surrounding	
Pupils learn	,	inspire dance,	greed and	
about what a	Pupils lean	music, art or	generosity.	
Mosque is and	about the story	drama.		
what happens	of Jonah and		Pupils reflect on	
there.	know what is	Pupils learn	what has been	
	special about	about the	learned about	
Pupils learn	Jonah.	ideas of	Jesus' values	
about what		temptation	and how they	
happens at		and	are followed in	
the		understand	the modern	
celebration of	•	that the Bible	world.	
Eid-UI-Fitr.		helps people		
		when they are		
Pupils find out		tempted to do		
about		wrong.		
Mosques in		wiong.		
their local				
area.				
died.				
Pupils learn				
about the				
importance of				
the Qur'an to				
Muslims with a				
focus on the				
words inside it.				





	Pupils lec	arn				
	about so	me of				
	the ways					
	Muslims r					
	Ramada					
	celebrat					
	ul-Fitr.					
	011111					
	Pupils ref	lect				
	on their					
	learning	about				
	Islam.	T' O	Ting	<b>T</b> 0	T 0	T an O
Vocabulary	<u>Tier 2</u>	Tier 2	Tier 2	<u>Tier 2</u>	<u>Tier 2</u>	<u>Tier 2</u>
	create	celebration	life	inspiring	modern	belief
	individuc	Il community	pray/prayer	teachings	opinion	bereaved
	opinion		reflection	values	percent	died
	pray	Tier 3	symbols		world	purpose
	sequenc			Tier 3		questions
		Holy	Tier 3	Good Friday	<u>Tier 3</u>	right
	<u>Tier 3</u>	Jewish	Atheist	Good Samaritan	agnostic	suffering
	believe	Mezuzah	faith	Holy Week	atheist	theories
	Christian	Pesach	Mandir	Holy Spirit	theist	
	God	sacred	Mantra	incarnation		Tier 3
	Jesus	Shabbat	Mosque	Jesus		afterlife
	miracle	Sukkoth	religion	parable	Tier 2	heaven
	worship	Torah	Spiritual	resurrection	fairness	hymns
			Temple	salvation	generosity	judgement
				sin	justice	liturgies
	Tier 2	Tier 2		worship	love	reincarnation
	believe	difference	Tier 2			samsara
	create	precious	ancient		Tier 3	soul
	forgiving		believing		followers	
	ideas	story	celebration		forgiveness	
	individuc		festival		impact	
	opinion	translated	inspire		parables	
	power		universe		teachings	
	power		UTINCISC		reachings	<u> </u>





			1		1	1		
			pray	Tier 3	wrong		values	
			symbol	Christian				
			worship	Holy	Tier 3			
				Jewish	Bible			
			Tier 3	Muslim	inspiration			
			Eid-ul-Fitr	parable	testament			
			God	sacred				
			Islam	Torah				
			Mosque					
			Muhammed					
			Muslim					
			Prophet					
			Qur'an					
			Ramadan					
				1.7 What does		L2.8 What does	U2.6 What does it	U 2.8 What
				it mean to		it mean to be a	mean to be a	difference does it
				belong to a		Hindu in Britain	Muslim in Britain	make to believe
				faith		today?	today?	in Ahimsa
				community?			-	(harmlessness),
						L2.7 What does		Grace (the
				1.8 How should		it mean to be a		generosity of
	•			we care for		Christian in		God), and
LIV	ing			others and the		Britain today?		Ummah
				world, and				(community)?
				why does it		L2.9 What can		
				matter?		we learn from		U2.7 What
						religions about		matters most to
						deciding what		Christians and to
						is right and		Humanists?
						wrong?		
	2YO/Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Pupils		Pupils learn how	Pupils learn	Pupils learn
				understand		Hindus show	about what	about what we
				how we all		their faith within	helps Muslims	can learn from
				belong to		families.	through their	the game 'Every
				something.			journey of life.	
			1		1	1		1





Pupils learn about the	Pupils learn about what is important in a	Pupils learn about the key	one's committed'.
Christian signs of belonging.	Hindu's life and what traditions	belief of Muslims and how it	Pupils learn about who the
Pupils learn about how calligraphy shows what is	are followed in the week. Pupils learn about Hindu's ideas of the	affects their life. Pupils explore the significance of prayer to Muslims.	prophet was and why his life matters so much to Muslims. Pupils learn
important to Muslims. Pupils learn	four aims of life: Dharma, Artha, Koma and Moksha.	Pupils identify the value of charity through	about what harmlessness means in the Hindu religion.
about how Jewish people share challah bread as a	Pupils learn about Hindu	the pillar of Zakah.	Pupils learn that for Christians, the
sign of being together.	beliefs about Karma with reference to the Hindu hero	Pupils understand why Muslims fast.	idea of grace from God means God loves unconditionally
Pupils compare how Christians and Muslims	Mahatma Ghandi. Pupils learn	Pupils understand why Muslims want to go on	and is willing to forgive all. Pupils recognise
welcome a new baby.	about how the different representation images of the	pilgrimage. Pupils learn about where	the similarities and differences between the Muslim, Christian
Pupils talk about whether we	different characters and attributes of the deities differ.	Muslims go for advice and guidance. Pupils make connections	and Hindu religions.





Image: should care for everyone.Pupils learn how difference to the workd difference to difference to the workd.Everyest decimation the workd.Pupils decurs the workd.Pupils learn about what Christians believe about caring for people.Pupils understand what code of how believe about understand what code of how believe about caring for people.Pupils understand what code of how believe about understand what code of how believe about understand what code of how believe about understand what codes for how Christians show their believe at how what codes for what codes for what codes for what codes for what codes for what codes for what code of how whether they obieve about understand whether hey object so thome.Pupils understand whether hey understand how Christians show their beliefs in the christians show their beliefs in the christians they discussed and they discussed and<					
Pupils learndifference to the world.Mosque and the beliefs of Muslims.and opinions on whether rules matter and why. matter and why.Pupils learnPupilsPupilsPupils identify understand how Christians show theirPupils identify and reflect on the role of the two and cost of Who is aPupils identify and reflect on the role of the who is aPupils identify and reflect on the role of the two and cost of Who is aPupilsPupilsPupilsPupils identify understand who christians show theirPupils understand how Christians show theirPupils understand how Christians show theirPupils understand how Christians show theirPupils understand who can addition and whether they addide by any.Pupils explore what we can learn from discussion and drama about good and bad and right and wrong.Pupils explore who the care:Pupils explore who waship addide by any.Pupils explore what we can learn from discussion and drama about good and bad and right and wrong.Pupils explore who we can learn from discussion and drama about good and bad and right and wrong.Pupils care:Pupils songs.Pupils understand who and why christians try and follow.Pupils worles of values.Pupils understandPupils understand who addide how their beliefs in the comrages of and through hymns and modern worshipPupils understand who addide worles or understandPupils understand how their songs.Pupils 		should care		between the key	Pupils discuss
Pupils learn about what Christians believe about caring for people.the world.beliefs of Musims.whether rules mater and why.Pupils understand how Christians the role of the what care of the people.Pupils understand how Christians show their beliefs of home.Pupils identify and reflect on the role of the what cares for living non- religions say about caring about caring for other people.Pupils understand how Christians show their beliefs in the church.Pupils understand how Christians show their abilefs in the church.Pupils explore what cades for living non- religious people use.Pupils understand how Christians show their abilefs in the church.Pupils explore what cades for living non- religious people abilefs in the church.Pupils explore what wat cades for living non- religious people abilefs in the church.Pupils explore wat acades for living non- religious people abilefs in the church.Pupils explore wat acades for living non- religious people abilefs in the church.Pupils describe wat acades for living christians religious people use.Pupils describe wat acades for living christians religious people us		for everyone.			
about what about what Muslims. matter and why.   Christians Christians Pupils understand   believe about and reflect on the orioe of the people. Pupils inderstand   Pupils Understand who Christians show their Pupils   believe about understand who S christians show their Pupils   understand understand what some Pupils   understand religions say how Christians show their Pupils explore   vib ta vec can religions ray how Christians show their Pupils explore   people. Pupils explore which church. Pupils explore   Pupils explore which church. Pupils explore which wrong.   Pupils explore which church. Pupils explore Pupils explore   how the Pupils explore which church. Pupils explore   Pupils explore which church. Pupils explore Wrong.   Pupils explore prode prode prode   N					
Image: state in the state i		Pupils learn	the world.		
believe about cring for people. Pupils understand people. Pupils understand people. Pupils understand people. Pupils understand what some understand people. Pupils understand religions say what some understand religions say what some understand religions say thow Christians show their beliefs in the people. Pupils explore beliefs in the church. Pupils describe what we can beliefs in the church. Pupils understand what codes for living Christians try and follow. Pupils express their own ideas of values. Pupils describe what we can beliefs in the church. Pupils understand what codes for living Christians try and follow. Pupils express their own ideas of values. Pupils describe what we can beliefs in the care. Pupils understand what codes for living Christians of values. Pupils describe their own ideas of values. Pupils describe their				Muslims.	matter and why.
believe about criting for people. Pupils understand people. Pupils understand how Christians show their beliefs thome. Understand how Christians show their beliefs thome. Understand religions say what some understand religions say what some understand religions say thow Christians show their beliefs in the church. Pupils explore beliefs in the church. Pupils describe dobut caring for other people. Pupils explore beliefs in the church. Pupils describe thow the 'Golden Rule' encourages encourages encourages encourages encourages encourages encourages encourages encourages encourages encourages encourages encourages express their for threy pupils understand drama about good and bad drama about good and bad wrong. Pupils understand understand drama about good and bad understand people. Pupils describe encourages express their for threy pupils understand drama about good and bad wrong. Pupils understand what codes for living Christians fry and follow. Pupils explore their own ideas of values. Pupils express their of this through how and why Christians and Jewish people understand how and why Christians for alther Pupils depen their own ideas of values. Pupils depen their own ideas of values.		Christians			
caring for people.understand how Christians show theirand felfect on the role of the five pillars for living non- living non- living non- living non- living non- living non- velide by any.who is a the role of the five pillars for Muslims and whether the beliefs of home.who is a the role of the Muslims and mether the show their obide by any.who is a the role of the five pillars for Muslims and whether the obide by any.Pupils a counce a church.Pupils people.Pupils beliefs in the church.Pupils explore what we can learn from discusion and discusion and discussion and and right and wordsPupils explore how the concourages others to care.Pupils describe express their own ideas songs.Pupils explore express their own ideas of values.Pupils explore vortisions and people use stries to to the stries to the stries to<			Pupils	Pupils identify	Pupils understand
how Christians how Christians how their beliefs at home. Pupils understand what some understand what some understand religions say about caring for other people. Pupils sexplore how their beliefs in the church. Pupils explore how and which care. Pupils songs. Pupils express their others to compare how Christians and Jewish people use stores to church. Pupils explore how and why Christians try and follow. Pupils express their or values. Pupils depen their Pupils depen their			understand	and reflect on	who is a
Show their beliefs at home.Show their beliefs at home.What codes for Musims and whether they abide by any.Wind non- religious people use.Pupils understand religions say about caring for other people.Pupils understand how Christians show their beliefs in the church.Pupils explore what we can learn from discussion and drama dupt good and bad and right and wrong.Pupils explore what we can learn from discussion and drama dupt good and bad and right and wrong.Pupils explore how the church.Pupils describe ways in which chistians about faith through modern worship songs.Pupils understand wrong.Pupils explore christians care.Pupils compare how Christians try and follow.Pupils understand how dupt caresPupils understand how dupt coles for living christians try and follow.Pupils explore wrong.Pupils understand how the compare how Christians and Jewish people use stories to talk about the beginning of communion.Pupils communion.Pupils depen their own ideas their own ideas their own ideas their own ideas their own ideas their own ideas		<b>U</b>	how Christians	the role of the	Humanist and
Pupils understand what some religious say about caring for other people.Pupils understand how Christians show their beliefs in the church.whether they use.religious people use.Pupils ecolor of other people.Pupils beliefs in the church.Pupils explore what we can discussion and drama about drama about good and bad and right and care.Pupils describe ways in which Christians express their modern worship songs.Pupils understand whether they understand how the 'Golden Rule'Pupils describe ways in which Christians songs.Pupils understand drama about good and bad and right and what codes for living Christians try and follow.Pupils compare how Christians and Jewish people use stories to talk about the beginning of talk about the beginning ofPupils communion.Pupils deepen their		people.	show their	five pillars for	what codes for
understand what some religions say about caring for other people.Pupils understand how Christians show their church.Pupils explore discussion and drama about discussion and drama about drama about drama about drama about drama about good and bad and right and wrong.Pupils explore what we can learn from discussion and drama about drama about drama about about caring for other people.Pupils describe ways in which Christians express their faith through hymns and modern worshipPupils understand what codes for living Christians try and follow.Pupils compare how Christians and Jewish people talk about the beginning of the worddPupils communion.Pupils deepen their other they understand how and why communion.Pupils deepen their		Burgila	beliefs at home.	Muslims and	living non-
what some religions say about caring for other people.understand how Christians show their beliefs in the church.Pupils explore what we can learn from discussion and drama about drama				whether they	religious people
religions say about caring for other people.   how Christians show their   Pupils explore what we can     Pupils explore people.   beliefs in the church.   learn from discussion and discussion			Pupils	abide by any.	Use.
about caring for other people. Pupils explore how the Pupils explore how the Pupils explore how the Pupils explore how the vays in which encourages encourages others to care. Pupils explore their encourages others to care. Pupils explore their encourages others to care. Pupils explore their encourages others to care. Pupils explore their modern worship pupils understand their own ideas of values. Pupils compare how Christians and Jewish people use stories to chait about the beginning of communion. Pupils describe ways in which explore their express their modern worship understand how and why of values. Pupils deepen their explore their explore			understand		
for other people. Pupils explore how the Pupils explore how the Pupils explore how the Pupils explore how the Pupils explore how the Pupils explore how the Pupils explore Pupils explore Pupils explore Pupils explore Pupils explore Pupils explore encourages others to care. Pupils Pupils pupils care. Pupils pupils			how Christians		Pupils explore
People. church. discussion and drama about good and bad how the   Pupils explore Pupils describe good and bad and right and ways in which   'Golden Rule' Christians ways in which   'encourages express their   others to faith through   care. hymns and   Pupils songs.   Pupils explore pupils ways in which   others to faith through   care. hymns and   Pupils songs.   Pupils songs.   their own ideas of values.   'failk about the celebrate holy   use stories to christians   talk about the celebrate holy   talk about the celebrate holy   beginning of communion.			show their		what we can
Pupils explore Pupils describe good and bad   how the ways in which and right and   'Golden Rule' Christians wrong.   encourages express their Pupils understand   others to faith through Pupils understand   care. hymns and what codes for   Pupils songs. try and follow.   Compare how Christians and Pupils   Jewish people understand their own ideas   Jewish people use stories to Christians   talk about the celebrate holy Pupils deepen   their beginning of communion. their			beliefs in the		learn from
Pupils explore how thePupils describe ways in which Christiansgood and bad and right and wrong.Golden Rule' encourages others to care.Express their faith through modern worshipPupils understand what codes for living ChristiansPupils romodern worshipPupils romodern worshipPupils romodern worshipPupils romodern worshipPupils compare how Christians and Jewish people use stories to talk about the beginning ofPupils communion.Pupils romodern worshipPupils romodern worship romodern worshipPupils romodern worshipPupils express their own ideas of values.		people.	church.		discussion and
how the 'Golden Rule' encourages others to care. Pupils understand what codes for living Christians and what codes for living Christians try and follow. Pupils compare how Christians and Jewish people use stories to talk about the beginning of communion. Pupils deepen their own understand their own ideas of talk about the beginning of their own understand their own their communion.					drama about
'Golden Rule' encourages others to care.Christians express their faith through hymns and modern worshipPupils understand what codes for living Christians try and follow.Pupils compare how Christians and Jewish people use stories to talk about the beginning of the worldPupils computedPupils vong.Pupils compare how Christians their own ideas of values.Pupils understand how and why christiansPupils understand their own ideas of values.		Pupils explore	Pupils describe		good and bad
encourages others to care. Pupils compare how Christians and Jewish people use stories to talk about the beginning of tho world		how the	ways in which		and right and
others to care.faith through hymns and modern worshipPupils understand what codes for living Christians try and follow.Pupils compare how Christians and Jewish people use stories to talk about the beginning of the worldPupils communion.Pupils pupils understand how and why christians their own ideas of values.		'Golden Rule'	Christians		_
others to care.faith through hymns and modern worship songs.Pupils understand what codes for living Christians try and follow.Pupils compare how Christians and Jewish people use stories to talk about the beginning of the worldPupils communion.Pupils vhat codes for living Christians try and follow.Pupils compare how Christians and Jewish people use stories to talk about the beginning of the worldPupils communion.Pupils express their own ideas of values.		encourages	express their		
care.hymns and modern worship songs.what codes for living Christians try and follow.Pupils compare how Christians and Jewish people use stories to talk about the beginning ofPupils understand how and why Christians celebrate holy communion.Pupils express their own ideas of values.			faith through		Pupils understand
Image: Second					what codes for
Compare how Christians and Jewish people use stories to talk about the beginning of the world			modern worship		living Christians
Compare how Christians and Jewish people use stories to talk about the beginning of the world		Pupils	songs.		try and follow.
Christians and Jewish people use stories to talk about the beginning of the world Christians celebrate holy communion. Pupils express their own ideas of values. Pupils express their own ideas of values. Pupils express their own ideas of values. Christians celebrate holy the world			Ŭ		-
Jewish people use stories to talk about the beginning of the world the world			Pupils		Pupils express
how and why of values. talk about the beginning of the world of values.					
Use stories to Chrisitans   talk about the celebrate holy   beginning of communion.					
falk about the beginning of the world celebrate holy communion. Pupils deepen their					
beginning of communion. their					Pupils deepen
the world		<b>o o</b>	· · · · · ·		
		the world.			understanding of





	Pupils discuss	the impact of
	how Chrisitans	values on life.
	make a	
	difference in	Pupils create a
	their local	code for living
	communities.	that would help
	commonies.	the world.
		inte wond.
	Pupils discuss	
	the importance	
	of rules and the	
	meaning of the	
	Golden Rule.	
	Pupils recall	
	and talk about	
	the Ten	
	Commandmen	
	ts within the	
	Torah.	
	Pupils describe	
	ways in which	
	Christianity	
	suggests how to	
	live a good life.	
	Pupils identify	
	some values	
	that matter to	
	Humanists.	
	Duraile evrolere	
	Pupils explore	
	what religious	
	stories tell	





			believers about		
			temptation.		
			Dura lla via a a avea la		
			Pupils research		
			two teachings		
			from Christianity		
			about how to		
			live a good life.		
Vocabulary		Tier 2:	<u>Tier 2:</u>	Tier 2:	Tier 2
vocubolary		belong	Britain	analyse	arrest
		commitment	hero	belief	analyse
		community	rule	charity	harmless
		express	source	conflict	relations
		marriage	teaching	identity	source
		promises	tradition	opinion	unconditionally
		prove		source	
		rules	<u>Tier 3:</u>		Tier 3
		symbols	Artha	<u>Tier 3:</u>	Ahimsa
		together	commandment	Al Fatihah	committed
		-	deities	fasting	Grace
		Tier 3:	Dharma	Најј	liberation
		baptism	faith	Mosque	Makkah
		church	Hindu	pilgrimage	Ummah
		creation	karma	pillars	Zakat
		hymns	Mahatma	Prophet	Zakar
		Mosque	Ghandi	Ramadan	
		pray	murti	Salah	
			Sanatana	Sawn	
		prayers			Tier 2
		Temple	Dharma	Shahada	expectations
		Worship		Sunna	moral
				Zakah	rules
		<u>Tier 2:</u>	<u>Tier 2:</u>		value
		community	Britain		
		expectation	celebration		Tier 3
		rules	rule		Cross
		together	source		Humanist
			teaching		Sinful
		Tier 3:	tradition		5000
		Creation	values		
L	I	0.001011	10003		





						•	
			Empathise Golden Rule		Tier 3: Church faith Golden Rule Holy		
					Tier 2:evaluatefollowersguidanceperspectiveruleteachingTier 3:commandmentfaithGolden Rule		
		1.6 How and why do we		L2.5 Why are festivals	L2.6 Why do some people	U2.4 If God is everywhere, why	U2.5 Is it better to express your
Expressin	g	celebrate special and sacred times? 1.5 What makes some places sacred?		important to religious communities? L2.4Why do people pray?	think life is a journey?	go to a place of worship?	religion in arts and architecture or in charity and generosity?
2YO/N	ursery Reception	on Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Pupils talk about and share experiences of		Pupils look for similarities and differences between	Pupils explore reasons of why we use the idea of life as a	Pupils learn about what a place of worship is and what it is	Pupils discuss what makes a place special and the value of
		important		religious and	journey.	used for.	a sacred place.





	•			
events that we	non-religious			
celebrate.	celebrations.	Pupils recall	Pupils explore a	Pupils understand
		and name	Christian place	how mosques
Pupils learn	Pupils	Baptism as a	of worship and	express Islamic
about what	understand	religious	know what it is	beliefs and
happened at	what Christians	milestone to	used for.	values.
Easter and	celebrate at	Christians.		
how it makes	Easter.		Pupils explore a	Pupils study
people feel.		Pupils	Hindu place of	Islamic rule art
	Pupils explain	understand the	worship and	and explore
Pupils learn	the meaning of	ceremony of	know what it is	similarities and
about how	the last supper.	the Bar/Bat	used for.	differences
Christians		Mitzvah and its		between
celebrate	Pupils describe	importance to	Pupils explore a	different artists.
Easter.	the events of	Jewish people.	Jewish place of	
	the crucifixion.		worship and	Pupils describe
Pupils learn		Pupils explore	know what it is	and make
about how	Pupils explore	ceremonies	used for.	connections
another	why Good	Hindus mark in		between
religion	Friday and	their journey of	Pupils share and	examples of
celebrates an	Easter Sunday	life.	present ideas to	Christian art.
important	are important		answer 'Are	
festival	dates in a	Pupils	people more	Pupils compare
(passover).	Christian diary.	understand why	important than	art and
		people choose	the place of	architecture to
Pupils learn	Pupils explore	to get married	worship?'	make a building
about how	why Diwali is	and how this	·	for the 'Glory of
another	significant to	differs between	Pupils	God'.
religion	Hindus.	religions.	understand what	
celebrates an		0	a place of	Pupils consider
important	Pupils	Pupils compare	worship means	how Muslim
festival (Eid-ul-	understand	the journeys of	to its believers.	charities try to
Fitr).	what Muslims	Christians,		lessen or stop
	celebrate at	Jewish people		poverty and
Pupils talk	the end of	and Hindus.		injustice.
about and	Ramadan.			-
I				





	share		Pupils find out
	experiences of	Pupils	about Christian
	places where	understand	teachings,
	they feel safe.	why Jewish	charities and
		people	ways of
	Pupils learn	celebrate	expressing
	about which	Pesach every	generosity.
	place of	year.	
	worship is		Pupils debate
	sacred to	Pupils identify	about whether
	Christians.	differences	Muslims and
		between	Christians should
	Pupils learn	religious	sell their mosques
	about which	festivals and	and churches
	place of	why it is	and give the
	worship is	important to	money to their
	sacred for	celebrate.	charities to help
	Jewish people.		hungry people.
		Pupils	
	Pupils learn	understand	
	about which	what prayers	
	place of	are and how	
	worship is	they are helpful	
	sacred for	to some	
	Muslims.	people.	
	Pupils	Pupils	
	recognise the	understand	
	importance of	what happens	
	places of	in Islamic	
	worship within	prayer, what it	
	our	shows about	
	community.	Muslim beliefs	
		and way of life.	
· · · · ·			





		ing to
	Pupils understand how and why Christians like to pray.	
	Pupils explore how Hindus pray and worship at home and in the Mandir.	
	Pupils compare the words of a Muslim, Christian and Hindu prayer.	
	Pupils identify the similarities and differences between prayer and reflection.	
	Pupils understand that some people pray and others not at all.	
	Pupils reflect on what they	





		have learned			
		from Muslims,			
		Hindus and			
		Christians			
		about prayer,			
		symbols and			
	The D	worship.	<b>T</b> ion 0:	<b>T</b>	Tion O.
Vocabulary	<u>Tier 2:</u> believe	Tier 2:	Tier 2:	<u>Tier 2:</u> believe	<u>Tier 2:</u>
		dedication	community		charity
	celebrate	devotion	congratulate	commitment	compare
	difference	festival	journey	destruction	contrast
	learn	sacrifice	life	explain	critical
	similarity	sequence	milestone		criticise
	special		responsibility	<u>Tier 3:</u>	generosity
		<u>Tier 3:</u>		Christian	justice
	<u>Tier 3:</u>	Crucifixion	<u>Tier 3:</u>	church	painting
	Christian	Diwali	Baptism	Hindu	poetry
	Easter	Pesach	Bar/Bat Mitzvah	Jerusalem	value
	Eid	Prayer	ceremony	Jewish	
	Holy	Ramadan	communion	Mosque	Tier 3:
	Palm Sunday	Resurrection	confirmation	Orthodox	architecture
	Passover (Pesach)		humanist	Place of worship	calligraphy
	sacred	<u>Tier 2:</u>	marriage	Temple	cathedral
	worship	life	sacred thread	worship	sacred
		pray/prayer			
	<u>Tier 2:</u>	reflection			
	actions	symbols			
	artefacts	· ·			
	differences	<u>Tier 3:</u>			
	signs	Atheist			
	similarities	faith			
	symbols	Mandir			
	3,118,018	mantra			
	Tier 3:	Mosque			
	Church	religion			
	Mosque	spiritual			
	sacred	temple			
	Synagogue				



