

# United Curriculum

## Primary Religion & Worldviews

For Teachers



**United Curriculum**  
Primary  
Part of United Learning

# Contents



This document aims to provide **Religious Education leads** with an understanding of the rationale for the Religion & Worldviews curriculum, the core substantive and disciplinary knowledge that will be covered, as well as guidance on how to implement it in individual schools and classrooms.

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## 2. Implementation

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# United Curriculum Principles



**Building on the Framework for Excellence, The United Primary Curriculum has six core principles:**

- **Entitlement**  
All pupils have the right to learn what is in the United curriculum, and schools have a duty to ensure that all pupils are taught the whole of it
- **Coherence**  
Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects. Religious Education or Religion & Worldviews currently has no National Curriculum; the United curriculum design takes account of statutory requirements and current research.
- **Mastery**  
We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts
- **Adaptability**  
The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes
- **Representation**  
All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience
- **Education with character**  
Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart

**Subject-specific rationales are built on these six principles.**



# United Curriculum Principles: R&W



The United Curriculum for Religion & Worldviews provides all children, regardless of their background, with:

- **Coherent** and **sequenced substantive knowledge** of religion and worldviews represented in Britain and the wider world, selected to build pupils' understanding through three vertical concepts. These vertical concepts build a thematic narrative and provide context across diverse worldviews, as well as using small steps to help pupils gain a deep understanding of complex, abstract ideas:
  - **Sacrifice**  
**Giving something up for the benefit of someone else** is a recurring concept across religious & non-religious worldviews and takes many different forms. What motivates human action and what are the societal and personal consequences?
  - **Knowledge & Meaning**  
One of the unique qualities of human intelligence through time has been our quest for knowledge and meaning. How have religion and belief impacted on humanity's search for "Truth"? How do beliefs impact human behaviour? What is it reasonable to believe?
  - **Human Context**  
Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place). Everyone is different, so how have our diversities been influenced by our personal context? What influences a personal worldview?
- A Worldviews approach provides opportunities for all pupils to **see themselves reflected** in the curriculum, but also to be taken **beyond their own experiences**. The Religion & Worldviews curriculum teaches pupils about diversity within and between beliefs, cultures and worldviews from across the world, and seeks to teach the skills and knowledge to hold respectful and informed conversations about religion and belief; to be **religiously literate**.
- A conscious inclusion of **vocabulary** and substantive content that recognises the need to **decolonise** teaching materials in a meaningful and accessible way.
- A scholarly approach to the core **disciplinary knowledge** of **theology, philosophy and social sciences**, developing pupils' ability to hold the **types of conversation** and to apply **the methods and processes** of **theologians, philosophers and social scientists**.
- A **curiosity and openminded** approach to the worldviews of others and a **reflective consciousness** of their own worldview.





## Why Religion & Worldviews?

Since the publication of the RE Council's [Commission on Religious Education \(CoRE\) Report in 2018](#), there has been a significant shift within the RE community toward what is called a “religion and worldviews approach”. This 1.15m [video](#) explains their thinking.

The approach suggests that everyone has (or ‘inhabits’ might be better) a worldview. Our worldview is our way of looking at, experiencing, interpreting and interacting with the world around us (this is often referred to a positionality). It is personal to each of us and changes as we travel through life. Our worldview is influenced by our life experiences and external influences such as media and our parents and teachers. Our worldview will affect the way we respond to people and situations around us. This 2.34m [video](#) explains the concept of a worldview.

As well as **individual worldviews**, there can be institutional or **organised Worldviews** (capital W), these may be the collective values of a religious group, such as the Catholic Church or Sunni Islam. A person who chooses to belong or identify themselves with an organised religious Worldview will be influenced by that, however they may not adhere to everything that religious Worldview represents; they are still an individual within an organisation. In short, it’s complicated!

The religion and worldviews approach to Religious Education has a number of benefits:

- It starts with people, seeking to put the significance of lived experience at the heart of pupils' learning.
- Everyone can recognise themselves in the curriculum, as we all inhabit a worldview whether we identify as religious or not.
- It opens-up our understanding of the lived diversity within religious and non-religious worldviews, rather than seeing a group as homogenous whole.
- Pupils approach substantive knowledge through the development of scholarly, disciplinary skills.
- If we learn to understand what influences a religious worldview, we can apply that understanding in our interpretation of religious text or belief in action; we can seek to see through a believer’s eyes.
- As pupils develop an awareness of what influences their **personal worldview**, they can begin to accept challenges to their preconceptions and understand both themselves and others better. This is important in developing **personal knowledge** in the curriculum.






# United Curriculum: Religion & Worldviews



## Disciplinary Knowledge: Ways of Knowing

Religion & Worldviews is a multidisciplinary subject touching on many academic disciplines. In the United Curriculum for Religion & Worldviews, we focus on developing our disciplinary skills through the **types of conversation** and **methods and processes** required to be scholarly in the studies of **Theology**, **Philosophy** and **Social Sciences**. The statements below, exemplified on the following pages, are developed at [progressive depth throughout the year groups](#). The curriculum has been sequenced so that the disciplinary content is also reviewed in subsequent units and developed as scholarly tools to access a wide range of substantive content.

<b>Theology (Beliefs)</b> Theologians 	<b>Philosophy (Thinking)</b> Philosophers 	<b>Social Sciences (Living)</b> Social Scientists 
<p><b>Theologians</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>• Where beliefs come from</li> <li>• How beliefs change over time</li> <li>• How beliefs relate to each other</li> <li>• How beliefs shape the way believers see the world and each other</li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li>• Interpretation of story &amp; text</li> <li>• Consideration of reliability of sources</li> <li>• Considering unity &amp; diversity within and between worldviews</li> <li>• Considering how beliefs change over time</li> <li>• Considering impact of belief on practice</li> </ul>	<p><b>Philosophers</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>• The nature of knowledge, meaning and existence</li> <li>• How and whether things make sense</li> <li>• Issues of right &amp; wrong, good &amp; bad</li> </ul> <p><b>Methods and processes</b> used by philosophers:</p> <ul style="list-style-type: none"> <li>• Analysis of the validity of “truth” claims (doubt)</li> <li>• Development and use of coherent questioning</li> <li>• Development of and analysis of coherent argument</li> <li>• Understanding of the human quest for knowledge and meaning</li> <li>• Connecting belief (motivation) with behaviour</li> </ul>	<p><b>Social Scientists</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>• The diverse nature of religion</li> <li>• The diverse ways in which people practice and express beliefs</li> <li>• The ways in which beliefs shape individual identity, and impact on communities and society</li> </ul> <p><b>Methods and processes</b> used by social scientists:</p> <ul style="list-style-type: none"> <li>• Seek evidence of belief in human behaviour and forms of expression</li> <li>• Recognise similarities and differences within and between groups</li> <li>• Consider forms of evidence and its reliability (e.g. data)</li> <li>• Consider individual, local, national and global evidence of lived experience</li> </ul>





## Disciplinary Knowledge: Ways of Knowing

### Theology – This is about beliefs



Theologians deal with **types of conversation** that consider:

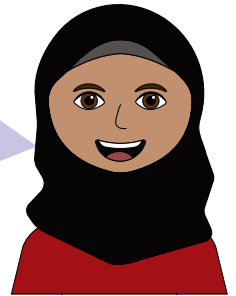
- Where beliefs come from
- How beliefs change over time
- How beliefs relate to each other
- How beliefs shape the way believers see the world and each other

**Methods and processes** used by theologians:

- Interpretation of story & text
- Consideration of reliability of sources
- Considering unity & diversity within and between worldviews
- Considering how beliefs change over time
- Considering impact of belief on practice

The story of creation is at the beginning of the Bible and the Torah. Many Christians and Jewish people believe God made the world and humans should look after it.

KS1



Early Christian theologians were divided by language, geography and power. They disagreed about the wording of the Nicene Creed and the nature of the Trinity. Eventually, this led to the Great Schism (tear).

KS2





## Disciplinary Knowledge: Ways of Knowing

### Philosophy – This is about thinking



Philosophers deal with **types of conversation** that consider:

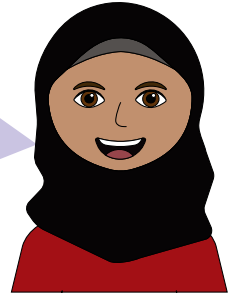
- The nature of knowledge, meaning and existence
- How and whether things make sense
- Issues of right & wrong, good & bad

**Methods and processes** used by philosophers:

- Analysis of the validity of “truth” claims (doubt)
- Development and use of coherent questioning
- Development of and analysis of coherent argument
- Understanding of the human quest for knowledge and meaning
- Connecting belief (motivation) with behaviour

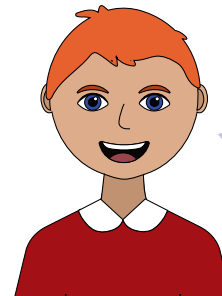
On the Hindu shrine, I saw flowers and candles, I could smell the incense and I heard the bell ring. I enjoyed sharing the delicious fruit offerings with the class.

KS1



In Plato’s Analogy of the Cave, the philosopher has seen the “truth” and returns to tell the prisoners in the cave what he has discovered. Some people might see the Buddha’s enlightenment and sharing of knowledge like that too.

KS2







## Disciplinary Knowledge: Ways of Knowing

### Social Sciences – This is about living



Social Scientists deal with **types of conversation** that consider:

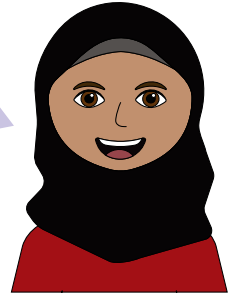
- The diverse nature of religion
- The diverse ways in which people practice and express beliefs
- The ways in which beliefs shape individual identity, and impact on communities and society

**Methods and processes** used by social scientists:

- Seek evidence of belief in human behaviour and forms of expression
- Recognise similarities and differences within and between groups
- Consider forms of evidence and its reliability (e.g. data)
- Consider individual, local, national and global evidence of lived experience

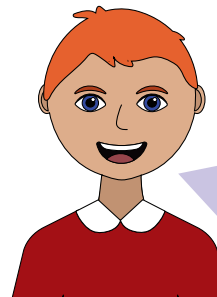
Dina's family clean the house on a Friday ready for Shabbat; they don't do any work on Shabbat and have a day of rest with the family. Levi's family are also Jewish, they don't drive their car during Shabbat, so they walk to the synagogue.

KS1



We looked at census data for our local area. The data was collected by in 2021 and showed that there's a smaller proportion of Muslims living in our area compared with national data but, the local Muslim community has grown since the last census in 2011. Recently, a new mosque opened in our area, it used to be a Methodist church.

KS2





## Personal Knowledge: Pupil positionality

The [Ofsted Research review series: Religious Education](#) 2021, suggests personal knowledge should be developed alongside substantive and disciplinary knowledge in the curriculum. The review defines it as: **'personal knowledge': pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study.**

Through the United curriculum, as pupils develop an awareness of what influences their **personal worldview** (their positionality), they can begin to accept challenges to their preconceptions and understand both themselves and others better. This is important in developing **personal knowledge** in the curriculum.

Development of personal knowledge is difficult to define. All pupils are on a personal, lifelong journey and they will develop at different rates; new substantive or disciplinary knowledge may change (or not) their personal responses to the world in vastly different and sometimes unpredictable ways. For this reason, it is not recommended that teachers attempt to assess this progress. The curriculum includes progressive opportunities to explore personal knowledge in response to the substantive and disciplinary content.

Opportunities for pupils to reflect on their own positionality will take many forms within the cumulative curriculum, some of these are implicit and others explicit. They may also appear at different places in different units. It is important that the teacher is aware of these opportunities and, where appropriate, give pupils the opportunity to apply their knowledge of religion and belief in their personal reflections. Some substantive content naturally lends itself more obviously to these opportunities than others.

Further suggestions can be found in the [RE Council's Religion and Worldviews Approach Handbook](#) (Pages 54-57).

In the United curriculum, personal knowledge is explored through different **values** (such as belonging, stewardship, justice and empathy) in relation to the substantive and disciplinary elements of the curriculum. It would be misleading to express these values in terms of a progression map because, as stated before, they represent an unpredictable, deeply subjective, and personal journey. Subject leaders should be aware of the importance of these opportunities as an integral part of the curriculum.

### Teachers should consider:

What influences **my** pupils?

What shapes their worldview?

Are pupils consciously aware of their worldview(s)?

Do pupils have certain preconceptions about religious and non-religious worldviews?

Personal knowledge icon requested





## Vertical Concepts

Vertical concepts build a thematic narrative and provide context across diverse worldviews, as well as using small steps to help pupils gain a deep understanding of complex, abstract ideas:



### Sacrifice

- **Giving something up for the benefit of someone else** is a recurring concept across religious & non-religious worldviews.
- Sacrifices can be for the benefit of people close to us or people we have never met.
- Sacrifices can be everyday commitments of time, money, material objects or service to others.
- Some worldviews see sacrifices as a way of pleasing God and may involve the motivation of future reward.
- Some people see sacrifices for the sake of others as altruistic acts, with no personal reward.
- Sacrifices can be on a higher level and involve risking or giving up a life for the sake of others.
- In Christianity, the Ultimate Sacrifice of Jesus – giving up his life for the people he loved – is a principal belief.



### Knowledge & Meaning

- Beliefs impact how people make sense of the world: humanity's ideas of right & wrong; truth, meaning & purpose.
- Beliefs impact human behaviour in diverse ways including how people and organisations exercise power.
- Some people seek to question how reasonable it is to believe certain aspects of religious and non-religious teachings.

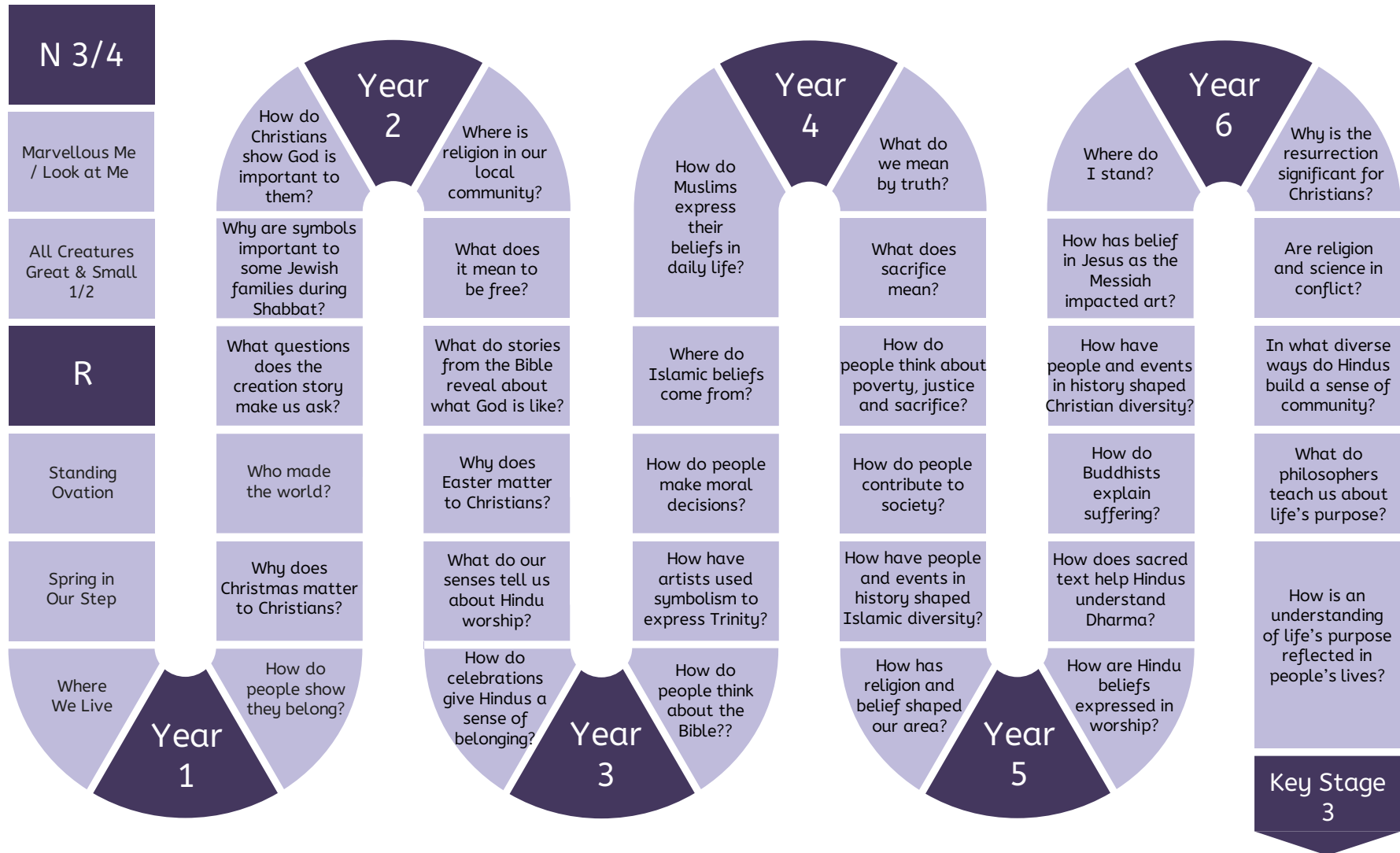


### Human Context

- Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place).
- Everyone is different; our diversities are influenced by our personal context which influences our personal worldview.















# United Curriculum: Religion & Worldviews





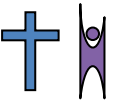




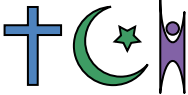


# United Curriculum: Religion & Worldviews



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Christianity &amp; Judaism</b></p> <p><b>How do people show they belong?</b></p> <p>Showing belonging through religious artefacts, places and actions.</p>	<p><b>THEOLOGY</b></p>  <p><b>Christianity</b></p> <p><b>Why does Christmas matter to Christians?</b></p> <p>Christian beliefs about the Nativity story and incarnation.</p>	<p><b>THEOLOGY</b></p>  <p><b>Christianity &amp; Judaism</b></p> <p><b>Who made the world?</b></p> <p>Religious text as origin of story of Creation. The Creator God and humans as stewards.</p>	<p><b>PHILOSOPHY</b></p>  <p><b>Humanism</b></p> <p><b>What questions does the story of creation make us ask? Can we find any answers?</b></p> <p>Asking questions &amp; suggesting answers. Humanist / scientific explanation of creation.</p>	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Judaism</b></p> <p><b>Why are symbols and artefacts important to some Jewish families during Shabbat?</b></p> <p>Some diverse ways that different Jewish families mark Shabbat.</p>	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Christianity</b></p> <p><b>How do Christians show God is important to them?</b></p> <p>Prayer, praise and worship</p>
Year 2	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Where is religion in our local community?</b></p> <p>Looking for evidence of lived religion in our local community.</p> <p><b>[Local Choice]</b></p>	<p><b>PHILOSOPHY</b></p>  <p><b>Judaism</b></p> <p><b>What does it mean to be free?</b></p> <p>The significance of freedom in diverse Jewish practices at Passover (seder).</p>	<p><b>THEOLOGY</b></p>  <p><b>Christianity</b></p> <p><b>What do stories from the Bible reveal about what God is like?</b></p> <p>Interpreting meaning in stories about Jesus and stories told by him (parables).</p>	<p><b>THEOLOGY</b></p>  <p><b>Christianity</b></p> <p><b>Why does Easter matter to Christians?</b></p> <p>Beliefs about Jesus' life, death &amp; resurrection, and salvation.</p>	<p><b>PHILOSOPHY</b></p>  <p><b>Hindu Dharma</b></p> <p><b>What do our senses tell us about Hindu worship?</b></p> <p>Senses in Hindu worship at home and in the Mandir.</p>	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Hindu Dharma</b></p> <p><b>How do celebrations give Hindus a sense of belonging?</b></p> <p>Celebrations of Jatakarma, Raksha Bandhan &amp; Diwali</p>

# United Curriculum: Religion & Worldviews









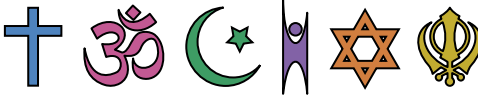


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>THEOLOGY</b></p>  <p><b>Christianity</b></p> <p><b>How do people think about the Bible?</b></p> <p>Origins, content, significance, construction and interpretation of the Bible.</p>	<p><b>THEOLOGY &amp; SOCIAL SCIENCES</b></p>  <p><b>Christianity</b></p> <p><b>What is the Trinity? How have artists used symbolism to express Trinity?</b></p> <p>One God as Father, Son, Holy Spirit. Significance of metaphor and symbolism.</p>	<p><b>PHILOSOPHY</b></p>  <p><b>Christianity &amp; Humanism</b></p> <p><b>How do people make moral decisions?</b></p> <p>Rules and human choice.</p>	<p><b>THEOLOGY</b></p>  <p><b>Islam</b></p> <p><b>Where do Islamic beliefs come from?</b></p> <p>History of Prophet Muhammad, revelation of the Qur'an, significance of Makkah.</p>	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Islam</b></p> <p><b>How do Muslims express their beliefs in their daily lives? (1)</b></p> <p>Expression of beliefs about Allah, Tawhid, and lived diversity of the hijab.</p>	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Islam</b></p> <p><b>How do Muslims express their beliefs in their daily lives? (2)</b></p> <p>Expression of beliefs through 5 Pillars of Sunni Islam. Lived diversity</p>
Year 4	<p><b>PHILOSOPHY</b></p> <p><b>What do we mean by truth?</b></p> <p>Plato's cave, evidence and scientific reasoning.</p>	<p><b>THEOLOGY</b></p>  <p><b>Christianity/Judaism/Islam</b></p> <p><b>What does sacrifice mean?</b></p> <p>Abraham/Ibrahim in sacred text, Eid-ul-Adha, animal sacrifice, Jesus as Ultimate Sacrifice.</p>	<p><b>PHILOSOPHY</b></p>  <p><b>Christianity / Islam / Humanism</b></p> <p><b>How do people think about poverty, justice &amp; self-sacrifice?</b></p> <p>Meaning of poverty &amp; relative poverty, justice and everyday self-sacrifice.</p>	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Islam / Christianity</b></p> <p><b>How do people contribute to society?</b></p> <p>Self-sacrifice in form of charity or community action.</p>	<p><b>THEOLOGY</b></p>  <p><b>Islam</b></p> <p><b>How have people and events in history shaped Islamic diversity?</b></p> <p>Succession after Muhammad, conflict, Qur'anic interpretation. Sunni, Shia, Sufi.</p>	<p><b>SOCIAL SCIENCES</b></p> <p><b>How has religion and belief shaped our local area?</b></p> <p>International, national &amp; local data. Lived expression in area.</p>



# United Curriculum: Religion & Worldviews



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Hindu Dharma</b></p> <p><b>How are Hindu beliefs expressed in artefacts and worship?</b></p> <p>One supreme being, Brahman Trimurti, avatars. Diverse worship as form of expression.</p>	<p><b>THEOLOGY</b></p>  <p><b>Hindu Dharma</b></p> <p><b>How does sacred text help Hindus understand Dharma?</b></p> <p>Diverse interpretations of the Ramayana.</p>	<p><b>THEOLOGY &amp; PHILOSOPHY</b></p>  <p><b>Buddhism</b></p> <p><b>How do Buddhists explain suffering in the world?</b></p> <p>Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8-fold path.</p>	<p><b>THEOLOGY</b></p>  <p><b>Christianity</b></p> <p><b>How have people and events in history shaped Christian diversity?</b></p> <p>Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present.</p> <p>[History]</p>	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Christianity</b></p> <p><b>How has belief in Jesus as the Messiah impacted art &amp; music?</b></p> <p>Prophecy (Isaiah), fulfillment, New Testament, Ultimate Sacrifice. Global art and Handel's Messiah.</p>	<p><b>PHILOSOPHY</b></p> <p><b>Where do I stand?</b></p> <p>An exploration of pupils' personal worldviews, through artistic expression. (NATRE Spirited Arts link)</p>
Year 6	<p><b>THEOLOGY</b></p>  <p><b>Christianity</b></p> <p><b>Why is the resurrection significant for Christians?</b></p> <p>Different gospel narratives, truth claims, salvation.</p>	<p><b>THEOLOGY</b></p>  <p><b>Christianity</b></p> <p><b>Are religion &amp; science in conflict?</b></p> <p>Creation, interpretation, diversity of opinion.</p> <p>[Science]</p>	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Hindu Dharma</b></p> <p><b>In what diverse ways do Hindus build a sense of community?</b></p> <p>Festivals &amp; Pilgrimage</p>	<p><b>PHILOSOPHY</b></p> <p><b>What do philosophers teach us about life's purpose?</b></p> <p>Self &amp; Soul</p>	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Christianity / Hindu Dharma / Islam / Humanism / Judaism / [Sikhi]</b></p> <p><b>How is an understanding of life's purpose reflected in people's lives?</b></p> <p>Diverse expression of purpose in lived worldviews.</p> <p>[Local Choice]</p>	





N3-4	Reception
<p><b>Throughout a range of planned activities and enhanced continuous provision, children work towards the following milestones:</b></p> <ul style="list-style-type: none"> <li>• Talk about recent experiences in their own lives and those close to them.</li> <li>• Talk about how they celebrate special days such as their birthday.</li> <li>• Know there are differences between different individuals and families.</li> <li>• Develop positive attitudes about differences between people.</li> <li>• Show interest in different occupations.</li> </ul>	<p><b>Throughout a range of planned activities and enhanced continuous provision, children work towards the following milestones:</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family/community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that places are special to people in their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>







	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• People have differences and similarities. (EYFS)</li> <li>• Children develop positive attitudes about differences between people. (EYFS)</li> <li>• Children understand some places are special to members of their community (EYFS)</li> <li>• People show difference and similarities through clothes, food, celebrations and special objects. (EYFS)</li> <li>• Children can talk about their immediate family and community (EYFS)</li> <li>• Children are exposed to wider experiences than their own family and home (EYFS).</li> </ul>	<ul style="list-style-type: none"> <li>• We belong in different places such as family, school, class, clubs.</li> <li>• A person who belongs to <b>Christianity</b> is called a <b>Christian</b>.</li> <li>• The <b>Cross</b> is a symbol of Christianity.</li> <li>• The <b>Bible</b> is a special book for Christians.</li> <li>• A Christening gown is sometimes worn during the baptism as a baby.</li> <li>• A <b>prayer book</b> helps Christians find the right words to talk to God.</li> <li>• A Christian place of worship is a <b>church</b>.</li> <li>• Christians welcome new members into the church by Baptising them in the name of the <b>Father</b>, and of the <b>Son</b> and of the <b>Holy Spirit</b>. Baptism often happens to babies, but older people can also choose to be Baptised.</li> <li>• Part of the Bible has stories about a man called <b>Jesus</b>, who is special to Christians.</li> <li>• A person who belongs to <b>Judaism</b> is a <b>Jewish</b> person.</li> <li>• The <b>Star of David</b> is a symbol used in Judaism.</li> <li>• A kippah is a skull cap worn by some Jewish people.</li> <li>• The <b>Torah</b> is special writings for Jewish people.</li> <li>• A Tallit is a prayer shawl worn by many Jewish people during prayer.</li> <li>• A Jewish place of worship is a <b>synagogue</b>.</li> <li>• In both the Torah and the Bible is the story of <b>Noah and the Flood</b>. The main themes in the story are faith, perseverance and a promise.</li> </ul>	<ul style="list-style-type: none"> <li>• Jewish and Christian story of Creation (Y1 Spr1)</li> <li>• Jesus as the incarnation of God (Y1 Aut2)</li> <li>• Symbols and artefacts used by Jewish people during Shabbat. (Y1 Sum2)</li> <li>• Vocabulary used by Christians to show God's importance (Y1 Sum2)</li> <li>• Religion in local community (Y2 Aut1)</li> </ul>
Disciplinary		<p><b>As Social Scientists pupils will:</b></p> <ul style="list-style-type: none"> <li>• Recognise that people look at the world in different ways.</li> <li>• Recognise that people choose to belong to different groups. Some people choose to belong to a religion.</li> <li>• Link that Christian and Jewish people use symbols, artefacts and actions to show they belong.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>• Recognise that Jewish families celebrate Shabbat in diverse ways. (Y1 Sum1)</li> <li>• Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging. (Y1 Sum1)</li> <li>• Recognise how Christians express God's importance in their lives. (Y1 Sum2)</li> <li>• Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. (Y1 Sum2)</li> </ul>
VCs	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People have differences and similarities. (EYFS)</li> <li>• People show difference and similarities through clothes, food, celebrations and special objects. (EYFS)</li> <li>• People can be different but still belong. (EYFS)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People show they belong through special objects, buildings, worship, celebrations and rites of passage.</li> <li>• People show their beliefs on their own and in groups.</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2)</li> <li>• Different groups express their beliefs in different ways (Y2)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Children show an interest in different occupations and can talk about jobs of those they know and others (EYFS).</li> <li>Children develop positive attitudes about differences between people. (EYFS)</li> <li>People show difference and similarities through clothes, food, celebrations and special objects. (EYFS)</li> <li>Jesus as special to Christians (Y1 Aut1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Saviours</b> take many forms in everyday life e.g. Police, Fire, Ambulance, Doctor, Lifeguard.</li> <li>The story of the <b>Nativity</b>, found in the Bible, tells of the coming of a saviour in the unlikely form of a special baby. The Nativity story takes place about 2000 years ago.</li> <li>An angel announced to <b>Mary &amp; Joseph</b> that she was going to have a baby, and that he would be God's son and be called Jesus Christ. Jesus means "God saves" in Hebrew. Christ means anointed or chosen one.</li> <li>Mary &amp; Joseph were <b>Jewish</b> and, one day, had to travel from their home to Bethlehem. When they arrived, there was nowhere to stay. Jesus was born and put into a manger.</li> <li>There were three signs that Jesus was a special baby.                         <ul style="list-style-type: none"> <li>The first sign that Jesus was a special baby was that an angel appeared to Mary to tell her about Jesus, and an angel visited Joseph in a dream.</li> <li>The second sign that Jesus was a special baby was that angels appeared to <b>shepherds</b> to tell them to visit.</li> <li>The third sign that Jesus was a special baby was that a star appeared in the sky and guided the <b>Magi</b> (wise men) to visit (probably three years later). The magi brought gifts.</li> </ul> </li> <li>Christians believe that Jesus was the <b>incarnation</b> of God. Incarnation means 'God with a body'.</li> <li><b>Advent</b> is the period of getting ready for Christmas. It is during the four Sundays leading up to Christmas and is celebrated by lighting candles in church.</li> <li>Christmas is celebrated by Christians to remember the birth of Jesus as a special gift from God.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary used by Christians to show God's importance (Y1 Sum2)</li> <li>Jesus in the Bible (Y2 Spr1)</li> <li>Jesus' sacrifice at Easter (Y2 Spr2)</li> <li>Jesus as a person of the Trinity (Y3 Aut2)</li> <li>Jesus as Ultimate Sacrifice (Y4 Aut2)</li> <li>Jesus as Messiah (Y5 Sum1)</li> <li>Significance of resurrection (Y6 Aut1)</li> </ul>
Disciplinary		<p><b>As theologians, pupils will:</b></p> <ul style="list-style-type: none"> <li>Link the story of the Nativity with Christianity.</li> <li>Understand that Christians believe Jesus was a special baby, the incarnation of God.</li> <li>Recognise that Christians show how important Christmas is by getting ready during Advent.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. (Y1 Spr1)</li> <li>Consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes. (Y1 Spr1)</li> <li>Retell stories about Jesus and link with Christian ideas about God and how to behave. (Y2 Spr1)</li> </ul>
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>There are lots of people who help us. (EYFS)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People have differences and similarities. People show difference and similarities through clothes, food, celebrations and special objects. People can be different but still belong. (EYFS)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christianity teaches that Jesus was a special baby, the incarnation of God, a saviour.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories help some people understand the world.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People show they belong through special objects, buildings, worship, celebrations and rites of passage.</li> <li>People show their beliefs on their own and in groups.</li> <li><b>Person, Time &amp; Place:</b> Jesus (Jewish), about 2000 years ago, Judea (Israel)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus sacrificed his life to save the people he loved. (Y2)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people about right and wrong. (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2).</li> <li>Different groups express their beliefs in different ways (Y2).</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Children can talk about their immediate family and community (EYFS)</li> <li>Children are exposed wider experiences than their own family and home (EYFS).</li> <li>Different objects, events and celebrations are special to people. (EYFS).</li> <li>Ways of showing Belonging in Christianity/Judaism (Y1 Aut1).</li> </ul>	<ul style="list-style-type: none"> <li>The beginning of the Bible and Torah tell the same story about how the world came to be (was <b>created</b>).</li> <li>The book of <b>Genesis</b> contains the story of creation. It says that God made the world from nothing in six days and that he rested on the seventh day.</li> <li>A key belief of both Judaism and Christianity is of the <b>Creator God</b>. God is very important to Christian and Jewish people.</li> <li>The Genesis story reveals that humans are the “most special” of God’s creations and have a special relationship with God.</li> <li>The story of creation gives people a responsibility to look after God’s creations.</li> <li>God gave Adam and Eve one rule: ‘Do not eat from the tree of knowledge of good and evil.’ They did eat the fruit, and this was a very big mistake. This was the first <b>sin</b>.</li> <li>Adam and Eve’s mistake meant that they and all humans were separated from God (<b>the Fall</b>).</li> <li>Even after the sin and separation from God, there was <b>hope</b>. Christians believe God had a plan.</li> <li>The Genesis creation story reveals that, according to Jewish &amp; Christian belief, God has (<b>supernatural</b>) power that human beings don’t.</li> </ul>	<ul style="list-style-type: none"> <li>Alternative theories of creation (Y1 Spr2).</li> <li>Link Creation with Jewish celebration of Shabbat (Y1 Sum1).</li> <li>Jewish practices at Passover (Y2 Aut2).</li> <li>Jesus as means to salvation for sinners (Y2 Spr2).</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link the story of the Nativity with Christianity. (Y1 Aut2)</li> <li>Understand that Christians believe Jesus was a special baby, the incarnation of God. (Y1 Aut2)</li> </ul>	<p><b>As Theologians, pupils will:</b></p> <ul style="list-style-type: none"> <li>Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah.</li> <li>Connect that the story teaches Christians and Jewish people that they have a responsibility to look after God’s creation.</li> <li>Consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes.</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Can think about whether the Genesis story of Creation makes sense. (Y1 Spr2)</li> <li>Look for answers to questions about belief about where the world came from. (Y1 Spr2)</li> <li>Question if stories are real or made up and link with what people might learn from a story. (Y1 Spr2)</li> </ul> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Retell stories about Jesus and link with Christian ideas about God and how to behave. (Y2 Spr1)</li> <li>Retell parables and suggest what they reveal about God and how to behave. (Y2 Spr1)</li> </ul>
VCS	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>There are lots of people who help us. (EYFS)</li> <li>Christians believe Jesus was a special baby, the incarnation of God, a saviour. (Y1)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>People have senses. (EYFS)</li> <li>People must decide what is right and wrong. (EYFS)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Genesis, humanity was divided from God by Adam &amp; Eve’s disobedience.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people how to behave.</li> <li>Stories help some people understand the world.</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus sacrificed his life to save the people he loved. (Y2)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people about right and wrong. (Y2)</li> <li>People use their senses to try to understand the world (Y2)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Children ask questions about the world around them (EYFS)</li> <li>People have differences and similarities (EYFS).</li> <li>Listening to other children's thoughts, ideas and input (EYFS).</li> <li>Genesis story of Creation (Y1 Spr1).</li> </ul>	<ul style="list-style-type: none"> <li>The word <b>"philosophy"</b> comes from Greek "philo", meaning love, and "sophy", meaning wisdom. Philosophy means a love of wisdom and is about asking difficult questions and thinking about possible answers.</li> <li>Philosophical idea 1: "Nothing can come from nothing."</li> <li>Philosophical idea 2: "Everything has a cause, and the "first cause" was God".</li> <li>Some people do not believe in God and do not believe the world was created by an outside power.</li> <li><b>Humanists</b> are one group of people who do not believe in God. They only look for a scientific explanation of where the world came from.</li> <li>Scientists now know that the universe began with a 'big bang'. The <b>Big Bang Theory</b> says that everything in the entire universe started from a tiny, incredibly hot point, which then got bigger to become the vast and amazing universe we know today.</li> <li>Many Christians and Jewish people believe that the Big Bang was caused by God.</li> <li>Many Christians think the story in Genesis is a way of teaching people about God and what he does in a way that people will understand.</li> </ul>	<ul style="list-style-type: none"> <li>Hindu understanding of "god" through senses (Y2 Sum1).</li> <li>Are religious stories "reasonable" evidence? (Y3 Sum2).</li> <li>Meaning of "truth" (Y4 Aut1).</li> <li>Is belief in God rational? (Y5 Sum2).</li> <li>Are religion &amp; science in conflict? (Y6 Aut2).</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. (Y1 Spr1)</li> <li>Connect that the creation story teaches Christians and Jewish people that they have a responsibility to look after God's creation. (Y1 Spr1)</li> </ul>	<p><b>As philosophers, pupils will:</b></p> <ul style="list-style-type: none"> <li>Think about whether the Genesis story of Creation makes sense.</li> <li>Ask questions about things that are puzzling.</li> <li>Look for answers to questions about belief about where the world came from.</li> <li>Question if stories are real or made up and link with what people might learn from a story.</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Ask questions about the story of Moses (Y2 Aut2).</li> <li>Think about what it means to "know" something. (Y2 Aut2).</li> <li>Suggest a reason why a Jewish person might believe elements of the story. (Y2 Aut2).</li> <li>Connect the story of the enslaved Jewish people being freed with ideas of right and wrong. (Y2 Aut2).</li> <li>Consider why freedom is important and how it is expressed in the Seder meal. (Y2 Aut2).</li> </ul>
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>People have senses. (EYFS)</li> <li>People must decide what is right and wrong. (EYFS)</li> <li>Children ask questions about the world around them (EYFS)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories help some people understand the world.</li> <li>Some people ask big questions and try to answer them using reason.</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Concepts such as freedom are hard to define but have huge human significance (Y2).</li> <li>People use their senses to try to understand the world (Y2).</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• People have differences and similarities. (EYFS)</li> <li>• Children develop positive attitudes about differences between people. (EYFS)</li> <li>• Children understand some places are special to members of their community (EYFS)</li> <li>• People show difference and similarities through clothes, food, celebrations and special objects. (EYFS)</li> <li>• Children can talk about their immediate family and community (EYFS)</li> <li>• Children are exposed wider experiences than their own family and home (EYFS).</li> <li>• Ways of showing Belonging in Judaism (Y1 Aut1)</li> <li>• The Genesis story of creation (Y1 Spr1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Shabbat</b> is a weekly Jewish celebration involving a day of rest. It is a way for Jewish people to remember the story of Creation through resting, prayer and family time.</li> <li>• Shabbat begins at sundown on Friday evening and ends at nightfall on Saturday evening.</li> <li>• Shabbat is remembered differently across different Jewish traditions and by individual families. Some families have more strict rules than others.</li> <li>• Many Jewish families believe they should do no work during Shabbat, as it is a day of rest. They may clean the house to prepare for Shabbat.</li> <li>• Some Jewish families have very strict rules about what counts as work. They count shopping, cooking, driving or even turning things on as work. This means they need to prepare food in advance.</li> <li>• Different objects and words have symbolic meanings.</li> <li>• When bringing in Shabbat on Friday evening, many families will light two candles and say a blessing. They may drink wine (or grape juice) in Kiddish cups. They may say blessings for the children and have a family meal. During the meal, two Challah loaves (sweet bread) are on the table under a challah cover. Some people may wear a kippah.</li> <li>• During Shabbat, many families spend time together talking, visiting, playing games and singing. They may go to the synagogue on Saturday.</li> <li>• At nightfall on Saturday, Shabbat ends. This is marked with the lighting of a plaited Havdalah candle to say goodbye to Shabbat and begin the working week. A spice box may be passed around to smell sweet spices. This is to help cheer people who might be sad that Shabbat is ending.</li> </ul>	<ul style="list-style-type: none"> <li>• Jewish practices at Passover (Y2 Aut2)</li> </ul>
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>• Recognise that people look at the world in different ways. (Y1 Aut1)</li> <li>• Recognise that people choose to belong to different groups. Some people choose to belong to a religion. (Y1 Aut1)</li> <li>• Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. (Y1 Aut1)</li> </ul>	<p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Recognise that people look at the world in different ways.</li> <li>• Link that many Jewish people remember the story of creation by resting on the 7<sup>th</sup> day.</li> <li>• Recognise that Jewish families celebrate Shabbat in diverse ways.</li> <li>• Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>• Recognise how Christians express God's importance in their lives. (Y1 Sum2)</li> <li>• Use vocabulary of prayer, praise and worship and recognise these are shown in different ways. (Y1 Sum2)</li> <li>• Identify how beliefs impact peoples' choices of in everyday life, including local special places. (Y2 Aut1)</li> </ul>
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• People have senses. (EYFS)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People have differences and similarities. People show difference and similarities through clothes, food, celebrations and special objects. People can be different but still belong. (EYFS)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories help some people understand the world.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People show they belong through special objects, buildings, worship, celebrations and rites of passage.</li> <li>• People show their beliefs on their own and in groups.</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories from sacred texts teach people about right and wrong. (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2)</li> <li>• Different groups express their beliefs in different ways (Y2)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• People must decide what is right and wrong (EYFS).</li> <li>• People have different feelings and children can recognise and name their own feelings (EYFS).</li> <li>• Ways of showing Belonging in Christianity/Judaism (Y1 Aut1)</li> <li>• Jesus as the incarnation of God (Y1 Aut2)</li> <li>• Genesis Story of creation (Y1 Spr1)</li> </ul>	<ul style="list-style-type: none"> <li>• God is important to Christians. Different Christians have many different ways of showing how important God is.</li> <li>• <b>Worship</b> is treating something as more important than anyone else, like the way some people treat the king or royalty.</li> <li>• Christian worship can happen in song, dance, buildings, art, giving money and other ways.</li> <li>• <b>Praise</b> is the saying of well done for something.</li> <li>• Christian praise often happens through song and music.</li> <li>• In <b>Psalms</b>, David the shepherd boy praises the natural world he sees and believes God made.</li> <li>• <b>Prayer</b> is the act of talking and listening to God.</li> <li>• Christians might use personal or group prayer to say, 'sorry' to God.</li> <li>• Christians might use personal or group prayer to ask for something, to say 'please' to God.</li> <li>• Christians might use personal or group prayer to say, 'thank you' to God.</li> <li>• The story of Jesus and the 10 lepers teaches that God likes it when people say thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• Transferable vocabulary Prayer, Praise &amp; Worship – Local Study (Y2 Aut1)</li> <li>• Jesus in the Bible (Y2 Spr1)</li> <li>• Jesus' sacrifice at Easter (Y2 Spr2)</li> <li>• Jesus as a person of the Trinity (Y3 Aut2)</li> <li>• Jesus as Ultimate Sacrifice (Y4 Aut2)</li> <li>• Jesus as Messiah (Y5 Sum1)</li> <li>• Significance of resurrection (Y6 Aut1)</li> </ul>
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>• Recognise that people look at the world in different ways. (Y1 Aut1)</li> <li>• Recognise that people choose to belong to different groups. Some people choose to belong to a religion. (Y1 Aut1)</li> <li>• Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. (Y1 Aut1)</li> <li>• Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging. (Y1 Sum1)</li> </ul>	<p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Recognise that people look at the world in different ways.</li> <li>• Recognise how Christians express God's importance in their lives.</li> <li>• Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>• Connect correct vocabulary with religious groups. (Y2 Aut1)</li> <li>• Identify how beliefs impact peoples' choices of in everyday life, including local special places. (Y2 Aut1)</li> </ul>
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• People have senses. (EYFS)</li> <li>• People must decide what is right and wrong. (EYFS)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People have differences and similarities. (EYFS)</li> <li>• People show difference and similarities through clothes, food, celebrations and special objects. (EYFS)</li> <li>• People can be different but still belong. (EYFS)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories from sacred texts teach people how to behave.</li> <li>• Stories help some people understand the world.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People show they belong through special objects, buildings, worship, celebrations and rites of passage.</li> <li>• People show their beliefs on their own and in groups.</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories from sacred texts teach people about right and wrong. (Y2)</li> <li>• People use their senses to try to understand the world (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2)</li> <li>• Different groups express their beliefs in different ways (Y2)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Ways of showing Belonging in Christianity/Judaism (Y1 Aut1)</li> <li>Vocabulary Prayer, Praise &amp; Worship (Y1 Sum2)</li> <li>Geography mapping local area (Y2 Aut)</li> <li>Local History (Y2 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>The way a person looks at the world is called their <b>worldview</b>. We all inhabit a worldview, which is shaped and changed by our life experiences.</li> <li>Some people choose to belong to organised religious groups. This can be a shared religious Worldview.</li> <li>In the UK, <b>Christianity</b> is the largest religious group, but there are lots of other religious groups too.</li> <li>Another religious group is <b>Islam</b>. A follower of <b>Islam</b> is called a <b>Muslim</b> and their place of worship is called a <b>mosque</b>.</li> <li>Another religious group is <b>Hindu Dharma</b>. A follower of <b>Hindu Dharma</b> is often called a <b>Hindu</b> and their place of worship is called a <b>mandir</b>.</li> <li>Another religious group is <b>Sikhi</b>. A follower of <b>Sikhi</b> is called a <b>Sikh</b> and their place of worship is called a <b>gurdwara</b>.</li> <li>We can look for evidence of religion in our local area, such as places of worship, symbols, shops, and people.</li> </ul>	<ul style="list-style-type: none"> <li>Forms of worship in Hindu Dharma (Y2 Sum1)</li> <li>Expression of beliefs in Islam (Y3 Sum1)</li> <li>How beliefs have shaped our local area (Y4 Sum2)</li> <li>Link between origins of Judaism, Christianity &amp; Islam. (Y2 Aut2)</li> </ul>
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that people look at the world in different ways. (Y1)</li> <li>Recognise that people choose to belong to different groups. Some people choose to belong to a religion. (Y1 Aut1)</li> <li>Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. (Y1 Aut1)</li> <li>Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways.(Y1 Sum2)</li> </ul>	<p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>Connect correct vocabulary with religious groups.</li> <li>Recognise evidence of belief in the local community.</li> <li>Identify how beliefs impact peoples' choices of in everyday life, including local special places.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Use correct vocabulary to name items and celebrations important in Hindu Dharma. (Y2 Sum2)</li> <li>Link beliefs with evidence in the community. (Y2 Sum2)</li> <li>Identify how artefacts and practices are used in everyday life to show belonging. (Y2 Sum2)</li> <li>Consider what data can tell us about religion locally, nationally and internationally. (Y4 Sum2)</li> <li>Seek evidence of lived religion in our local area. (Y4 Sum2)</li> </ul>
VCS	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People show they belong through special objects, buildings, worship, celebrations and rites of passage. (Y1)</li> <li>People show their beliefs on their own and in groups. (Y1)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage</li> <li>Different groups express their beliefs in different ways</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> <li>Some people express religious symbolism through creative arts, others don't. (Y3)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Ways of showing belonging in Judaism (Y1 Aut1)</li> <li>Jewish celebration of Shabbat (Y1 Sum1)</li> <li>Vocabulary differentiating Judaism, Christianity &amp; Islam (Y2 Aut1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Freedom</b> can mean many things. We could say it is the freedom to choose what we say and do.</li> <li>Philosophical idea 1: "Our freedom is limited by physical laws and our responsibilities."</li> <li>Philosophical idea 2: "Freedom should be decided by reason. One person's freedom should not stop other people's freedom."</li> <li>The story of <b>Exodus</b> can be found in the <b>Torah</b> (Jewish) and the <b>Bible</b> (Christian). It is also special to <b>Muslims</b>.</li> <li>In the Exodus story, the Jewish people (<b>Hebrews</b>) were <b>enslaved</b> to the Egyptians. The Egyptians forced them to work and took away the Jewish people's freedom.</li> <li>In the Exodus story, Moses followed God's commands and freed the Jewish people from the Egyptians who had enslaved them.</li> <li><b>Passover</b> (or <b>Pesach</b>) is a way of remembering the story of Exodus and what freedom means.</li> <li>Jewish families remember the story of Exodus using special objects and actions during the <b>Seder</b> meal.</li> <li>The Seder plate contains symbolic items to help remember the story of Exodus</li> <li>Children have an important role during the Seder. Using the <b>Haggadah</b>, they ask four questions that the adults must answer. This is one way of passing on the traditions of Judaism to the next generation.</li> </ul>	<ul style="list-style-type: none"> <li>Jesus' actions at Last Supper as Jewish celebration of Passover (Y2 Spr2)</li> <li>Symbolic items used in Hindu worship (Y2 Sum1)</li> <li>Reason in moral decision making (Y3 Spr1)</li> <li>Reasonable to believe? (Y3 Sum2)</li> <li>Evidence and reasoning (Y4 Aut1)</li> </ul>
Disciplinary	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Can think about whether the Genesis story of Creation makes sense. (Y1 Spr2)</li> <li>Ask questions about things that are puzzling. (Y1 Spr2)</li> <li>Question if stories are real or made up and link with what people might learn from a story. (Y1 Spr2)</li> </ul>	<p><b>As philosophers, pupils will:</b></p> <ul style="list-style-type: none"> <li>Ask questions about the story of Moses.</li> <li>Think about what it means to "know" something.</li> <li>Suggest a reason why a Jewish person might believe elements of the story.</li> <li>Connect the story of the enslaved Jewish people being freed with ideas of right and wrong.</li> <li>Consider why freedom is important and how it is expressed in the Seder meal.</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Identify philosophical questions (Y3 Spr1)</li> <li>Decide if a Christian belief about morality makes sense and give reasons why. (Y3 Spr1)</li> <li>Recognise that ideas of right and wrong are difficult to define. (Y3 Spr1)</li> <li>Consider that people have different answers to questions about the world. Humanists believe they can still be "good without God." (Y3 Spr1)</li> </ul>
VCS	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people how to behave. (Y1)</li> <li>Stories help some people understand the world. (Y1)</li> <li>Some people ask big questions and try to answer them using reason. (Y1)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People show they belong through special objects, buildings, worship, celebrations, rites of passage. (Y1)</li> <li>People show their beliefs on their own and in groups. (Y1)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people about right and wrong</li> <li>Concepts such as freedom are hard to define but have huge human significance.</li> <li>People use their senses to try to understand the world</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage</li> <li><b>Person, Time &amp; Place:</b> Moses (Hebrew), about 3400 years ago, Egypt</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts help some people make moral decisions (Y3)</li> <li>Ideas about what is true can be critically examined using logic and reasoned argument. (Y3)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life. This can show diversity within and between worldviews. (Y3)</li> <li>Some people express religious symbolism through creative arts, others don't. (Y3)</li> </ul>







	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>The Bible is a special book for Christians (Y1 Aut1)</li> <li>Jesus as the incarnation of God (Y1 Aut2)</li> <li>Vocabulary used by Christians to show God's importance, including praise, prayer and worship (Y1 Sum2)</li> </ul>	<ul style="list-style-type: none"> <li>There is historical evidence that a Jewish person called <b>Jesus</b> lived around 2000 years ago in Judea (modern day Israel). Some people believe he was God incarnate, some do not.</li> <li>The Christian Bible has two parts: the <b>Old Testament</b> (which has the stories of Genesis and Noah) and the <b>New Testament</b>.</li> <li>The New Testament of the Bible contains stories about what Jesus did. These stories show Jesus could perform miracles, was a great teacher and leader. Many Christians believe these events really happened.</li> <li>The New Testament also contains stories Jesus told. These are called <b>parables</b>. Christians do not think these things really happened but were stories to teach people about right and wrong.</li> <li>The Bible contains lots of stories that have hidden meanings to help people understand what God is like. He is described as Father, Good Shepherd, forgiving, a rock and others.</li> <li>Jesus had twelve special friends and followers called <b>disciples</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Content of the Bible (Y3 Aut1)</li> <li>Jesus' sacrifice at Easter (Y2 Spr2)</li> <li>Jesus as a person of the Trinity (Y3 Aut2)</li> <li>Jesus as Ultimate Sacrifice (Y4 Aut2)</li> <li>Jesus as Messiah (Y5 Sum1)</li> <li>Significance of resurrection (Y6 Aut1)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link the story of the Nativity with Christianity. (Y1 Aut2)</li> <li>Understand that Christians believe Jesus was a special baby, the incarnation of God. (Y1 Aut2)</li> </ul>	<p><b>As Theologians, pupils will:</b></p> <ul style="list-style-type: none"> <li>Retell stories about Jesus and link with Christian ideas about God and how to behave.</li> <li>Retell parables and suggest what they reveal about God and how to behave.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link events of Holy Week with Christian beliefs about Jesus. (Y2 Spr2)</li> <li>Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2 Spr2)</li> <li>Beliefs about Easter are expressed in diverse ways. (Y2 Spr2)</li> </ul>
VCS	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus was a special baby, the incarnation of God, a saviour. (Y1)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people how to behave. (Y1)</li> <li>Stories help some people understand the world. (Y1)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christianity teaches that Jesus sacrificed his life to save the people he loved.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people about right and wrong</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people. (Y3)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts help some people make moral decisions (Y3)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Jesus as the incarnation of God (Y1 Aut2)</li> <li>Adam and Eve's mistake meant that they and all humans were separated from God (the Fall). (Y1 Spr1)</li> <li>Vocabulary used by Christians to show God's importance, including prayer, worship and praise (Y1 Sum2)</li> <li>Passover (or Pesach) is a way of remembering the story of Exodus and what freedom means. Jewish families remember the story of Exodus using special objects and actions during the Seder meal. (Y2 Aut2)</li> <li>The New Testament of the Bible contains stories of things that Jesus did, and parables that he shared. (Y2 Spr1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Holy Week</b> is a special time for Christians to remember the last week of Jesus' life.</li> <li>Holy Week starts with <b>Palm Sunday</b>. Christians remember how Jesus was welcomed when he arrived in Jerusalem. People waved palm leaves and shouted "Hosannah" meaning "Save us."</li> <li>Some people didn't like that Jesus was saying he was the Son of God, they thought it was a lie.</li> <li>On Thursday of Holy Week, Christians remember the <b>Last Supper</b>. Jesus washed his disciples' feet, showing he was there to serve them. Before the <b>Passover</b> meal, Jesus said one of them had betrayed him and <b>Judas</b> left. Jesus shared bread and wine saying they were his body and blood, and his followers should remember him by sharing them.</li> <li>On Thursday of Holy Week, Christians remember Jesus' arrest. That night, Jesus went to pray in a garden and was arrested by Roman soldiers, who had been brought by Judas. <b>Peter</b> took out his sword and cut off one of the soldier's ears. Jesus stopped Peter and healed the soldier. Jesus went with the soldiers.</li> <li>The Friday of Holy Week is called <b>Good Friday</b>. Christians remember Jesus being <b>crucified</b> on a cross along with other criminals. Everything went dark as Jesus died. He had sacrificed his life because he loved his people.</li> <li>The Sunday of Holy Week is called <b>Easter Sunday</b>. Christians remember Jesus appearing to his followers, showing them the holes in his hands and feet. Christians call this the <b>resurrection</b>, and they say this is proof Jesus was God.</li> <li>The Bible says that Jesus appeared many times over the next 40 days. He was taken up to heaven and not seen in body again. This is called <b>ascension</b>.</li> <li>Christians believe that Jesus' death was important. It was part of God's plan because it brings salvation to his followers. Humans had been divided from God after Adam and Eve's mistake. Jesus' death allows all human sin to be forgiven. Some Christians see Jesus as a bridge between humanity and God.</li> </ul>	<ul style="list-style-type: none"> <li>Jesus as a person of the Trinity (Y3 Aut2)</li> <li>Jesus as Ultimate Sacrifice (Y4 Aut2)</li> <li>Jesus as Messiah (Y5 Sum1)</li> <li>Significance of resurrection (Y6 Aut1)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link the story of the Nativity with Christianity. (Y1 Aut2)</li> <li>Understand that Christians believe Jesus was a special baby, the incarnation of God. (Y1 Aut2)</li> <li>Retell parables and stories about Jesus and link with Christian ideas about God and how to behave. (Y2 Spr1)</li> </ul>	<p><b>As theologians, pupils will:</b></p> <ul style="list-style-type: none"> <li>Retell stories about Jesus and link with Christian ideas about God and how to behave.</li> <li>Link events of Holy Week with Christian beliefs about Jesus.</li> <li>Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation.</li> <li>Understand that beliefs about Easter are expressed in diverse ways.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Consider how some Christians might interpret Biblical text. (Y3 Aut1)</li> <li>Interpret the Bible to try to understand the concept of God as Trinity: Father, Son &amp; Holy Spirit. It is one but also three, and Christians try to make sense of it in different ways. (Y3 Aut2)</li> </ul>
VCS	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus was a special baby, the incarnation of God, a saviour. (Y1)</li> <li>In Genesis, humanity was divided from God by Adam &amp; Eve's disobedience. (Y1)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People show they belong through special objects, buildings, worship, celebrations and rites of passage. (Y1)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christianity teaches that Jesus sacrificed his life to save the people he loved.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people. (Y3)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Some people express religious symbolism through creative arts, others don't. (Y3)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>The Worldview of Hindu Dharma, Hindu followers, and mandir as a place of worship (Y2 Aut1).</li> <li>Jewish people remember the story of the Exodus at the Seder meal, where different items represent different parts of the story (Y2 Aut2).</li> </ul>	<ul style="list-style-type: none"> <li>In <b>Hindu Dharma</b>, God is thought about in a different way to Christianity (or Judaism).</li> <li>In Hindu Dharma, it is understood that there is One Supreme Being (<b>Brahman</b>) who has no physical form. Many Hindus believe that Brahman is in everything and everyone.</li> <li>The <b>aum</b> symbol is widely used to represent Brahman and is used in meditation.</li> <li>Because Brahman is everything and everywhere and has no physical form, there is no way of drawing Brahman.</li> <li>Many Hindus use pictures or statues in worship called <b>murtis</b>. They help Hindus focus their worship.</li> <li><b>Deities</b> are gods that – together – show some ideas of what Brahman is like. There are many deities that each have some qualities of Brahman.</li> <li>Three important deities are <b>Brahma the Creator, Vishnu the Preserver and Shiva the Destroyer</b>. They are known as the <b>Trimurti</b>.</li> <li><b>Worship</b> is important to many Hindus as a way of connecting with Brahman.</li> <li>Many Hindus choose to worship using a <b>shrine</b> in their home.</li> <li><b>Puja</b> at home appeals to all five senses and may include: a bell (hearing) to show the deity they are ready to worship; murti (sight) to focus worship; incense (smell) to purify and fill the room; tilak powder (touch) to mark the head of worshippers and sometimes the murti; fruit offerings (taste) to the deity.</li> <li>An Arti lamp is waved before the deities, and worshippers wave their hands over the flame to gain blessings from the deity.</li> <li>Many Hindus worship in the <b>Mandir</b>.</li> <li>Visitors to the mandir remove their shoes. In the main shrine room, where the images of the deities are kept, priests may lead worship by ringing the bell and leading prayer. Worshippers make offerings of food to the God to show respect, and the food is later shared with worshippers.</li> </ul>	<ul style="list-style-type: none"> <li>Hindu celebrations &amp; community (Y2 Sum2)</li> <li>Hindu beliefs expressed in worship (Y5 Aut1)</li> <li>Hindu sacred text &amp; Dharma (Y5 Aut2)</li> <li>Hindu Community (Y6 Spr1)</li> <li>How do people make moral decisions? (Y3 Spr1)</li> <li>Meaning of “truth” (Y4 Aut1)</li> <li>Where do I stand? (Y5 Sum2)</li> <li>Are religion &amp; science in conflict? (Y6 Aut2)</li> </ul>
Disciplinary	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Ask questions about the story of Moses (Y2 Aut2).</li> <li>Think about what it means to “know” something (Y2 Aut2).</li> <li>Consider why freedom is important and how it is expressed in the Seder meal (Y2 Aut2).</li> </ul>	<p><b>As philosophers, pupils will:</b></p> <ul style="list-style-type: none"> <li>Ask questions about practices from Hindu communities.</li> <li>Consider how we can find out about something using our senses.</li> <li>Recognise how many Hindu communities express their ideas about Hindu Dharma through the senses.</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Identify philosophical questions (Y3 Spr1)</li> <li>Consider that people have different answers to questions about the world. Humanists believe they can still be “good without God.” (Y3 Spr1)</li> </ul>
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people how to behave. (Y1)</li> <li>Stories help some people understand the world. (Y1)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People show they belong through special objects, buildings, worship, celebrations, rites of passage. (Y1)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>People use their senses to try to understand the world.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage.</li> <li>Different groups express their beliefs in different ways.</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Ideas about what is true can be critically examined using logic and reasoned argument. (Y3)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Ways Jewish &amp; Christian people show belonging (Y1 Aut1)</li> <li>Brahman as the ultimate reality; Brahman expressed through deities, particularly Brahma, Vishnu and Shiva; murtis as representations of deities (and the Trimurti as representations of Brahma, Vishnu and Shiva); and deities taking the form of different avatars (Y2 Sum1).</li> </ul>	<ul style="list-style-type: none"> <li>Family belonging is important in most people's lives. Our families may have welcomed us in special ways when we were babies.</li> <li>Hindu belonging can be expressed in lots of different ways, such as celebrations of Jatakarma, Raksha Bandhan and Diwali.</li> <li><b>Jatakarma</b> a ceremony for the family to welcome a new baby. Honey and ghee (like butter) is placed on the baby's tongue and the name of God is whispered in the baby's ear.</li> <li><b>Raksha Bandhan</b> (or Rakhi) is a Hindu celebration of brothers and sisters. The sister ties a <b>Rakhi</b> bracelet made of threads around the brother's wrist. She says a prayer marks his forehead with Tilak and gives him a sweet. The brother promises to protect his sister and gives her a gift.</li> <li>Raksha Bandhan is celebrated differently by different families and may include food, cards, flowers and celebrations for the whole family.</li> <li><b>Diwali</b> is a five-day family and community celebration of harvest, light and good defeating evil. It is celebrated by cleaning the house; decorations; mandalas; lighting Diya lamps; fireworks; food and sweets. <b>Lakshmi</b>, the Goddess of wealth, is worshipped.</li> <li>Diwali remembers the story of <b>Rama</b> and <b>Sita</b> found in the <b>Ramayana</b>.</li> <li>The Ramayana is a story about Prince Rama, an <b>avatar of Vishnu the Preserver</b>, and his wife Sita. It tells how Rama rescued Sita from the wicked demon, Ravana. There are lots of versions of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Hindu beliefs expressed in worship (Y5 Aut1)</li> <li>Hindu sacred text &amp; Dharma (Y5 Aut2)</li> <li>Hindu Community (Y6 Spr1)</li> </ul>
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. (Y1 Aut1)</li> <li>Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways.(Y1 Sum2)</li> <li>Connect correct vocabulary with religious groups. (Y2 Aut1)</li> <li>Identify how beliefs impact peoples' choices of in everyday life, including local special places. (Y2 Aut1)</li> </ul>	<p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>Use correct vocabulary to name items and celebrations important in Hindu Dharma.</li> <li>Link beliefs with evidence in the community.</li> <li>Identify how artefacts and practices are used in everyday life to show belonging.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that the Islamic belief in Allah as one is called tawhid and is expressed in different ways. (Y3 Sum1)</li> <li>Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. (Y3 Sum1)</li> <li>Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam. (Y3 Sum1)</li> </ul>
VCS	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People show they belong through special objects, buildings, worship, celebrations and rites of passage. (Y1)</li> <li>People show their beliefs on their own and in groups. (Y1)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage.</li> <li>Different groups express their beliefs in different ways.</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> <li>Some people express religious symbolism through creative arts, others don't. (Y3)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Very few Christians think that the Genesis story describes the creation exactly as it happened. Many Christians think the story in Genesis is a way of teaching people about God and what he does in a way that people will understand (Y1 Spr2).</li> <li>The Christian Bible has two parts: the Old Testament, which has the stories of Genesis, Noah and Exodus, and the New Testament. The New Testament contains stories about Jesus, and stories that he told (parables) (Y2 Spr1).</li> </ul>	<ul style="list-style-type: none"> <li><b>Theology</b> comes from Greek words 'theos' (meaning God), and 'logos' (meaning study). Theology is the study of God and religious beliefs.</li> <li>The Bible is used in many Christian's daily lives in lots of ways, such as for private prayer, collective worship and quiet reflection.</li> <li>The <b>Old Testament</b> includes stories about how the world began (Genesis), God's relationship with people (Noah, Exodus), histories, prophesies, songs and rules.</li> <li>The writings in the Old Testament are also found in the <b>Tanakh</b>, and special to Jewish people.</li> <li><b>Messiah</b>, in the Old Testament and Jewish sacred text, is understood to be a saviour who would unite the Jewish peoples in an age of peace.</li> <li>The New Testament tells the life and teachings of Jesus Christ, whom Christians believe is the Messiah <b>prophesied</b>, and the early Christian Church. It was written ~100 years after Jesus' life.</li> <li>The Bible is organised into <b>books, chapters and verses</b>.</li> <li>The writings in the Bible were originally written in <b>Hebrew</b> (most of the Old Testament), <b>Aramaic</b> (the language Jesus probably spoke) and <b>Greek</b> (most of the New Testament).</li> <li>Bibles have been <b>translated</b> in different ways over time. This means we must think about how meaning can be changed by a translator's choice of words.</li> <li>The Bible was written by many different authors and contains many different types of writing, inspired by God.</li> <li>About 400 years after Jesus, Church leaders agreed which writings should be included in the official Bible. The Catholic Bible also includes some additional writings.</li> <li>The words in the Bible can seem hard to understand. Christians today think hard about what the words mean to them today.</li> <li>Very few Christians see all the Bible as describing things that actually happened. Most Christians say some parts are stories to help people understand God.</li> </ul>	<ul style="list-style-type: none"> <li>Biblical reference to persons of the Trinity (Y3 Aut2)</li> <li>Bible stories and attributes of God (Y3 Sum2)</li> <li>Biblical reference to sacrifice (Y4 Aut2)</li> <li>Biblical reference to charity (Y4 Spr1&amp;2)</li> <li>The Bible &amp; Christian diversity (Y5 Spr2)</li> <li>Prophecy of Messiah (Y5 Sum1)</li> <li>Gospel narratives of resurrection (Y6 Aut1)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Retell stories about Jesus and link with Christian ideas about God and how to behave. (Y2)</li> <li>Link events of Holy Week with Christian beliefs about Jesus. (Y2 Spr2)</li> <li>Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2 Spr2)</li> </ul>	<p><b>As theologians, pupils will:</b></p> <ul style="list-style-type: none"> <li>Consider how some Christians might interpret Biblical text.</li> <li>Infer how Christian beliefs developed based on events.</li> <li>Consider that questions of the reliability of scripture are complex influenced by authorship, audience, purpose, genre, translation and history.</li> <li>Recognise there are differences within Christianity, such as versions of the Bible.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Interpret the Bible to try to understand the concept of God as Trinity: Father, Son &amp; Holy Spirit. One but also three. (Y3 Aut2)</li> <li>Consider similarities and differences between religious texts in the Abrahamic faiths (Y4 Aut2)</li> </ul>
VCS	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus sacrificed his life to save the people he loved. (Y2)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people about right and wrong. (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Different groups express their beliefs in different ways (Y2)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Many Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts help some people make moral decisions.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews.</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence. (Y4)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service. (Y4)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Christians welcome new members into the church by Baptising them in the name of the <b>Father</b>, and of the <b>Son</b> and of the <b>Holy Spirit</b>. Baptism often happens to babies, but older people can also choose to be Baptised. (Y1 Aut1)</li> <li>Jesus as the incarnation of God (Y1 Aut2).</li> <li>The Christian Bible has two parts. The Old Testament includes stories about how the world began (Genesis), God's relationship with people (Noah, Exodus), histories, prophecies, songs and rules (Y3 Spr1). The New Testament contains stories about Jesus, and stories that he told (parables) (Y2 Spr1).</li> <li>The Bible is organised into books, chapters and verses. Many Christians use it in their daily lives (Y3 Aut1).</li> <li>Jesus was crucified on Good Friday and Christians believe that he was resurrected on Easter Sunday (Y2 Spr2).</li> </ul>	<ul style="list-style-type: none"> <li>Christianity is a <b>monotheistic</b> religion, which means belief in one God.</li> <li>Some Christian theologians describe the three persons of God as the <b>Trinity</b>. God is one but also three. They cannot be separated. Not all Christians believe God is Trinity (such as Quakers).</li> <li>The three persons of God are God the <b>Father</b> (creator); God the <b>Son</b> – (Jesus, the incarnation of God and saviour); God the <b>Holy Spirit</b> (God Within, the Helper, the friend). The three persons of the Trinity have individual significance but are one whole.</li> <li>Many Christians try to make sense of this idea of one but three using the Bible.</li> <li>The Story of Jesus' Baptism (Matthew 3:13-17) reveals God the father as a "voice from heaven", God the Son as the person of Jesus, and God the Holy Spirit as being "like a white dove".</li> <li><b>Pentecost</b> is celebrated on the Sunday 50 days after <b>Easter Sunday</b>. Christians remember when, after Jesus' ascension, the Holy Spirit came down to the disciples. The Holy Spirit was described as sounding like a strong wind and looking like tongues of flame. The disciples were filled with the Holy Spirit and could speak other languages.</li> <li>Many artists have been inspired by their Christian faith in their artwork.</li> <li>Some artists have tried to make sense of God as Trinity through their artwork, some are inspired by words from the Bible, and others use their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Biblical reference to sacrifice (Y4 Aut2)</li> <li>Biblical reference to charity (Y4 Spr1&amp;2)</li> <li>The Bible &amp; Christian diversity (Y5 Spr2)</li> <li>prophecy of Messiah in Art (Y5 Sum1)</li> <li>Gospel narratives of resurrection (Y6 Aut1)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link events of Holy Week with Christian beliefs about Jesus. (Y2 Spr2)</li> <li>Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2 Spr2)</li> <li>Consider how some Christians might interpret Biblical text. (Y3 Aut1)</li> <li>Infer how Christian beliefs developed based on events. (Y3 Aut1)</li> </ul>	<p><b>As theologians, pupils will:</b></p> <ul style="list-style-type: none"> <li>Interpret the Bible to try to understand the concept of God as Trinity: Father, Son &amp; Holy Spirit. One but also three.</li> <li>Recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways.</li> </ul> <p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences in how artists have tried to express the Trinity.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Consider how beliefs shape how some people see the world. (Y3 Spr2 &amp; Sum2)</li> <li>Consider how believers interpret sacred text. (Y3 Spr2 &amp; Sum2)</li> <li>Consider questions of reliability of religious sources. (Y3 Spr2 &amp; Sum2)</li> </ul> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that conversations about religion and belief are complex in relation to Abrahamitic (Y5 Sum1) understandings of Messiah.</li> <li>Explain how belief has been expressed in similar and different artistic forms within Christianity. (Y5 Sum1)</li> </ul>
Vcs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus sacrificed his life to save the people he loved. (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Different groups express their beliefs in different ways (Y2)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Many Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Some people express religious symbolism through creative arts, others don't.</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence. (Y4)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Not all people believe in God or choose to follow rules laid down by religion. This is a non-religious worldview. Humanists are one group of people who do not believe in God (Y1 Spr2).</li> <li>The Christian Bible has two parts. The Old Testament includes stories about how the world began (Genesis), God's relationship with people (Noah, Exodus), histories, prophecies, songs and <b>rules</b> (Y3 Aut1).</li> <li>Philosophical ideas about freedom: 1. Freedom governed by physical laws and responsibilities; 2. Freedom should be governed by reason (Y2 Aut2).</li> </ul>	<ul style="list-style-type: none"> <li><b>Philosophers</b> try to make sense of the world by asking questions and analysing arguments.</li> <li>Humans have tried to make sense of the world in lots of ways from when they were first able to think. Religious belief and reasoning is one of those ways of making sense of the world.</li> <li><b>Philosophical Question 1:</b> How do people make moral decisions?</li> <li><b>Morality</b> is our understanding of right and wrong behaviour. Humans have tried to express ideas of morality through rules – both social and religious.</li> <li>Usually, we have a choice about whether we should follow social and religious rules but breaking them may have consequences.</li> <li>In the Old Testament, God gave the Jewish people a set of rules called the <b>10 commandments</b>. These are important in Christianity too. Believers might worry that God will not be happy if they break the rules.</li> <li>In the New Testament, Jesus gave his followers a new commandment, "Love one another. As I have loved you, so you must love one another". (John 13:43-35)</li> <li><b>Philosophical Question 2:</b> Is acting with love always a good way to behave? Acting with love can cause problems. Humans sometimes have good intentions, but things can go wrong and have bad outcomes.</li> <li>A person who believes in God is called a <b>theist</b>, a person who does not believe in God is called an <b>atheist</b>, a person who is not sure about God's existence is called <b>agnostic</b>. These are all different worldviews.</li> <li><b>Humanism</b> is one example of a non-religious worldview. Humanists believe that they have one life and should make the best of it and that the purpose of life should be to be as happy as possible. This includes making other people around them happy.</li> <li>Many humanists use the symbol of the <b>Happy Human</b> to represent their beliefs.</li> <li>Many humanists believe that people should choose to be good without God's influence on their lives. Their guiding principle is that they should seek happiness and make others happy.</li> <li><b>Philosophical Question 3:</b> Does utilitarianism always work?</li> <li><b>Utilitarianism</b> considers what will make the most people happy. Three principles of utilitarianism are: 1. Happiness is the most important thing. 2. Actions are right if they promote happiness, wrong if they result in unhappiness. 3. Everyone's happiness counts equally.</li> </ul>	<ul style="list-style-type: none"> <li>Reasonable to believe? (Y3 Sum2)</li> <li>Meaning of "truth", Evidence and reasoning (Y4 Aut1)</li> <li>Attitudes to poverty and justice (Y4 Spr1)</li> <li>Is belief in God rational? (Y5 Sum2)</li> <li>Are religion &amp; science in conflict? (Y6 Aut2)</li> <li>Life's purpose, self and soul (Y6 Spr2)</li> </ul>
Disciplinary	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Think about what it means to "know" something. (Y2 Aut2)</li> <li>Connect the story of the enslaved Jewish people being freed with ideas of right and wrong. (Y2 Aut2)</li> <li>Ask questions about stories and practices (Y2)</li> <li>Consider how we can find out about something using our senses. (Y2 Sum1)</li> </ul>	<p><b>As philosophers, pupils will:</b></p> <ul style="list-style-type: none"> <li>Identify philosophical questions.</li> <li>Decide if a Christian belief about morality makes sense and give reasons why.</li> <li>Recognise that ideas of right and wrong are difficult to define.</li> <li>Consider that people have different answers to questions about the world. Humanists believe they can still be "good without God."</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Consider that people have different answers to questions about the world and seek answers in different places. (Y4 Spr1)</li> <li>Identify logical arguments (Y4 Aut1)</li> <li>Recognise that claims of truth based on faith are difficult to examine logically. (Y4 Aut1)</li> </ul>
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people about right and wrong. (Y2)</li> <li>Concepts such as freedom are hard to define but have huge human significance. (Y2)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts help some people make moral decisions.</li> <li>Ideas of 'morality' and responsibility are complex.</li> <li>Ideas about what is true can be critically examined using logic and reasoned argument.</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service. (Y4)</li> <li>Most human beings have a sense of moral justice. (Y4)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Followers of Islam are called Muslims. The place of worship is called a mosque, and the Qur'an is a special book (Y2 Aut1).</li> <li>Many stories in the Old Testament are special to Jewish people and Christians, like Genesis (Y1 Spr1) and Exodus (Y2 Aut2).</li> <li>The stories about Jesus' life and teaching in the New Testament are only special to Christians (Y2 Spr1).</li> <li>Christians believe that Jesus was the incarnation of God. Incarnation means 'God with a body' (Y1 Aut2).</li> <li>The Bible is organised into books, chapters and verses. The Bible was written by many different authors and contains many different types of writing, inspired by God (Y3 Aut1).</li> <li>Monotheism means belief in one God (Y3 Aut2).</li> <li>A prophet is a chosen messenger of God (Y3 Spr1).</li> </ul>	<ul style="list-style-type: none"> <li>Like Christianity, Islam is a monotheistic religion. The Arabic word for God is Allah.</li> <li>Muslims believe Islam is the religion Allah has chosen for humanity.</li> <li>Islam shares many of the same stories as early Judaism and Christianity. Muslims believe Jesus was a <b>prophet</b> but not the son of God.</li> <li>Muslims believe Islam reached its completion through the Prophet Muhammad in present-day Saudi Arabia, in the years 610-632.</li> <li>Makkah was an important city for trade routes and religion, but the city was ruled by different tribes and had lots of corruption. The <b>Kaaba</b> was an important religious building in Makkah. Some people believed in one God and believed the Kaaba was God's house. Lots of other groups had different beliefs, and filled the Kaaba with idols to worship lots of different gods.</li> <li>Muhammad was born around the year 570. He became an honest and successful trader. He married a businesswoman, Khadija. He became rich and used his wealth to help the poor.</li> <li>Muhammad believed there was only one God and didn't like how the Kaaba, a holy building, was being used to keep idols of false gods.</li> <li>Muslims believe that, when he was 40, Muhammad was visited in a cave by the Angel Jibril (Gabriel). The angel commanded him to read three times. Muhammad couldn't read but, on the third command, he was able to read and remember the words. Muhammad was being told to share God's message of oneness to the people. This is called the <b>Night of Power</b>.</li> <li>Muhammad was visited many times and the words he was given were eventually written down in the <b>Qur'an</b>. The Qur'an is sacred and considered to be the actual words of God.</li> <li>Muhammad began sharing the messages from God quietly at first, but gradually began to challenge peoples' worship of idols. He began gaining followers. Muhammad was considered a wise and moral leader and prophet; he was popular and successful.</li> <li>The leaders in Makkah did not like what Muhammad said, as it challenged their power and lifestyles. They began attacking Muslims. The leaders in Makkah forced Muhammad to leave, and many Muslims followed him.</li> <li>Eventually, Muhammad and his followers returned to Makkah and took charge. He forgave the people who had attacked the Muslims. All the idols were removed from the Kaaba and it was restored to a house of worship of one God.</li> <li>By the time Muhammad died in 632, the entire population of Makkah were Muslim and Islam had become the main religion in the region.</li> <li>Out of respect, Muslims perform <b>Wudu</b> before touching the Qur'an, keep it on a high shelf above all other books and do not put it on the floor. A Qur'an stand is often used.</li> <li>Muhammad's wisdom was also written down in the <b>Sunnah</b> and <b>Hadith</b>. These are useful, respected guides to Muslims on how to live their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Islamic expression of belief (Y3 Sum1)</li> <li>Sacrifice in the Qur'an (Y4 Aut2)</li> <li>Islamic beliefs about poverty &amp; self-sacrifice (Y4 Spr1&amp;2)</li> <li>Islamic diversity (Y4 Sum1)</li> <li>Islamic beliefs about life's purpose (Y6 Sum1)</li> </ul>

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	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Consider how some Christians might interpret Biblical text. (Y3 Aut1)</li> <li>• Infer how Christian beliefs developed based on events. (Y3 Aut1)</li> <li>• Consider that questions of the reliability of scripture are complex influenced by: authorship, audience, purpose, genre, translation and history. (Y3 Aut1)</li> <li>• Recognise there are differences within Christianity, such as versions of the Bible. (Y3 Aut1)</li> </ul>	<p><b>As theologians, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Infer how Islamic beliefs developed based on events.</li> <li>• Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet.</li> <li>• Recognise there are differences within Islam, such as Sunni &amp; Shia.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Recognise how believers might interpret different texts in different ways. (Y4 Aut2)</li> <li>• Identify similarities and differences within and between the Abrahamic faiths. (Y4 Aut2)</li> <li>• Identify the influence of historical events on the development of Islam. (Y4 Sum1)</li> <li>• Identify similarities and differences within Islamic schools of thought. (Y4 Sum1)</li> <li>• Consider how beliefs might influence a Muslim's life, how they view the world and other people. (Y4 Sum1)</li> </ul>
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus sacrificed his life to save the people he loved. (Y2)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories from sacred texts teach people about right and wrong. (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• In Islam, submission to the will of Allah can involve commitments of time, money and effort.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Teachings from sacred texts help some people make moral decisions</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews.</li> <li>• Some people express religious symbolism through creative arts, others don't.</li> <li>• <b>Person, Time &amp; Place:</b> Muhammad (Muslim), about 1400 years ago, Makkah (Saudi Arabia)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. (Y4)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service. (Y4)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> <li>• Events in history and human conflict have impacted (Islamic) diversity. (Y4)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Followers of Islam are called Muslims. The place of worship is called a mosque, and the Qur'an is a special book (Y2 Aut1).</li> <li>Muslims believe Islam reached its completion through the Prophet Muhammad in present-day Saudi Arabia, in the years 610-632, after the Night of Power (Y3 Spr2).</li> <li>The Qur'an is sacred and considered to be the actual words of God, as told to Prophet Muhammad (Y3 Spr2).</li> </ul>	<ul style="list-style-type: none"> <li>There is lots of <b>diversity</b> in how Islam is practised.</li> <li>Some Islamic diversity comes from different family traditions and culture in different parts of the world, or in different communities.</li> <li>Some Islamic diversity is due to interpretation of the words in the Qur'an.</li> <li><b>Ijtihad</b> is the struggle to understand and interpret meaning of the Qur'an's words in today's context.</li> <li>The Qur'an teaches modesty in dress, and this is interpreted in many ways by individuals and communities, particularly in an individual's choice of <b>hijab</b>.</li> <li>Wearing a hijab has significance to some Muslim women, such as Ibtihaj Muhammad.</li> <li>There are many reasons why Muslim women personally choose to wear or not wear Hijab.</li> <li>For Muslim women, wearing a hijab can be inspiring and challenging in the UK today.</li> <li>The Qur'an teaches Muslims about the <b>Oneness of God (Tawhid)</b>.</li> <li>Tawhid is expressed in the words of the call to prayer and whispered in a baby's ear.</li> </ul>	<ul style="list-style-type: none"> <li>Sacrifice in the Qur'an (Y4 Aut2)</li> <li>Islamic beliefs about poverty &amp; self-sacrifice (Y4 Spr1&amp;2)</li> <li>Islamic diversity (Y4 Sum1)</li> <li>Islamic beliefs about life's purpose (Y6 Sum1)</li> </ul>
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Use correct vocabulary to name items and celebrations important in Hindu Dharma. (Y2 Sum2)</li> <li>Link beliefs with evidence in the community. (Y2 Sum2)</li> <li>Identify how artefacts and practices are used in everyday life to show belonging. (Y2 Sum2)</li> </ul>	<p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways including the Call to Prayer, whispered in a baby's ear and the Shahadah.</li> <li>Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life.</li> <li>Recognise that there is diversity within Islamic schools of thought e.g. Sunni &amp; Shia and in Ijtihad, interpretation of text.</li> <li>Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Describe similarities and differences in how people contribute to society in Islam and Christianity (locally &amp; nationally). (Y4 Spr2)</li> <li>Describe ways beliefs about giving impact peoples' choices in everyday life, community &amp; society. (Y4 Spr2)</li> <li>Recognise that individual and community action can shape beliefs. (Y4 Spr2)</li> </ul>
Vcs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus sacrificed his life to save the people he loved. (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2)</li> <li>Different groups express their beliefs in different ways (Y2)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam, submission to the will of Allah can involve commitments of time, money and effort.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews.</li> <li>Some people express religious symbolism through creative arts, others don't.</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. (Y4)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> <li>Events in history and human conflict have impacted (Islamic) diversity. (Y4)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Followers of Islam are called Muslims. The place of worship is called a mosque, and the Qur'an is a special book (Y2 Aut1).</li> <li>The Qur'an is sacred and considered to be the actual words of God (Y3 Spr2).</li> <li>Muslims believe Islam reached its completion through the Prophet Muhammad (Y3 Spr2).</li> <li>Muhammad didn't like how the Kaaba, a holy building in Makkah, was being used to keep idols of false gods. He spread the word of Islam and restored the Kaaba to a house of worship of one God (Y3 Spr2).</li> <li>The Qur'an teaches Muslims about the Oneness of God (Tawhid) (Y3 Sum1).</li> <li>Ijtihad is the struggle to understand and interpret meaning of the Qur'an's words in today's context (e.g. hijab decision) (Y3 Sum1).</li> </ul>	<ul style="list-style-type: none"> <li><b>Sunni &amp; Shia</b> Muslims are of the same religion but express some things in different ways. These can be called different "schools of thought".</li> <li>Many Sunni Muslims express their beliefs by following the <b>Five Pillars</b> of Sunni Islam (obligations). These impact daily life in different ways.</li> <li>The first pillar of Sunni Islam is the <b>Shahadah</b>, the declaration of faith (Tawhid).</li> <li>The second pillar of Sunni Islam is <b>Salah</b>, to pray five times a day.</li> <li>The third pillar of Sunni Islam is <b>Zakat</b>, to give 2.5% of your wealth to help others and make the world more equal.</li> <li>The fourth pillar of Sunni Islam is <b>Sawm</b>, to fast during the holy month of <b>Ramadan</b>.</li> <li>Iftar is a shared family meal that is eaten after sunset during Ramadan, to break that day's fast. Tradition and cultures around the world shape the way Iftar is practised around the world.</li> <li>The fifth pillar of Sunni Islam is <b>Hajj</b>, a once in a lifetime <b>pilgrimage</b> to Makkah, to the <b>Kaaba</b>.</li> <li>Not all Muslims are able to make the pilgrimage. They may be physically unable or not able to afford it, so sometimes one person may go on behalf of others. Other Muslims may go more than once.</li> </ul>	<ul style="list-style-type: none"> <li>Sacrifice in the Qur'an (Y4 Aut2)</li> <li>Islamic beliefs about poverty &amp; self-sacrifice (Y4 Spr1&amp;2)</li> <li>Islamic diversity (Y4 Sum1)</li> <li>Islamic beliefs about life's purpose (Y6 Sum1)</li> </ul>
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Use correct vocabulary to name items and celebrations important in Hindu Dharma. (Y2 Sum2)</li> <li>Link beliefs with evidence in the community. (Y2 Sum2)</li> <li>Identify how artefacts and practices are used in everyday life to show belonging. (Y2 Sum2)</li> </ul>	<p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam.</li> <li>Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways including the Call to Prayer, whispered in a baby's ear and the Shahadah.</li> <li>Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life.</li> <li>Recognise that there is diversity within Islamic schools of thought e.g. Sunni &amp; Shia and in Ijtihad, interpretation of text.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Describe similarities and differences in how people contribute to society in Islam and Christianity (locally &amp; nationally). (Y4 Spr2)</li> <li>Describe ways beliefs about giving impact peoples' choices in everyday life, community &amp; society. (Y4 Spr2)</li> <li>Recognise that individual and community action can shape beliefs. (Y4 Spr2)</li> </ul>
VCS	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus sacrificed his life to save the people he loved. (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2)</li> <li>Different groups express their beliefs in different ways (Y2)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam, submission to the will of Allah can involve commitments of time, money and effort.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews.</li> <li>Some people express religious symbolism through creative arts, others don't.</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. (Y4)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> <li>Events in history and human conflict have impacted (Islamic) diversity. (Y4)</li> </ul>



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Substantive	<ul style="list-style-type: none"> <li>Scientists know that the universe started from a tiny, incredibly hot point, which then got bigger to become the vast universe (Big Bang Theory). Many Christian and Jewish people believe that God caused the Big Bang. (Y1 Spr2)</li> <li>Philosophical ideas about freedom: 1. Freedom governed by physical laws and responsibilities; 2. Freedom should be governed by reason (Y2 Aut2).</li> <li>Philosophical ideas about moral decision making: 1. Acting with love; 2. Utilitarianism (Y3 Spr1).</li> <li>Hindu understanding of Brahman as the ultimate reality, expressed through deities and murtis as representations of deities (Y2 Sum1).</li> <li>Christian concept of God as Trinity (Y3 Aut2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge</b> is an awareness of something as <b>true</b> based on experience, education or evidence. <b>Belief</b> is something someone thinks is true without proof. <b>Opinion</b> is a view based on experience, but without sure knowledge.</li> <li>To make <b>decisions</b> about if we know, believe or have an opinion on something, we might use <b>evidence and reasoning</b>.</li> <li><b>Empirical evidence</b> is based on observation and data. Scientists look for empirical evidence. <b>Theoretical evidence</b> is based on experience or opinion but is not proved (yet). Philosophers may need to use theoretical evidence.</li> <li>Many <b>worldviews</b> make claims about their idea of <b>truth</b>. It is possible for different people to experience truth in different ways, it depends on their perspective or greater knowledge.</li> <li>The story of The Blind Men and the Elephant is often used to explain the idea of truth in religion or belief in Hindu Dharma and other worldviews. We are all limited by our own experience.</li> <li><b>Plato</b> was an Ancient Greek philosopher who thought deeply about truth and existence. He said that our senses can be tricked, so might not be reliable in showing us the truth.</li> <li><b>Plato's Cave</b> is a story to explain how we are limited by our experience and find it hard to think outside that experience.</li> <li>Some of the themes from Plato's Cave might apply to our thinking about religion and belief. <b>Prophets</b> and religious people may be like the escaped prisoner who has a higher knowledge; non-believers may be the prisoners who refused to leave the cave.</li> <li>In history, people who try to share what they believe to be their greater knowledge of the truth sometimes get in to trouble. Jesus was executed for claiming he was the Son of God. Plato's teacher (Socrates) was forced to drink poison because the government didn't like what he was teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Blind men &amp; the Elephant &amp; Plato's cave in Hindu &amp; Buddhist Dharma (Y5 Aut1 &amp; Y5 Spr1)</li> <li>Where do I stand (Y5 Sum2)</li> <li>Are religion &amp; science in conflict? (Y6 Aut2)</li> </ul>
Disciplinary	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Identify logical arguments (Y3 Sum2)</li> <li>Decide if a belief makes logical sense and give reasons why. (Y3 Sum2)</li> <li>Recognise that claims of truth based on faith are difficult to examine logically. (Y3 Sum2)</li> <li>Consider that people have different answers to questions about the world and seek answers in different places. (Y3 Sum2)</li> </ul>	<p><b>As philosophers, pupils will:</b></p> <ul style="list-style-type: none"> <li>Discuss our understanding of the concepts of knowledge, belief and opinion.</li> <li>Consider philosophical ideas of truth, doubt and reality.</li> <li>Understand some reasons why people answer philosophical questions in different ways.</li> <li>Begin to decide whether religious reasoning is clearly expressed.</li> <li>Connect strongly-held beliefs with human behaviour including a willingness to die for the sake of "truth".</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view. (Y4 Spr1)</li> <li>Explain different philosophical answers to questions about God's existence. Explain some philosophical approaches to the abstract concept of God's existence. (Y5 Sum)</li> <li>Explain if an argument for God's existence seems logical. (Y5 Sum2)</li> </ul>
VCS	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Ideas about what is true can be critically examined using logic and reasoned argument. (Y3)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>People can interpret Truth in different ways (Plato's cave), humans are limited by experience.</li> <li>Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service.</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world. (Y5)</li> <li>Buddhist Dharma seeks to end suffering through reaching enlightenment. (Y5)</li> <li>Evidence for God's existence is contested but still sought. (Y5)</li> </ul>





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Substantive	<ul style="list-style-type: none"> <li>Jesus as the incarnation of God (Y1 Aut2).</li> <li>Adam and Eve's mistake meant that they and all humans were separated from God (the Fall). (Y1 Spr1)</li> <li>Christians believe that Jesus' death on Good Friday was important. It was part of God's plan to bring salvation to his followers. Humans had been divided from God after Adam and Eve's mistake. Jesus' death allows all human sin to be forgiven. Some Christians see Jesus as a bridge between humanity and God. (Y2 Spr2)</li> <li>The Christian Bible has two parts. The Old Testament includes stories about how the world began (Genesis), God's relationship with people (Noah, Exodus), histories, prophesies, songs and rules (Y3 Spr1). The New Testament contains stories about Jesus, and stories that he told (parables) (Y2 Spr1).</li> <li>In the Exodus story, Moses followed God's commands and freed the Jewish people from the Egyptians who had enslaved them (Y2 Aut2).</li> <li>Muslims believe Islam reached its completion through the Prophet Muhammad. The Qur'an is sacred and considered to be the actual words of God, as told to Prophet Muhammad (Y3 Spr2).</li> <li>Monotheism means belief in one God (Y3 Aut2).</li> <li>A prophet is a chosen messenger of God (Y3 Spr1).</li> </ul>	<ul style="list-style-type: none"> <li><b>Sacrifice</b> has different meanings. One meaning is to give something up for the sake of someone or something else.</li> <li><b>Ritual sacrifice</b> can involve offering something to God to keep things right with God. It may be performed as a way of saying sorry to God and gaining a temporary "covering" or forgiveness for sins. Throughout history, humans have sacrificed food, precious objects, animals or people.</li> <li>In ancient Jewish tradition, scripture required the ritual spilling of an animal's blood, which would then be burnt.</li> <li>In the Bible, the Torah and the Qur'an, <b>Abraham (Ibrahim)</b> had two sons. One by his wife Sarah, called Isaac, and one by Hagar, called Ishmael.</li> <li>The Bible and the Torah tell the story of <b>Abraham &amp; Isaac</b>. God tested Abraham by asking him to sacrifice his son, Isaac. Abraham was willing but God stopped him at the last moment. Abraham was rewarded by God.</li> <li>Isaac was an ancestor of Moses, who freed the Israelites in Egypt and is an important figure in Judaism and Christianity.</li> <li>The Qur'an tells the story of <b>Ibrahim &amp; Ishmael</b>. God tested Ibrahim by asking him to sacrifice his son. Muslims believe this son was Ishmael. Ibrahim was willing, but God stopped him at the last moment. Ibrahim was rewarded by God.</li> <li>Muslims treat Ishmael as a <b>prophet</b> and believe he was an ancestor to Muhammad.</li> <li>Muslims remember the story of Ibrahim's willingness to sacrifice Ishmael at <b>Eid-ul-Adha</b>.</li> <li>Because of their links to Abraham, Judaism, Christianity and Islam are often called the "<b>Abrahamic faiths</b>". The faiths share some stories and are all monotheistic.</li> <li>Christianity teaches that Jesus became the <b>Ultimate Sacrifice</b>. After his sacrifice, humans only needed to <b>repent</b>, and animal sacrifice was no longer needed.</li> <li>Jesus' sacrifice is remembered by many Christians on Good Friday. Traditionally, some Christians perform a pilgrimage in Jerusalem to remember the events of his crucifixion.</li> <li>Many churches all over the world try to replicate this in Stations of the Cross, which are 14 images showing Jesus' suffering. On Good Friday, many Christians visit these and use them as a focus for prayer.</li> </ul>	<ul style="list-style-type: none"> <li>Biblical reference to charity (Y4 Spr1 &amp; 2)</li> <li>The Bible &amp; Christian diversity (Y5 Spr2)</li> <li>prophecy of Messiah (Y5 Sum1)</li> <li>Gospel narratives of resurrection (Y6 Aut1)</li> <li>Islamic beliefs about poverty &amp; self-sacrifice (Y4 Spr1 &amp; 2)</li> <li>Islamic diversity (Y4 Sum1)</li> <li>Islamic beliefs about life's purpose (Y6 Sum1)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2 Spr2)</li> <li>Consider how some Christians might interpret Biblical text. (Y3 Aut1)</li> <li>Infer how Islamic beliefs developed based on events. (Y3 Spr2)</li> </ul>	<p><b>As theologians, pupils will:</b></p> <ul style="list-style-type: none"> <li>Recognise of how believers might interpret different texts in different ways.</li> <li>Identify the influence of historical events of Easter on Christian worldviews.</li> <li>Identify similarities and differences within and between the Abrahamic faiths.</li> <li>Identify how beliefs in God as most important might influence a person's life, how they view the world and other people.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Describe the influence of historical events on Islamic (Y4 Sum1) and Christian (Y5 Aut2) worldviews.</li> <li>Describe theological similarities and differences within and between worldviews. (Y4 Sum1 &amp; Y5 Aut2)</li> </ul>
VCS	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Most Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people. (Y3)</li> <li>In Islam, submission to the will of Allah can involve commitments of time, money and effort. (Y3)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Some people express religious symbolism through creative arts, others don't. (Y3)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Historically, the Abrahamic faiths required sacrifice of animals to honour God. Abraham was honoured by God for his willingness to sacrifice his son on God's command.</li> <li>Christianity teaches that Jesus was the ultimate Sacrifice, bringing people back to God's presence.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community).</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. (Y4)</li> <li>In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>





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Substantive	<ul style="list-style-type: none"> <li>The Christian Bible has two parts. The Old Testament includes stories about how the world began (Genesis), God’s relationship with people (Noah, Exodus), <u>histories</u>, prophesies, songs and rules (Y3 Spr1).</li> <li>Ritual sacrifice and Abraham/Ibrahim’s sacrifice as told in the Torah and Bible/Qur’an (Y4 Aut2).</li> <li>The New Testament contains parables, which tell Christians how to act (Y2 Spr1).</li> <li>In the New Testament, Jesus gave his followers a commandment, “Love one another. As I have loved you, so you must love one another” (Y3 Spr1).</li> <li>Christianity teaches that Jesus became the Ultimate Sacrifice. After his sacrifice, humans only needed to repent; animal sacrifice was no longer needed (Y4 Aut2).</li> <li>Muslims believe Islam reached its completion through the Prophet Muhammad. The Qur’an is sacred and considered to be the actual words of God (Y3 Spr2).</li> <li>The third pillar of Sunni Islam is Zakat, to give 2.5% of your wealth to help others and make the world more equal (Y3 Sum2).</li> <li>Humanism is a non-religious worldview (Y1 Sp2). Humanists believe that they have one life and the purpose of it should be to make themselves and others as happy as possible (Y3 Spr1).</li> </ul>	<ul style="list-style-type: none"> <li><b>Poverty</b> means being extremely poor. <b>Absolute poverty</b> means not having enough of one or more of the things we need to live: food, water, clothing &amp; shelter. <b>Relative poverty</b> is not having enough compared with the people around you (dependent on where and when you live).</li> <li><b>Justice</b> is the principle of fairness, the idea that things are morally right and fair.</li> <li>Some people might say that it is not morally right and fair that some people live in poverty and believe that they should make personal sacrifices to help them.</li> <li><b>Self-sacrifice</b> can be practised every day in small ways, like giving up small comforts or wants for other people. Self-sacrifice can be a big thing, like soldiers risking their lives to defend others.</li> <li>Many Christians follow the teachings of Jesus in the Bible and believe they should help other people. They believe that doing this will please God.</li> <li>Many Muslims follow the teachings of the Qur’an and the example of Prophet Muhammad and should show care for others. They believe doing this will please Allah.</li> <li>Some religious people seek to please God because they hope for a reward in the future, like going to heaven.</li> <li><b>Altruism</b> means doing good things without expecting a reward. Being altruistic means to be selfless. Many people – religious and non-religious – think that they should help where they see injustice in the world. They perform acts of self-sacrifice because it is the right, moral thing to do.</li> <li>Humanists don’t have a sacred text or teachings to tell them what to do. They rely on their own judgement about what is a right and just in society, and what will make people happy.</li> <li>Some humanists seek human happiness by choosing to follow an agreed set of <b>10 Commitments</b>. These are a moral way of living life. Humanists do not do things because they think they will be rewarded in heaven; most humanists do not believe there is anything beyond this life.</li> <li>Philosopher Loren Eiseley wrote “The star thrower”, which points out that small actions can have impact on individuals even if the whole task seems overwhelming.</li> </ul>	<ul style="list-style-type: none"> <li>Biblical reference to charity (Y4 Spr2)</li> <li>The Bible &amp; Christian diversity (Y5 Spr2)</li> <li>prophecy of Messiah (Y5 Sum1)</li> <li>Gospel narratives of resurrection (Y6 Aut1)</li> <li>Islamic &amp; Christian contribution to society (Y4 Spr2)</li> <li>Islamic diversity (Y4 Sum1)</li> <li>Islamic beliefs about life’s purpose (Y6 Sum1)</li> </ul>
Disciplinary	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Decide if a Christian belief about morality makes sense and give reasons why. (Y3 Spr1)</li> <li>Recognise that ideas of right and wrong are difficult to define. (Y3 Spr1)</li> <li>Understand some reasons why people answer philosophical questions in different ways. (Y4 Aut1)</li> <li>Begin to decide whether religious reasoning is clearly expressed. (Y4 Aut1)</li> </ul>	<p><b>As philosophers, pupils will:</b></p> <ul style="list-style-type: none"> <li>Describe different philosophical answers to questions about poverty, justice and sacrifice.</li> <li>Begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view.</li> <li>Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences.</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Explain Buddhist answers to ethical questions. (Y5 Spr1)</li> </ul>

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	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam, submission to the will of Allah can involve commitments of time, money and effort. (Y3)</li> <li>Historically, the Abrahamic faiths required sacrifice of animals to honour God. Abraham was honoured by God for his willingness to sacrifice his son on Gods command. (Y4)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts help some people make moral decisions. Ideas of 'morality' and responsibility are complex (Y3)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service.</li> <li>Most human beings have a sense of moral justice.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community).</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5)</li> <li>Christians believe Jesus fulfilled the prophesies of the Old Testament of the coming of a Messiah, a saviour. (Y5)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world. (Y5)</li> <li>Evidence for God's existence is contested but still sought. (Y5)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>One meaning of <b>sacrifice</b> is to give something up for the sake of someone or something else (Y4 Aut2).</li> <li>Christians believe that Jesus' death on Good Friday was important. It was part of God's plan to bring salvation to his followers. Humans had been divided from God after Adam and Eve's mistake. Jesus' ultimate sacrifice allows all human sin to be forgiven. (Y2 Spr2 &amp; Y4 Aut2)</li> <li>Many Christians follow the teachings of Jesus in the Bible and believe they should help other people. They believe that doing this will please God (Y4 Spr1).</li> <li>Muslims believe Islam reached its completion through the Prophet Muhammad. The Qur'an is sacred and considered to be the actual words of God, as told to Prophet Muhammad (Y3 Spr2).</li> <li>Many Muslims follow the teachings of the Qur'an and the example of Prophet Muhammad and should show care for others. They believe doing this will please Allah (Y4 Spr1).</li> <li>The third pillar of Sunni Islam is Zakat, to give 2.5% of your wealth to help others and make the world more equal (Y3 Sum2).</li> </ul>	<ul style="list-style-type: none"> <li>Society is a group of people who live and interact together. (Reviewed from History)</li> <li>Many people believe they have a responsibility to contribute to how society works together. This may involve making sacrifices for the good of others.</li> <li>In addition to Zakat, many Muslims also give voluntarily because it helps others and pleases Allah. This is called <b>Sadaqa</b>.</li> <li>Some Muslims show their commitment to charity in the community by supporting or volunteering for charities.</li> <li><b>Islamic Relief</b> is a charity begun by Dr Hany El-Banna and others in Birmingham in 1984. It is an international charity that helps people in need in 45 countries across the world. Guided by teachings from the Qur'an and the prophet Muhammad's example in the Sunnah, the charity runs on principles of sincerity, excellence, compassion, social justice and custodianship.</li> <li>Christianity teaches that Christians should help people in need, whoever they are, as in the story of the <b>Good Samaritan</b>.</li> <li>The Bible suggests different types of giving, such as <b>tithes</b> (10% of income), <b>offerings</b> (voluntary giving over 10%), and <b>alms</b> (private donations to people in need).</li> <li>There are many examples of local, national and international Christian charities, e.g. Tearfund, CAP, local churches.</li> <li>Edith Cavell (1865-1915) was a Nurse who had a strong Christian faith and believed in helping people. After war broke out in Europe in 1914, she travelled to Belgium and treated all soldiers, on both sides of the war. She helped soldiers to escape and was arrested and shot by the other side.</li> </ul>	<ul style="list-style-type: none"> <li>The Bible &amp; Christian diversity (Y5 Spr2)</li> <li>prophecy of Messiah (Y5 Sum1)</li> <li>Gospel narratives of resurrection (Y6 Aut1)</li> <li>Islamic diversity (Y4 Sum1)</li> <li>Islamic beliefs about life's purpose (Y6 Sum1)</li> </ul>
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. (Y3 Sum1)</li> <li>Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam. (Y3 Sum1)</li> </ul>	<p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>Describe similarities and differences in how people contribute to society in Islam and Christianity (locally &amp; nationally).</li> <li>Recognise ways beliefs about giving impact peoples' choices in everyday life, community &amp; society.</li> <li>Recognise that individual and community action can shape beliefs.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Seek evidence of lived religion in our local area. (Y4 Sum2)</li> <li>Describe ways beliefs impact peoples' choices in everyday life, community &amp; society. (Y4 Sum2)</li> </ul>
VCS	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam, submission to the will of Allah can involve commitments of time, money and effort. (Y3)</li> <li>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. (Y4)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts help some people make moral decisions (Y3)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community).</li> <li><b>Person, Time &amp; Place:</b> Dr Hany El-Banna (Muslim), 1980s, Birmingham</li> <li><b>Person, Time &amp; Place:</b> Edith Cavell (Christian), 1865-1915AD, England &amp; Belgium</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5)</li> <li>Christians believe Jesus fulfilled the prophecies of the Old Testament of the coming of a Messiah, a saviour. (Y5)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world. (Y5)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Followers of Islam are called Muslims. The place of worship is called a mosque, and the Qur'an is a special book (Y2 Aut1).</li> <li>Muslims believe Islam reached its completion through the Prophet Muhammad in present-day Saudi Arabia, in the years 610-632, after the Night of Power (Y3 Spr2).</li> <li>The Qur'an is sacred and considered to be the actual words of God, as told to Prophet Muhammad (Y3 Spr2).</li> <li>A prophet is a chosen messenger of God (Y3 Spr1).</li> <li><b>History:</b> The Early Islamic Civilisation was an empire, led by the caliph (Y4 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>Prophet Muhammad is often called "<b>The Seal of the Prophets</b>" because his work completed Allah's message to the people.</li> <li>The Qur'an says "'Hold fast to God's rope all together; do not split into factions" (Qur'an 3:103).</li> <li>During Muhammad's lifetime, there was unity in Islam. After Muhammad died, people disagreed over who should lead. This led to a split in Islam.</li> <li>The <b>Sunni Muslims</b> believed the most worthy should lead after Muhammad. They chose <b>Abu Bakr</b>, Muhammad's friend, to lead them. Sunni Muslims regard Abu Bakr as the first Rightly Guided Caliph.</li> <li>The <b>Shi'a</b> believed that <b>Ali</b>, the cousin of Muhammad, should lead next as he was from Muhammad's family. Shi'a Muslims do not recognise the authority of Abu Bakr or the next three caliphs.</li> <li>Ali became leader. For Sunni Muslims, he was the fourth <b>caliph</b>. For Shi'a Muslims, he was the first <b>Imam</b>.</li> <li>After Ali and his successor died, there was a complete split. Sunni Muslims and Shi'a Muslims followed different leaders.</li> <li>Islam continued to spread under the Sunni and Shi'a leaders, but the wider it spread the more the two schools of thought began to differ.</li> <li>Shi'a Muslims recognised <b>Husayn</b> as their leader after the death of Ali and his successor. Husayn was murdered. This is remembered today at <b>Ashura</b>.</li> <li>Sufi Islam developed as a personal and spiritual approach to connecting with Allah.</li> <li>All the diverse Muslim groups agree on some things, such as the oneness of Allah and daily prayers, but they practise and understand other things differently.</li> <li>Diversity of Islamic expression may be shown in: Prayer, observance, worship, tradition and celebration.</li> <li>Although men have dominated much of Islamic history, women also had an important role.</li> <li>Muhammad's first wife, <b>Khadija</b>, supported him financially and emotionally. When he doubted his abilities, she helped him see what Allah wanted him to do. Muhammad was devoted to her, even after she died.</li> <li><b>Aisha</b> survived after Muhammad's death and narrated Hadith and was an early scholar of Islam. Muhammad said Muslims could learn half the faith from her.</li> <li><b>Hafsa</b> helped in compiling the Qur'an and keeping it safe.</li> <li><b>Khawlah bint al-Azwar</b> was a female warrior in the early battles of Islam.</li> </ul>	<ul style="list-style-type: none"> <li>Islamic beliefs about life's purpose (Y6 Sum1)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Infer how Islamic beliefs developed based on events. (Y3 Spr2)</li> <li>Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet. (Y3 Spr2)</li> <li>There are differences within Islam, such as Sunni &amp; Shia. (Y3 Spr2)</li> </ul>	<p><b>As theologians, pupils will:</b></p> <ul style="list-style-type: none"> <li>Identify the influence of historical events on the development of Islam.</li> <li>Identify similarities and differences within Islamic schools of thought.</li> <li>Consider how beliefs might influence a Muslim's life, how they view the world and other people.</li> </ul> <p><b>Social scientists:</b></p> <ul style="list-style-type: none"> <li>Identify causes, similarities and differences within Islamic forms of expression.</li> <li>Link the influence of individuals with change within Islamic communities.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Describe the influence of people and historical events on divisions in the Christian Church. (Y5 Spr2)</li> <li>Describe theological similarities and differences within Christian worldviews. (Y5 Spr2)</li> <li>Describe how beliefs might influence a Christian's life. (Y6 Aut1 &amp; Sum1&amp;2)</li> </ul>
VCS	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> <li>Some people express religious symbolism through creative arts, others don't. (Y3)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community).</li> <li>Events in history and human conflict have impacted (Islamic) diversity.</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Events in history in different places have impacted (Christian) diversity. (Y5)</li> <li>Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Local study (Y2 Aut1)</li> <li><b>Geography:</b> Local, national, global scale (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>Global religion data can be used to understand the representation of religion across the world.</li> <li>The <b>National Census</b> takes place every 10 years in England and Wales. Households are legally required to provide the answers to questions about things like religious identity.</li> <li><b>National</b> religion data from the Census reveals that Christianity is the most widely represented religion in England and Wales. Islam is the next largest represented religion. This can be compared with international (<b>global</b>) data.</li> <li><b>Local</b> data can tell us about who lives in our local community.</li> <li>We can find out how local data is reflected in our local community by looking for evidence of lived religion in our area, e.g. buildings, schools, shops, celebrations and charity.</li> </ul>	<ul style="list-style-type: none"> <li>Denominations of Christianity in local area (Y5 Spr2)</li> </ul>
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise evidence of belief in the local community. (Y2 Aut1)</li> <li>Identify how beliefs impact peoples' choices of in everyday life, including local special places. (Y2 Aut1)</li> <li>Describe similarities and differences in how people contribute to society in Islam and Christianity (locally &amp; nationally). (Y4 Spr2)</li> <li>Recognise ways beliefs about giving impact peoples' choices in everyday life, community &amp; society. (Y4 Spr2)</li> <li>Recognise that individual and community action can shape beliefs. (Y4 Spr2)</li> </ul>	<p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>Consider what data can tell us about religion locally, nationally and internationally.</li> <li>Recognise that the reliability of data must be considered.</li> <li>Seek evidence of lived religion in our local area.</li> <li>Describe ways beliefs impact peoples' choices in everyday life, community &amp; society.</li> <li>Recognise that individuals, community &amp; society can shape beliefs.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Explain similarities and differences of forms of expression within Hindu Dharma (locally &amp; nationally). (Y5 Aut1)</li> <li>Explain ways beliefs impact choices in individuals' lives, community &amp; society. (Y5 Aut1)</li> </ul>
VCs	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community).</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Events in history in different places have impacted (Christian) diversity. (Y5)</li> <li>Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>





Substantive

Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
<ul style="list-style-type: none"> <li>Brahman as the ultimate reality; Brahman expressed through deities, particularly Brahma, Vishnu and Shiva; murtis as representations of deities (and the Trimurti as representations of Brahma, Vishnu and Shiva); and deities taking the form of different avatars (Y2 Sum1).</li> <li>The story of The Blind Men and the Elephant is often used to explain the idea of truth in religion or belief in Hindu Dharma and other worldviews. We are all limited by our own experience (Y4 Aut1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Hindu Dharma</b> has a different conceptual understanding of 'God' than the Abrahamic faiths.</li> <li>There are Hindus all over the world, and they believe different things and practise their faith in lots of different ways.</li> <li>Hindu Dharma is a <b>pantheistic</b> religion. This is a belief that 'God' exists in, and is the same as, everything – an ultimate reality – known as <b>Brahman</b>.</li> <li>Brahman is ultimately unknowable; one Hindu interpretation of the story of the Blind Men and the Elephant suggests humans can begin to make sense of Brahman by examining different aspects of Brahman.</li> <li>In the Upanishads, Sage Yajnavalka said that the many gods (deities) in Hindu Dharma are all ways of manifesting (showing) Brahman.</li> <li><b>Murtis</b> are representations of the <b>deities</b>. They are symbolic and represent what the deity - and that aspect of Brahman - is like. They help Hindus focus their worship.</li> <li>Different Hindu communities place importance on different deities.</li> <li><b>Trimurti</b> means 'three forms' and includes Brahma (Creator), Vishnu (the Preserver) and Shiva (Destroyer). They each show some of the aspects of the Brahman.</li> <li>Worship is important to many Hindus as a way of connecting with the reality of Brahman within themselves.</li> <li>Hindu worship is rich in <b>symbolism</b>, many Hindus find meaning in the objects, words and actions they use.</li> <li>Worship at home takes many forms. Different people may focus on different deities and have a <b>shrine</b> in their home.</li> <li>Hindu worship at work may include shrines in a shop or business.</li> <li>Many Hindus worship in the Mandir. These can vary in size and design, and they may be dedicated to particular deities that are important in that community.</li> </ul>	<ul style="list-style-type: none"> <li>Hindu sacred text &amp; Dharma (Y5 Aut2)</li> <li>Hindu Community (Y6 Sp1)</li> <li>Hindu understanding of life's purpose (Y6 Sum1)</li> </ul>





Continued...

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>• Seek evidence of lived religion in our local area. (Y4 Sum2)</li> <li>• Describe ways beliefs impact peoples' choices in everyday life, community &amp; society. (Y4 Sum2)</li> </ul>	<p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Recognise that 'religion' and 'God' mean different things in Dharmic and Abrahamic faiths.</li> <li>• Recognise that conversations about religion and belief are complex</li> <li>• Explain similarities and differences of forms of expression within Hindu Dharma (locally &amp; nationally).</li> <li>• Explain ways beliefs impact choices in individuals' lives, community &amp; society.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>• Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally &amp; globally) (Y6 Spr1)</li> <li>• Describe how beliefs impact choices in individuals' lives, community &amp; society. (Y6 Spr1)</li> <li>• Explain how the context of individuals, community &amp; society can shape beliefs. (Y6 Spr1)</li> </ul>
VCS	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• People can interpret Truth in different ways (Plato's cave), humans are limited by experience. (Y4)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Evidence for God's existence is contested but still sought.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Religious worldviews have significant impact on arts and culture.</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Diversity within groups leads to diversity of expression (local, national, Global). (Y6)</li> <li>• Places and celebrations have significance to individuals and communities in Hindu Dharma. (Y6)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Brahman as the ultimate reality; Brahman expressed through deities, particularly Brahma, Vishnu and Shiva; murtis as representations of deities (and the Trimurti as representations of Brahma, Vishnu and Shiva); and deities taking the form of different avatars (Y2 Sum1).</li> <li>The Ramayana is a story about Prince Rama, an avatar of Vishnu the Preserver, and his wife Sita. It tells how Rama rescued Sita from the wicked demon, Ravana. There are lots of versions of the story (Y2 Sum2).</li> </ul>	<ul style="list-style-type: none"> <li>To many Hindus, <b>dharma</b> is understood as duty.</li> <li>A person's dharma depends on who they are.</li> <li>Many Hindus think that, to complete their dharma, they must consider duty to themselves, their family, the world around them, God and other people.</li> <li>The <b>Ramayana</b> helps Hindus understand how dharma is different for different people.</li> <li>The important characters of Rama, Sita, Ravana and Bharata can help Hindus consider different perspectives of the story and how the characters do, or do not, fulfil their dharma.</li> <li>Fulfilling one's dharma can include living a life of virtue, which can involve personal sacrifices.</li> <li>Sita is an interesting female character who divides opinion. Some say that if she is too dependent on Rama, whereas some see her as a female role model.</li> <li>A person's dharma depends on which stage of life they are at. Ancient Hindu teachings suggest there are four stages of life called <b>ashramas</b>. These are student; householder; retirement and sacred pilgrim (traveller).</li> </ul>	<ul style="list-style-type: none"> <li>Hindu Community (Y6 Spr1)</li> <li>Hindu understanding of life's purpose (Y6 Sum1)</li> <li>Buddhist understanding of Dharma (Y5 Spr1)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Recognise of how believers might interpret different texts in different ways. (Y4 Aut2)</li> <li>Identify how beliefs in God as most important might influence a person's life, how they view the world and other people. (Y4 Aut2)</li> </ul>	<p><b>As theologians, pupils will:</b></p> <ul style="list-style-type: none"> <li>Describe different interpretations of the Ramayana.</li> <li>Consider if sources of Hindu sacred text are reliable.</li> <li>Describe the influence of historical events on worldviews.</li> <li>Describe theological similarities and differences within and between worldviews.</li> <li>Describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Interpret Biblical text. (Y5 Spr2)</li> <li>Describe the influence of people and historical events on divisions in the Christian Church. (Y5 Spr2)</li> <li>Describe how beliefs might influence a Christian's life. (Y5 Spr2)</li> </ul>
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. (Y4)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service. (Y4)</li> <li>Most human beings have a sense of moral justice. (Y4)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Hindu Dharma, fulfilling your duty may involve personal sacrifice.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Religious worldviews have significant impact on arts and culture.</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In many worldviews, personal self-sacrifices or living a good life have beneficial, future consequences. (Y6)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Different belief systems influence ideas of life's meaning and purpose. (Y6)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Brahman as the ultimate reality; Brahman expressed through deities, particularly Brahma, Vishnu and Shiva; murtis as representations of deities (and the Trimurti as representations of Brahma, Vishnu and Shiva); and deities taking the form of different avatars (Y2 Sum1).</li> <li>The story of The Blind Men and the Elephant is often used to explain the idea of truth in religion or belief in Hindu Dharma and other worldviews. We are all limited by our own experience (Y4 Aut1)</li> <li>Plato's Cave is a story to explain how we are limited by our experience and find it hard to think outside that experience (Y4 Aut1).</li> </ul>	<ul style="list-style-type: none"> <li>About 2500 years ago in India, <b>Siddhartha Gautama</b> was a privileged child, shielded from the horrors of the world. When Siddhartha left the protection of his home, he saw suffering for the first time. He saw a sick man, an old man, a dead man and a Holy man, who had nothing but was content.</li> <li>Siddhartha left his home to become a monk to try to understand why there was suffering in the world and began the spiritual journey of an <b>ascetic</b> (someone who chooses self-discipline and hardship).</li> <li>Siddhartha meditated beneath the Bodhi Tree and reached finally enlightenment. He became the <b>Buddha</b>, which means <b>enlightened</b> one. The Buddha spent his life sharing his wisdom with others.</li> <li>Many Buddhists do not understand God in the same way as Abrahamic faiths do. Some Buddhists feel the idea of a creator God is not relevant to humanity. Some say this means that Buddhism is not strictly a religion but a philosophy.</li> <li>The Buddha developed teachings and a philosophy for life that many Buddhists use today, in different forms, in their own search for understanding.</li> <li>The Buddha taught <b>Four Noble Truths</b>: 1. Suffering inevitably exists in life because life isn't perfect. 2. Suffering is caused by our desire for things to be as we want them. 3. Suffering can be ended if people stop wanting things. 4. Ending suffering can be achieved by following the Eightfold Path.</li> <li>The <b>Eightfold Path</b> (the <b>middle way</b>) is a philosophical approach to life with eight guiding principles with the aim of ending suffering and reaching enlightenment. The Eightfold Path has three elements of morality, meditation and wisdom (the <b>Threefold Way</b>).</li> <li>Western philosophy has less focus on meditation but does examine morality and knowledge.</li> <li>Some of the themes from Plato's Cave might apply to our thinking about religion and belief. The Buddha may be like the escaped prisoner who has a higher knowledge; others may be the prisoners who refused to leave the cave.</li> </ul>	<ul style="list-style-type: none"> <li>Philosophical ideas of life's purpose (Y6 Spr2)</li> <li>Buddhist ideas of life's purpose (Y6 Sum1)</li> </ul>
Disciplinary	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Recognise that ideas of right and wrong are difficult to define (Y3 Spr1)</li> <li>Understand some reasons why people answer philosophical questions in different ways. (Y4 Aut1)</li> <li>Describe different philosophical answers to questions about poverty, justice and sacrifice. Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences. (Y4 Spr1)</li> </ul>	<p><b>As theologians, pupils will:</b></p> <ul style="list-style-type: none"> <li>Describe the influence of historical events on Buddhist worldviews.</li> <li>Describe theological similarities and differences within and between worldviews.</li> <li>Describe how Buddhist beliefs might influence a person's life, how they view the world and other people.</li> </ul> <p><b>As philosophers, pupils will:</b></p> <ul style="list-style-type: none"> <li>Explain the Buddha's philosophical answers to questions about the world.</li> <li>Explain the Buddhist answers to ethical questions and show awareness of diversity of opinion.</li> </ul>	<p><b>Philosophers</b></p> <ul style="list-style-type: none"> <li>Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. (Y6 Spr2)</li> </ul>
VCS	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>People can interpret Truth in different ways (Plato's cave), humans are limited by experience. (Y4)</li> <li>Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service. (Y4)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world.</li> <li>Buddhist Dharma seeks to end suffering through reaching enlightenment.</li> <li>Evidence for God's existence is contested but still sought.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li><b>Person, Time &amp; Place:</b> Siddhartha Gautama (The Buddha), about 2500 years ago, Northern India.</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Different belief systems influence ideas of life's meaning and purpose. (Y6)</li> <li>Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. (Y6)</li> <li>Ideas of what happens after we die give meaning to human action on earth. (Y6)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>The Christian Bible has two parts. The Old Testament includes stories about how the world began (Genesis), God's relationship with people (Noah, Exodus), histories, prophecies, songs and rules (Y3 Spr1). The New Testament contains stories about Jesus, and stories that he told (parables) (Y2 Spr1).</li> <li>The Bible is organised into books, chapters and verses. The Bible was written by many different authors and contains many different types of writing, inspired by God (Y3 Aut1).</li> <li>Christianity is a monotheistic religion, which means belief in one God.</li> <li>Some Christian theologians describe the three persons of God as the Trinity. God is one but also three: the Father (creator); Son (Jesus); and Holy Spirit. They cannot be separated. Not all Christians believe God is Trinity (such as Quakers). (Y3 Aut2).</li> <li>Local area religion data (Y4 Sum2).</li> <li><b>History:</b> Ancient Rome expanded gradually from 753 BC until it peaked around AD 100; it declined from 3rd century, was <u>split in two</u> (east and west) in AD 395 and the west collapsed in AD 476. At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa (Y5 Aut).</li> <li><b>History:</b> Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods). (Y5 Aut)</li> <li><b>History:</b> Many Christians were persecuted in the Roman Empire from the 1st century AD, until Emperor Constantine declared tolerance for all beliefs (Y5 Aut).</li> </ul>	<ul style="list-style-type: none"> <li>In the New Testament (Matthew 28 16-20), Jesus gave his followers the <b>Great Commission</b>. This was the request/order to baptise people and teach people of all nations to obey God. This influenced early Christians.</li> <li>The early spread of Christianity is demonstrated in Paul's missionary journeys (Romans 15 22-29).</li> <li>The conversion of Emperor Constantine (270-337) to Christianity helped the spread through the Roman Empire.</li> <li>Divisions began within the Christian Church.             <ul style="list-style-type: none"> <li>There were divisions in theology. In 325, Emperor Constantine called a council at Nicaea to discuss the wording of the Nicene Creed, including what it said about Trinity. Divisions about the importance of Jesus in the Trinity remained.</li> <li>There were geographical divisions. There were two centres of power: Rome in West and Constantinople (Istanbul) in the East. They were far apart and found it hard to stay connected.</li> <li>There were divisions in language. Rome used Latin; Constantinople used Greek.</li> <li>There were different thoughts about who should be in charge. Should it be the western Pope or the eastern Patriarch?</li> <li>There were divisions in what was considered the true faith. Both sides thought they were expressing the correct beliefs and the other was spreading lies.</li> </ul> </li> <li>These divisions eventually led to the <b>Great Schism</b> – separation of churches – in 1054. The Pope (Leo IX) led the Catholic Church in the west and the Patriarch led the Eastern Orthodox Church in the east.</li> <li>Catholicism dominated most of Europe, including Britain.</li> <li>From 1054 to the 16th century, the Catholic Church in Europe had become corrupt. Some people began to seek reform of the Catholic Church. This was collectively known as the <b>Reformation</b>. There were <b>Protestant</b> movements.</li> <li><b>Martin Luther</b> (1483-1546) was a German Theologian who influenced the Reformation. He disagreed with corruption and translated the Bible into German.</li> <li>There were Protestant movements in England, which had been officially Catholic.</li> <li>When Henry VIII wanted a divorce, he had to request permission from the Catholic Pope. He said no. Henry VIII created the Church of England in 1534 with the monarch as the Head. This is called <b>Anglicanism</b>.</li> <li>There is huge diversity within Christianity in the UK today, these groups are called <b>denominations</b> and have arisen due to different views about power, expression of faith and theology.</li> <li>Locally, we might see evidence of Christian diversity in our community.</li> </ul>	<ul style="list-style-type: none"> <li>Diversity of expression in Christianity (Y5 Sum1)</li> <li>Gospel narratives of resurrection (Y6 Aut1)</li> </ul>

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	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Identify the influence of historical events on the development of Islam. (Y4 Sum1)</li> <li>Identify similarities and differences within Islamic schools of thought. (Y4 Sum1)</li> <li>Consider how beliefs might influence a Muslim's life, how they view the world and other people. (Y4 Sum1)</li> <li>Describe different interpretations of the Ramayana. (Y5 Aut2)</li> </ul>	<p><b>As theologians, pupils will:</b></p> <ul style="list-style-type: none"> <li>Interpret Biblical text.</li> <li>Describe the influence of people and historical events on divisions in the Christian Church.</li> <li>Describe theological similarities and differences within Christian worldviews.</li> <li>Describe how beliefs might influence a Christian's life.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Explain how the Gospels connect with Christian beliefs and discuss their reliability. (Y6 Aut1)</li> <li>Explain the influence of belief in historical events on Christian worldviews. (Y6 Aut1)</li> <li>Explain theological similarities and differences within Christian worldviews. (Y6 Aut1)</li> </ul>
VCs	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> <li>Events in history and human conflict have impacted (Islamic) diversity. (Y4)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Events in history in different places have impacted (Christian) diversity.</li> <li>Religious worldviews have significant impact on arts and culture.</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global). (Y6)</li> <li>Places and celebrations have significance to individuals and communities in Hindu Dharma. (Y6)</li> </ul>







	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Jesus is the incarnation of God (Y1 Aut2) and one of the Trinity (Y3 Aut2).</li> <li>Christians believe that Jesus' death on Good Friday was important. It was part of God's plan to bring salvation to his followers (Y2 Spr2). He was the Ultimate Sacrifice (Y4 Aut2).</li> <li>Worship is treating something as more important than anyone else, like the way some people treat the king or royalty. Praise is the saying of well done for something. Christian praise often happens through song and music. Prayer is the act of talking and listening to God (Y1 Sum2).</li> <li>Muslims believe Islam reached its completion through the Prophet Muhammad. The Qur'an is sacred and considered to be the actual words of God, as told to Prophet Muhammad (Y3 Spr2). A prophet is a chosen messenger of God (Y3 Spr1).</li> </ul>	<ul style="list-style-type: none"> <li>The book of Isaiah in the Old Testament included prophecies of a coming "Messiah".</li> <li>Most Jewish people are still waiting for the promised Messiah.</li> <li>The New Testament claims Jesus as fulfilment of prophecies of the Messiah. People who believed this to be true divided from the Jewish people who didn't and became the first Christians.</li> <li>"Christ", comes from the Greek translation of Messiah, Khristós.</li> <li>Christianity teaches that Jesus, through his Ultimate Sacrifice, has saved his people and will return to complete the Old Testament prophecies.</li> <li>In Islam, Jesus (or <b>Isa</b>), is considered a prophet and the Messiah promised to the Israelites, who will return at the end of times. Muslims do not believe Isa was the Son of God.</li> <li>In Christianity, belief in Jesus as the Messiah is very important. It has inspired art and music across the centuries.</li> <li>Many people find <b>spiritual expression</b> in creative activities such as art and music.</li> <li>Handel's Messiah, was written by George Frederick Handel in 1741. It is inspired by and uses words from the Bible and is still performed today.</li> <li>Art that has been inspired by the Christian concept of Jesus as the Messiah is displayed in churches, public places and sometimes accompanies Handel's music.</li> </ul>	<ul style="list-style-type: none"> <li>Where do I stand? – Spiritual expression through art (Y5 Sum2)</li> <li>Gospel narratives of resurrection (Y6 Aut1)</li> <li>Christian beliefs about life's purpose (Y6 Sum1)</li> <li>Islamic beliefs about life's purpose (Y6 Sum1)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Interpret Biblical text. (Y5 Spr2)</li> <li>Describe how beliefs might influence a Christian's life. (Y5 Spr2)</li> </ul> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences in how artists have tried to express the Trinity. (Y3 Aut2)</li> </ul>	<p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>Recognise that conversations about religion and belief are complex in relation to Abrahamic understandings of Messiah.</li> <li>Explain how belief has been expressed in similar and different artistic forms within Christianity.</li> <li>Explain ways beliefs impact choices in individuals' lives, community &amp; society.</li> <li>Describe how individuals, community &amp; society can shape beliefs.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally &amp; globally) (Y6 Spr1)</li> <li>Describe how beliefs impact choices in individuals' lives, community &amp; society. (Y6 Spr1)</li> <li>Explain how the context of individuals, community &amp; society can shape beliefs. (Y6 Spr1)</li> </ul>
VCS	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence. (Y4)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> <li>Events in history in different places have impacted (Christian) diversity. (Y5)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christianity teaches that Jesus fulfilled the prophecies of the Old Testament of the coming of a Messiah, a saviour.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Events in history in different places have impacted (Christian) diversity.</li> <li>Religious worldviews have significant impact on arts and culture.</li> <li><b>Person, Time &amp; Place:</b> George Frederick Handel (German), 1685-1759AD, UK.</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Christianity, belief in Jesus' death and resurrection is important as it brings people to salvation. (Y6)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global). (Y6)</li> </ul>



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Substantive	<ul style="list-style-type: none"> <li>The way a person looks at the world is called their worldview. We all inhabit a worldview, which is shaped and changed by our life experiences (Y2 Aut1).</li> <li>Some people choose to belong to organised religious groups. This can be a shared religious Worldview (Y2 Aut1).</li> </ul>	<ul style="list-style-type: none"> <li>Everyone inhabits a personal worldview. It is their own unique way of experiencing, interpreting and interacting with the world.</li> <li>Our personal worldview changes as we experience new things.</li> <li>Our personal worldview is influenced by many different things such as family, events, community, time and place.</li> <li>Our personal worldview will influence how we think and respond to the world.</li> <li>Some people's individual worldview is influenced by religious or non-religious belief.</li> <li>Artistic expression can be a good way to explore and express a personal worldview.</li> </ul>	<ul style="list-style-type: none"> <li>Gospel narratives of resurrection (Y6 Au1)</li> <li>Different philosophical views of life's purpose (Y5-6 CB Spr2)</li> <li>Christian beliefs about life's purpose (Y6 Sum)</li> <li>Islamic beliefs about life's purpose (Y6 Sum)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Interpret Biblical text. (Y5 Spr2)</li> <li>Describe how beliefs might influence a Christian's life. (Y5 Spr2)</li> </ul> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences in how artists have tried to express the Trinity. (Y3 Aut2)</li> <li>Explain how belief has been expressed in similar and different artistic forms within Christianity. (Y5 Sum1)</li> </ul>	<p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>Engage in conversations about the complexities of religion and belief</li> <li>Explore how belief can be expressed in similar and different artistic forms.</li> <li>Explain ways beliefs impact choices in individuals' lives, community &amp; society.</li> <li>Express a consciousness of what influences their own worldview.</li> </ul> <p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Philosophers explore how and whether things make sense.</li> <li>Philosophers engage with conversations about the human quest for knowledge and meaning.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally &amp; globally) (Y6 Spr1)</li> <li>Describe how beliefs impact choices in individuals' lives, community &amp; society. (Y6 Spr1)</li> <li>Explain how the context of individuals, community &amp; society can shape beliefs. (Y6 Spr1)</li> </ul> <p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. (Y5-6 CB Spr2)</li> </ul>
VCs	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> <li>Events in history in different places have impacted (Christian) diversity. (Y5)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Different belief systems influence ideas of life's meaning and purpose.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Events in history in different places have impacted diversity.</li> <li>Religious worldviews have significant impact on arts and culture.</li> </ul> <p>• <b>Person, Time &amp; Place:</b> Pupil's developing consciousness of their own personal worldview</p>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Different belief systems influence ideas of life's meaning and purpose. (Y6)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global). (Y6)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>The Christian Bible has two parts. The Old Testament includes stories about how the world began (Genesis), God's relationship with people (Noah, Exodus), histories, prophecies, songs and rules (Y3 Spr1). The New Testament contains stories about Jesus, and stories that he told (parables) (Y2 Spr1).</li> <li>The Bible is organised into books, chapters and verse (Y3 Aut1).</li> <li>The Bible was written by many different authors and contains many different types of writing, inspired by God (Y3 Aut1).</li> <li>Jesus is the incarnation of God (Y1 Aut2) and one of the Trinity (Y3 Aut2).</li> <li>The New Testament claims Jesus as fulfilment of prophecies of the Messiah. People who believed this to be true divided from the Jewish people who didn't and became the first Christians (Y5 Sum1).</li> <li>Christians believe that Jesus' death on Good Friday was important. It was part of God's plan to bring salvation to his followers (Y2 Spr2). He was the Ultimate Sacrifice (Y4 Aut2).</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Gospels</b> are four books of the New Testament that share different versions of the narrative of Jesus' life, death and resurrection.</li> <li>The Gospel narratives of the resurrection have similarities and differences: <b>Matthew</b> 28: -10; <b>Mark</b> 16: 1-8; <b>Luke</b> 24: 1-10; <b>John</b> 20: 1-18.</li> <li>Most Christians would argue that the Gospel differences are not materially significant and are due to time, perspective and narrator. The similarities in substance of Jesus' resurrection are what is important.</li> <li>If it were concluded that the Gospel narratives were unreliable, that Jesus' resurrection was a fiction, the consequences for Christian belief are devastating. Paul claimed this in 1 Corinthians 15:14, "And if Christ has not been raised, our preaching is useless and so is your faith."</li> <li>Christianity is built upon the idea of Jesus, the Messiah, as ultimate sacrifice. His resurrection brings salvation and brings sinners back to God after the Fall.</li> <li>For a Christian, Christ's death means forgiveness and everlasting life in God's presence.</li> <li>Christ's death and resurrection is significant to individual Christians.</li> </ul>	<ul style="list-style-type: none"> <li>Christian understanding of life's purpose (Y6 Sum1)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2 Spr2)</li> <li>Describe different interpretations of the Ramayana. (Y5 Aut2)</li> <li>Interpret Biblical text. (Y5 Spr2)</li> <li>Describe the influence of people and historical events on divisions in the Christian Church. (Y5 Spr2)</li> <li>Describe how beliefs might influence a Christian's life. (Y5 Spr2)</li> </ul>	<p><b>As theologians, pupils will:</b></p> <ul style="list-style-type: none"> <li>Explain how the Gospels connect with Christian beliefs and discuss their reliability.</li> <li>Explain the influence of belief in historical events on Christian worldviews.</li> <li>Explain theological similarities and differences within Christian worldviews.</li> <li>Explain how beliefs in Jesus' resurrection might influence a Christians life, how they view the world and other people.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Explain how the Genesis text connects with beliefs and discuss the reliability of the source. (Y6 Aut2)</li> <li>Explain that religious texts can be interpreted in different ways by different believers. (Y6 Aut2)</li> <li>Explain theological similarities and differences within and between worldviews. (Y6 Aut2)</li> <li>Explain how beliefs about creation and science might influence a person's life, how they view the world and other people. (Y6 Aut2)</li> </ul>
VCS	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5)</li> <li>Christians believe Jesus fulfilled the prophecies of the Old Testament of the coming of a Messiah, a saviour. (Y5)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world. (Y5)</li> <li>Evidence for God's existence is contested but still sought. (Y5)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Events in history in different places have impacted (Christian) diversity. (Y5). Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Christianity, belief in Jesus' death and resurrection is important as it brings people to salvation.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Different belief systems influence ideas of life's meaning and purpose.</li> <li>Ideas of what happens after we die give meaning to human action on earth.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global).</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In many worldviews, personal self-sacrifices or living a good life have beneficial, future consequences. (Y6)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. (Y6)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global). (Y6)</li> <li>Places and celebrations have significance to individuals and communities in Hindu Dharma. (Y6)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>The book of Genesis contains the story of creation. It says that God made the world from nothing in six days and that he rested on the seventh day (Y1 Spr1).</li> <li>Scientists know that the universe started from a tiny, incredibly hot point, which then got bigger to become the vast universe (Big Bang Theory). Many Christian and Jewish people believe that God caused the Big Bang. (Y1 Spr2)</li> <li><b>Knowledge</b> is an awareness of something as true based on experience, education or evidence. <b>Belief</b> is something someone thinks is true without proof. <b>Opinion</b> is a view based on experience, but without sure knowledge (Y4 Aut1).</li> <li>We need to consider evidence and reasoning to decide if something is knowledge, belief or opinion (Y4 Aut1).</li> <li>Many <b>worldviews</b> make claims about their idea of <b>truth</b> (Y4 Aut1).</li> <li><b>Science:</b> Darwin's theory of natural selection and evolution (Y6 Aut2).</li> </ul>	<ul style="list-style-type: none"> <li>The Old Testament story of Creation is found in Genesis 1:1 - 2:3. It says that God made the world from nothing in six days and that he rested on the seventh day.</li> <li>Understanding the genre of writing of Genesis might change our understanding and analysis of it. It could be seen as a poem, a historical report or a story.</li> <li>Very few Christians see Genesis as a literal, historical account of the creation of the world.</li> <li>Thomas Aquinas (1225-1274) put forward the 'first cause argument'. This is the idea that everything must have been caused by something else.</li> <li>Many Christians believe that God was the 'first cause', and caused the Big Bang.</li> <li>The Intelligent Design Argument was first associated with Socrates (470-399 BC), but argued and added to by many others over the years. It suggests that the complex functionality of the world looks like it has been designed, and what is designed must have a designer, i.e. God.</li> <li>William Paley (1745-1805), was a Christian philosopher who explained the design argument using the "Watchmaker Analogy". A design implies a designer, intelligent design implies an intelligent designer, i.e. a creator deity.</li> <li>Paley did not have the scientific understanding and evidence that we have today. He is a product of his time.</li> <li>Charles Darwin's theory of natural selection and evolution showed that life on Earth did not have a creator; they change and evolve due to natural processes.</li> <li>Richard Dawkins (1941-) is an evolutionary biologist. In The Blind Watchmaker (1986), he said evolutionary processes are not guided by a designer.</li> <li>Pope Francis is the head of the Catholic Church. He is able to reconcile his religious faith in God as creator with scientific explanations for the origins of the world. Through theological interpretation, he does not see conflict with science.</li> </ul>	<ul style="list-style-type: none"> <li>Where do I stand? (Y5 Sum2)</li> <li>Philosophical ideas about life's purpose (Y6 Spr2)</li> <li>Religious ideas about life's purpose (Y6 Sum)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Explain how the Gospels connect with Christian beliefs and discuss their reliability. (Y6 Aut1)</li> <li>Explain the influence of belief in historical events on Christian worldviews. (Y6 Aut1)</li> <li>Explain theological similarities and differences within Christian worldviews. (Y6 Aut1)</li> </ul>	<p><b>As theologians, pupils will:</b></p> <ul style="list-style-type: none"> <li>Explain how the Genesis text connects with beliefs and discuss the reliability of the source.</li> <li>Explain that religious texts can be interpreted in different ways by different believers.</li> <li>Explain theological similarities and differences within and between worldviews.</li> <li>Explain how beliefs about creation and scientific evidence might influence a person's life, how they view the world and other people.</li> </ul>	
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Evidence for God's existence is contested but still sought. (Y5)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Different belief systems influence ideas of life's meaning and purpose.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global).</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. (Y6)</li> <li>Ideas of what happens after we die give meaning to human action on Earth. (Y6)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Brahman as the ultimate reality; Brahman expressed through deities, particularly Brahma, Vishnu and Shiva; murtis as representations of deities (and the Trimurti as representations of Brahma, Vishnu and Shiva); and deities taking the form of different avatars (Y2 Sum1).</li> <li>Diwali is a five-day family and community celebration of harvest, light and good defeating evil. It is celebrated by cleaning the house; decorations; mandalas; lighting Diya lamps; fireworks; food and sweets. Lakshmi, the Goddess of wealth, is worshipped (Y2 Sum2)</li> <li>Diwali remembers the story of Rama and Sita found in the Ramayana. The Ramayana is a story about Prince Rama, an avatar of Vishnu the Preserver, and his wife Sita. It tells how Rama rescued Sita from the wicked demon, Ravana. There are lots of versions of the story (Y2 Sum2).</li> </ul>	<ul style="list-style-type: none"> <li>Hindus connect in diverse ways through celebrations and festivals, at home and in the wider community. How a community celebrates depends on where they are in the world.</li> <li>At <b>Diwali</b>, many Hindus spring clean homes, give gifts and sweets, buy new clothes, decorate homes, watch fireworks, light Diya lamps and create rangoli patterns.</li> <li><b>Holi</b> is the festival of spring, colour and new life. Holi celebrates the story of Vishnu and the legend of Holika and Prahlad.</li> <li>Celebrations of Holi are expressed through bonfires, putting grain in the fire and, on the next day, throwing coloured powder and water. Many Hindus share food and presents.</li> <li><b>Pilgrimage</b> is a journey of religious significance.</li> <li>For many Hindus, the River Ganges has spiritual significance, and many Hindus make pilgrimages to significant places associated with the river.</li> <li>The Ganges runs through northern India and Bangladesh. The river has huge significance in Indian and Hindu culture.</li> <li>Some believe the Ganges flowed from heaven to purify humans. Sometimes, the river is referred to as 'mother' or 'she'.</li> <li><b>Kumbh Mela</b> is a 55-day festival that takes place every twelve years. At the festival, pilgrims visit and bathe in the Ganges, and take bottles of the river water back to loved ones.</li> <li>Hindu pilgrims may visit important temples near the river.</li> </ul>	<ul style="list-style-type: none"> <li>Hindu understanding of life's purpose (Y6 Sum1)</li> </ul>
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that individual and community action can shape beliefs. (Y4 Spr2)</li> <li>Explain similarities and differences of forms of expression within Hindu Dharma (locally &amp; nationally). (Y5 Aut1)</li> <li>Explain ways beliefs impact choices in individuals' lives, community &amp; society. (Y5 Aut1)</li> <li>Explain ways beliefs impact choices in individuals' lives, community &amp; society. (Y5 Sum1)</li> <li>Describe how individuals, community &amp; society can shape beliefs. (Y5 Sum1)</li> </ul>	<p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally &amp; globally)</li> <li>Describe how beliefs impact choices in individuals' lives, community &amp; society.</li> <li>Explain how the context of individuals, community &amp; society can shape beliefs</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally &amp; globally) (Y6 Sum1)</li> <li>Describe how beliefs impact choices in individuals' lives, community &amp; society. (Y6 Sum1)</li> <li>Explain how the context of individuals, community &amp; society can shape beliefs. (Y6 Sum1)</li> </ul>
VCs	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global).</li> <li>Places and celebrations have significance to individuals and communities in Hindu Dharma.</li> </ul>	





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• <b>Science:</b> Humans are classified as mammals (animals) (Y1 Sum1).</li> <li>• <b>History:</b> In the Early Islamic Civilisation, knowledge and wisdom were central. The House of Wisdom was built in Baghdad and scholars from all backgrounds came to study and learn from each other there. Ibn Sin was an early Islamic doctor (Y4 Spr).</li> <li>• <b>History:</b> Knowledge of Ancient Greece, and importance of knowledge and wisdom in Athens (Y3 Sum).</li> </ul>	<ul style="list-style-type: none"> <li>• Some philosophers claim humans are the only animal who have an understanding that they will one day die and that this makes people question life's meaning.</li> <li>• Philosophers cannot prove what happens after we die, so seek explanations.</li> <li>• Some philosophers see the <b>soul</b> (or mind) and body as different types of things.</li> <li>• <b>Ibn Sina</b> (980-1025) was an early Islamic philosopher, who argued our souls (minds) are separate from our bodies using the "Flying Man" thought experiment.</li> <li>• Other philosophers have argued that the soul (or self) ends with the body.</li> <li>• <b>Socrates</b> (470-399 BC) was an Ancient Greek philosopher who lived in Athens, who believed in the idea of a soul that lives in our bodies and goes to heaven when we die.</li> <li>• <b>Plato</b> (428-348 BC) was another Ancient Greek philosopher, who also believed in the idea of an eternal soul that would exist beyond the physical body.</li> <li>• Plato's ideas influenced many Christians, who may accept that life on Earth may not be great, but there is something better to come for the soul.</li> <li>• <b>Hypatia</b> (370-415) was a Greek philosopher. She believed that the soul would return to a divine being, like God or gods.</li> <li>• <b>Democritus</b> (460-370 BC) was a Greek Philosopher who suggested life is given meaning by the pursuit of pleasure.</li> <li>• The pursuit of pleasure is known as <b>hedonism</b>. Some hedonists have seen this as intellectual pleasure, others see it as a physical pleasure.</li> <li>• Friedrich <b>Nietzsche</b> (1844-1900), a German philosopher, said people are never satisfied. This prevents us finding meaning in life. This is known as <b>nihilism</b>.</li> <li>• Simone de Beauvoir (1909-86) was a French Philosopher who challenged the idea of a divine plan. She argued humans are born free, without a divine plan. This freedom is both a blessing and a burden. Following human desire means we should not restrict others' freedom to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Differing worldviews' understanding of life's purpose (Y6 Sum)</li> </ul>
Disciplinary	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>• Explain different philosophical answers to questions about God's existence. (Y4 Aut1)</li> <li>• Explain the Buddha's philosophical answers to questions about the world. (Y5 Spr1)</li> </ul>	<p><b>As philosophers, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence.</li> <li>• Begin to analyse if an argument is logical and show awareness of divergent opinions.</li> <li>• Use appropriate evidence to support or counter an argument.</li> <li>• Begin to explain connections between beliefs and behaviour.</li> </ul>	
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Different belief systems influence ideas of life's meaning and purpose. (Y5 Sum2)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Different belief systems influence ideas of life's meaning and purpose.</li> <li>• Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate.</li> <li>• Ideas of what happens after we die give meaning to human action on earth.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• <b>Person, Time &amp; Place:</b> Diverse philosophers through time.</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Different belief systems influence ideas of life's meaning and purpose. (Y6)</li> <li>• Ideas of what happens after we die give meaning to human action on earth. (Y6)</li> </ul>







In this unit, teachers should select the worldviews to focus on in depth, depending on the local context.

Required prior knowledge	Knowledge to be explicitly taught
<ul style="list-style-type: none"> <li>The way a person looks at the world is called their worldview. We all inhabit a worldview, which is shaped and changed by our life experiences (Y2 Aut1).</li> <li>Some people choose to belong to organised religious groups. This can be a shared religious Worldview (Y2 Aut1).</li> <li>Some philosophers see the soul (or mind) and body as different types of things. Some consider the soul (or self) to continue after the body dies. Other philosophers have argued that the soul (or self) ends with the body (Y6 Spr2).</li> </ul>	<ul style="list-style-type: none"> <li>Many worldviews consider that we all have a soul – the essence of you – that lives beyond the body.</li> <li>What people believe happens to the soul when the body dies may influence the choices people make in their lives.</li> <li>In practice, many people believe they should do good things because they are right, not because they are thinking about what will happen when their body dies.</li> </ul>
<p><b>Hindu Dharma:</b></p> <ul style="list-style-type: none"> <li>Brahman as the ultimate reality; Brahman expressed through deities, particularly Brahma, Vishnu and Shiva; murtis as representations of deities (and the Trimurti as representations of Brahma, Vishnu and Shiva); and deities taking the form of different avatars (Y2 Sum1).</li> <li>To many Hindus, dharma is understood as duty. A person's dharma depends on who they are and what stage of life they are at. Ancient Hindu teachings suggest there are four stages of life called ashramas. These are student; householder; retirement and sacred pilgrim (traveller) (Y5 Aut2).</li> </ul>	<p><b>Hindu Dharma:</b></p> <ul style="list-style-type: none"> <li><b>Purusharthas</b> are four Hindu goals for living.                             <ul style="list-style-type: none"> <li>The first Purushartha is <b>dharma</b>, to fulfill personal duties.</li> <li>The second Purushartha is <b>artha</b>, working for honest success and to be able to provide for a family.</li> <li>The third Purushartha is <b>kama</b>, to enjoy life.</li> <li>The fourth Purushartha is <b>moksha</b>, which is to break out of cycle of <b>reincarnation (samsara)</b> so the soul (atman) can reach oneness with the divine (moksha).</li> </ul> </li> <li>Fulfilling dharma is individual to each person, so will be inherently diverse.</li> <li>In the Bhagavad Gita (an epic poem that takes place on a battlefield), Prince Arjuna must fulfill his dharma as a warrior by battling unjust members of his family. Arjuna has a conversation with Lord Vishnu, expressing his fear of death. Arjuna is told it is "like going to sleep, taking off your clothes and putting on new ones".</li> <li><b>Samsara</b> is the cycle of death and rebirth, with the aim of reaching moksha (oneness with God).</li> <li>These beliefs have a significant impact on how Hindus live their lives, especially that living a good life will lead to a better next life.</li> </ul>
<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>The New Testament claims Jesus as fulfilment of prophecies of the Messiah. People who believed this to be true divided from the Jewish people who didn't and became the first Christians (Y5 Sum1).</li> <li>Christians believe that Jesus' death on Good Friday was important. It was part of God's plan to bring salvation to his followers (Y2 Spr2). He was the Ultimate Sacrifice (Y4 Aut2).</li> <li>There is diversity within Christian Worldviews, including the Catholic, Protestant and Anglican Churches (Y5 Spr2).</li> </ul>	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>Many Christians believe that, in the presence of God, their actions in life will be judged. Some Christians think this will happen when they die, others that everyone will be judged at a future "<b>judgement day</b>", and others that there is a personal judgement followed by a final judgment.</li> <li>Heaven could be the result of good deeds. Some see this a literal place of paradise where a divine God rules eternally. Others think of heaven more as the reward of being with God.</li> <li>Hell could be the result of bad deeds. Some see this as a literal place of fire, pain and punishment. Others that it is a psychological state, the harm we do ourselves through division from God.</li> <li>Medieval art depicted graphically the idea of soul tortured in hell. Many Christians ask, would a loving God do this to his people?</li> <li>In Catholicism, <b>purgatory</b> is considered a place in between heaven and hell, where a sinful soul can be purged.</li> </ul>

Substantive



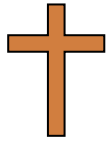


Required prior knowledge	Knowledge to be explicitly taught
<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Muslims believe Islam reached its completion through the Prophet Muhammad. The Qur'an is sacred and considered to be the actual words of God, as told to Prophet Muhammad (Y3 Spr2). A prophet is a chosen messenger of God (Y3 Spr1).</li> </ul>	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Most Muslims believe in life after death. They believe they must live morally in submission to the will of Allah. If this is life's purpose, then it influences what happens after death.</li> <li>• Islam teaches humans have free will and will be held responsible for their intentions and actions on Earth. These are recorded and taken into account on the "<b>Last Day</b>" or "<b>Day of Judgement</b>".</li> <li>• A person's soul is believed to be judged based on what they did in their lifetime. The soul is then given a new body – bright or dark – depending on their deeds. Pure souls will be bright and be rewarded. Impure souls will be dark and be punished, the soul will then wait, knowing its fate, until the last day.</li> <li>• Muslims believe that the Angel Israfil will blow the trumpet and all creation will be destroyed. The second trumpet blow is the resurrection. Some think this will be physical, so bodies need to be buried. Most Muslims think it is the soul that is taken to the afterlife.</li> <li>• In Islam, <b>Jannah</b> (Paradise) is a beautiful place with material rewards for a good life.</li> <li>• In Islam, <b>Jahannam</b>, (Hell) is a place of suffering and pain, and where those who reject the teachings of the prophets go. This is described a fiery place of torture, but many Muslims believe the language of the Qur'an to be symbolic to deter people from committing sin.</li> <li>• Some Muslims think that hell is only temporary, and that the forgiving Allah will eventually allow all people to heaven.</li> </ul>
<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Shabbat is a weekly Jewish celebration involving a day of rest (Y1 Sum1).</li> <li>• Shabbat is remembered differently across different Jewish traditions and by individual families. Some families have more strict rules than others (Y1 Sum1).</li> <li>• Many Jewish families believe they should do no work during Shabbat, as it is a day of rest. They may clean the house to prepare for Shabbat. Some Jewish families have very strict rules about what counts as work. They count shopping, cooking, driving or even turning things on as work. This means they need to prepare food in advance (Y1 Sum1).</li> </ul>	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Jewish teachings are unclear on what happens after death.</li> <li>• Many Jewish people believe what is important is how a person lives their life and what happens after death should be left to God. Good deeds should be done for their own sake.</li> <li>• In the Mishnah it says: "<i>Be not like servants who serve their master for the sake of receiving a reward</i>". (Ethics of the Fathers 1:3).</li> <li>• Some Jewish people believe there is some kind of life after death, as the idea of a soul that will return to G-d is mentioned in some traditions.</li> <li>• Some Jewish people believe there will be some kind of eventual judgement when good deeds will be rewarded and bad deeds will be punished, but how is not clear.</li> <li>• Many in <b>Orthodox Judaism</b> consider that if there is to be judgement, they must follow the rules set down in sacred text strictly including observing Shabbat and keeping the 613 Mitzvot (Jewish laws).</li> <li>• Many in Orthodox Judaism are still awaiting the Messiah when the world will be different.</li> <li>• Many in <b>Reform</b> or <b>Liberal Judaism</b> see the Jewish laws as in need of interpretation for a modern age, while still needing to live a moral life.</li> <li>• There is still no clarity over what happens after death.</li> </ul>
<p><b>Buddhist:</b></p> <ul style="list-style-type: none"> <li>• The Buddha taught Four Noble Truths: 1. Suffering inevitably exists in life because life isn't perfect. 2. Suffering is caused by our desire. 3. Suffering can be ended if people stop wanting things. 4. Ending suffering can be achieved by following the Eightfold Path (Y5 Spr1).</li> <li>• The Eightfold Path (the middle way) has three elements of morality, meditation and wisdom (the Threefold Way). (Y5 Spr1).</li> </ul>	<p><b>Buddhist:</b></p> <ul style="list-style-type: none"> <li>• There is huge diversity in Buddhism.</li> <li>• Many Buddhists believe that the Buddha taught that we are in a cycle of <b>rebirth</b> because we have attachments in life through bad actions.</li> <li>• Good actions in life can lead to a higher level of rebirth.</li> <li>• Being human is a gift, if it is wasted your next cycle of rebirth may be lower.</li> <li>• Buddhists aim to break the cycle of rebirth and attain <b>Nirvana</b> through enlightenment.</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught
Substantive	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>Humanism is a non-religious worldview (Y1 Sp2). Humanists believe that they have one life and the purpose of it should be to make themselves and others as happy as possible (Y3 Spr1).</li> <li>Some humanists seek human happiness by choosing to follow an agreed set of 10 Commitments. These are a moral way of living life. Humanists do not do things because they think they will be rewarded in heaven; most humanists do not believe there is anything beyond this life (Y4 Spr1).</li> </ul>	<p><b>Humanism:</b></p> <ul style="list-style-type: none"> <li>Humanism is a worldview that suggests we have one life.</li> <li>Some humanists suggest we cannot remember before we were born and death will be like that too. No soul will live on because the essence of us is dependent on the physical systems of our body and brain.</li> <li>Humanists advocate for living the best life we can, as we don't get a second chance.</li> <li>Many humanists believe we have a responsibility to look after the world for future generations.</li> </ul>
	<p><b>Sikhi:</b></p> <ul style="list-style-type: none"> <li>Another religious group is Sikhi. A follower of Sikhi is called a Sikh and their place of worship is called a gurdwara (Y2 Aut1).</li> </ul>	<p><b>Sikhi:</b></p> <ul style="list-style-type: none"> <li>Many Sikhs believe that <b>Waheguru</b> (God or eternal being) exists in everything.</li> <li>The soul must be reincarnated through many cycles of life in order to purify itself and become one with Waheguru and escape from the cycle of death and rebirth (<b>mukti</b>).</li> <li>The cycle of life and death can take animal or human form, but only in the human form can a soul understand right and wrong and decide on "intentional action" (<b>karma</b>).</li> <li>Good actions, right choices and remembering God, can be rewarded with merit and avoid punishment,</li> <li>The Guru Granth Sahib teaches: "Those who meditate on God attain liberation. For them, the cycle of birth and death has been completed."</li> <li>Many Sikhs believe they can gain merit in life and achieve Mukti by following the teachings of the Gurus and the 3 Principles of Sikh: Remembering God, Honest Work and Selfless Service.</li> </ul>
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise ways beliefs about giving impact peoples' choices in everyday life, community &amp; society. (Y4 Spr2)</li> <li>Describe how beliefs impact choices in individuals' lives, community &amp; society. (Y6 Spr1)</li> <li>Explain how the context of individuals, community &amp; society can shape beliefs (Y6 Spr1)</li> </ul>	<p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview.</li> <li>Recognise that conversations about religion and belief can be controversial.</li> <li>Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally &amp; globally)</li> <li>Describe how beliefs impact choices in individuals' lives, community &amp; society.</li> <li>Explain how the context of individuals, community &amp; society can shape beliefs.</li> </ul>
VCS	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world. (Y5)</li> <li>Buddhist Dharma seeks to end suffering through reaching enlightenment. (Y5)</li> <li>Evidence for God's existence is contested but still sought. (Y5)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In many worldviews, personal self-sacrifices or living a good life have beneficial, future consequences.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Different belief systems influence ideas of life's meaning and purpose.</li> <li>Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate.</li> <li>Ideas of what happens after we die give meaning to human action on earth.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global).</li> </ul>

# Progression: Substantive Knowledge



## Christianity

The **Bible** teaches Christians that **God** was responsible for **creating the world** and humans have a **responsibility** to look after it.

**Adam and Eve** broke God's rule, the first **sin**, **separating humans from God**.

**Christmas** is celebrated by many Christians to remember the **incarnation of Jesus Christ**, a special gift from God who would be a **saviour**.

People today have **different beliefs** and celebrate them in **different ways**. We learn about different religious festivals and how they can be celebrated by families.

Many Christians **express** God's importance through **diverse prayer, praise and worship**.

There is evidence of Christianity in **local communities**.

Many Christians seek to understand God through **stories** about **Jesus** and stories told by him (**parables**).

**Easter** reveals core Christian **beliefs** about **Jesus' life, death and resurrection** and humanity's **salvation**.

**Ritual animal sacrifice** to make amends with God originates from ancient Jewish tradition illustrated in the Biblical story of **Abraham and Isaac**.

Christianity teaches that **Jesus' ultimate sacrifice** means people now need only **repent** for their **sins** to be forgiven.

Many Christians see **injustice** in the **suffering** of others and believe they should make **personal sacrifices** both to **please God and help others**.

Many Christians believe that the Old Testament prophecy of a Messiah (Isaiah) is fulfilled in Jesus Christ's ultimate sacrifice. Handel's Messiah and other art works seek to express the spiritual significance of this belief.

Despite differences in the **Gospel narratives** of the **resurrection of Christ**, the belief is key in **Christian Theology** as **Jesus' defeat of death** brings **salvation** and a **reconciliation with God** to believers. Without the religious 'truth' of resurrection Christianity becomes "meaningless".

The **Genesis** account of **creation** can be interpreted in different ways. Despite historical **debate** about the origins of the world, **most Christians now do not consider Genesis a historical, factual account**. Most Christians reconcile their belief in a "creator God" with **modern scientific explanations**.

Many Christians believe that their **actions** in life will be **judged**. In practice, most Christians believe they should find **purpose** in life **through doing good things because they are right**, not just for the reward in Heaven.

Christianity **spread** and **diversified** due to the influence of different **people** and events including: the **Great Commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, local representation**.

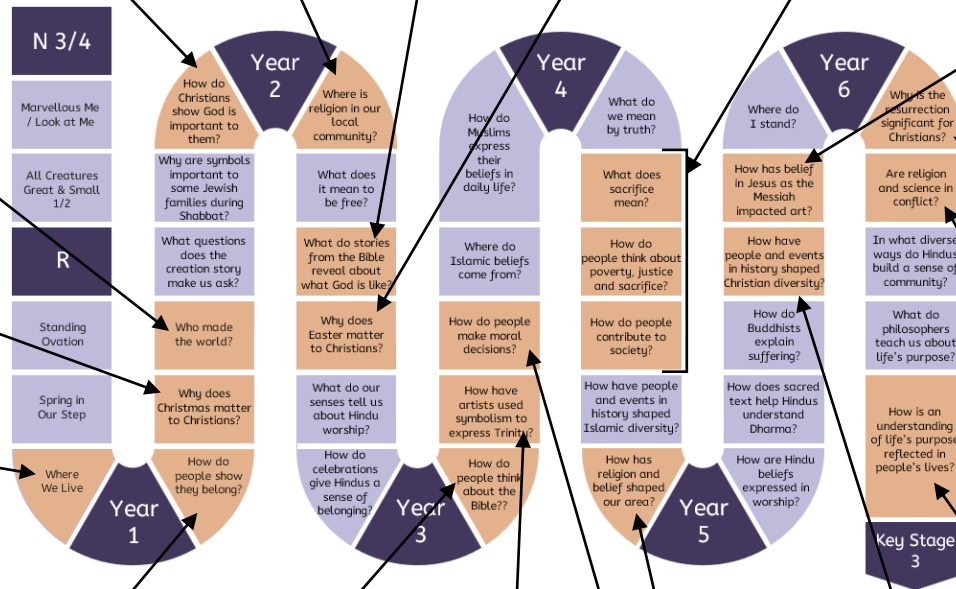
Many Christians express **belonging** through the symbol of the **Cross**, the **Bible**, the **church** as a place of worship and actions, such as **baptism**.

The history of the **writing** and **construction** of the **Bible** influences how different people think about it and **interpret** its contents.

Many Christians believe God is **Trinity**; One God as **Father, Son, Holy Spirit**. The **significance** of this is often explored through **symbolism**.

2021 Census data reveals 46.2% of the population identify as "Christian".

Many Christians turn to **Biblical teachings** for **moral guidance**.



# Progression: Substantive Knowledge



## Islam

Many **Sunni Muslims** express their beliefs by following the **5 Pillars of Sunni Islam** (obligations). These impact **daily life** in different ways.: The **Shahadah** (declaration of faith - Tawhid); **Salah** (prayer); **Zakat** (charity); **Sawm** (fasting during Ramadan); **Hajj** (pilgrimage to Makkah)

**Islamic diversity** may be due to **traditions** and culture or **interpretation** of the Qur'an. **Ijtihad** is the struggle to understand the Qur'an's words in today's context.

The Qur'an teaches **modesty** in dress, and this is interpreted in differently particularly in an **individual's choice of hijab**. Wearing a hijab has significance to some Muslim women, such as Olympic fencer **Ibtihaj Muhammad**.

**Ritual animal sacrifice** to make amends with God originates from ancient Jewish tradition illustrated in the Biblical story of Abraham and Isaac and the similar Qur'anic story of **Ibrahim and Ishmael**. Many Muslims remember this story at **Eid-ul-Adha**.

**Judaism, Christianity and Islam** are often called the **Abrahamic faiths**, tracing common lineage and beliefs, such as **monotheism**, back more than 3000 years to Abraham/Ibrahim.

Many Muslims see **injustice** in the **suffering** of others and believe they should follow the teachings of the Qur'an and the example of Muhammad and make **personal sacrifices** both to **please God and help others**.

**Case study: Dr Hany El-Banna and Islamic Relief** charity.

Most Muslims believe in **life after death**. They believe they must live **morally in submission to the will of Allah**. If this is life's purpose, then it influences what happens after death.

For many Muslims this is a motivation to **follow the teachings in the Qur'an and live a good life**.

In practice, most Muslims believe they do **good things because they are right, not just for the reward in Jannah (paradise)**.

There may be evidence of Islam in **local communities**.

People today have different beliefs and celebrate them in different ways. We learn about different religious festivals and how they can be celebrated by families.

Islam is a **monotheistic religion**, which **Muslims** believe reached its completion through **revelations** received by the **Prophet Muhammad** in present-day Saudi Arabia, in the years 610-632. These revelations were later written down and form the **Qur'an (considered the word of Allah)**.

Prophet Muhammad's wisdom is also respected in the form of the **Sunnah and Hadith**.

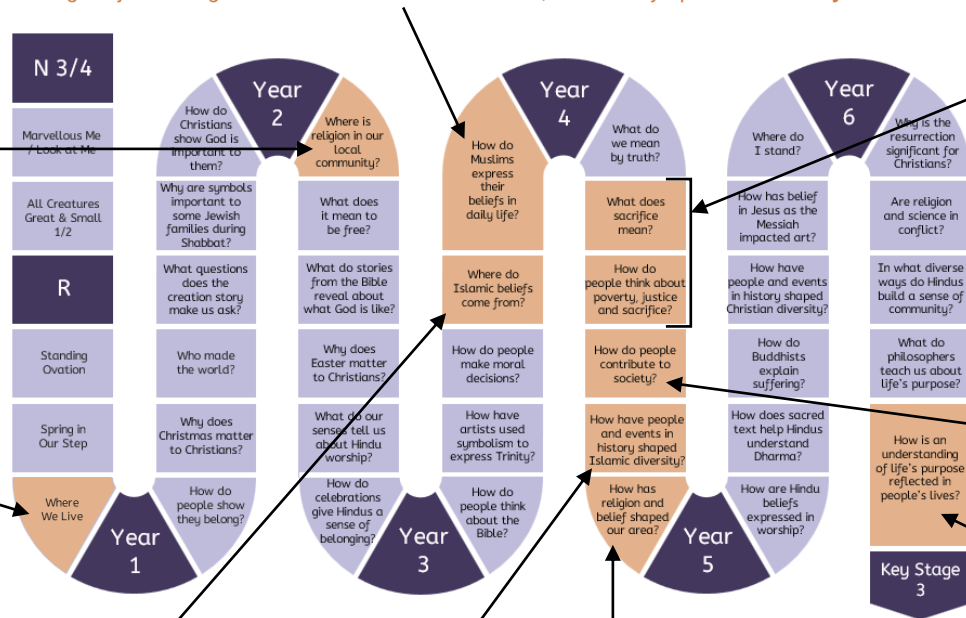
The city of **Makkah** and the **Kaaba** (God's house) are important places in Islamic history.

During the life of **Muhammad** there was **unity within Islam**. After his death, disagreements over succession led to **diversity within the religion**, including **Sunni, Shi'a and Sufi schools of thought**.

**Khadija, Aisha and Hafsa** are important women who influenced the **development of early Islam**. **Khawlah bint al-Azwar** was a **female warrior** in the early battles of Islam.

**Diversity of Islamic expression** may be shown in: **Prayer, observance, worship, tradition and celebration**.

2021 England and Wales Census data reveals 6.5% of the population identify as "Muslim".



# Progression: Substantive Knowledge



Judaism

**Shabbat** is a weekly “day of rest” linked with God’s example in the story of **creation**. **Shabbat** is marked in many **Jewish families** through **diverse symbolic artefacts and practices**.

There may be evidence of Judaism in **local communities**.

Some **Jewish families** express the **importance of freedom** through remembering the story of **Moses** and the **Exodus** of the **enslaved Hebrews** from Egypt in practices at **Passover** including the **Seder** meal.

**Ritual animal sacrifice** to make amends with God originates from ancient Jewish tradition illustrated in the Biblical story of **Abraham and Isaac**.

**Judaism, Christianity and Islam** are often called the **Abrahamic faiths**, tracing common lineage and beliefs, such as **monotheism**, back more than 3000 years to Abraham/Ibrahim.

People today have different beliefs and celebrate them in different ways. We learn about different religious festivals and how they can be celebrated by families.

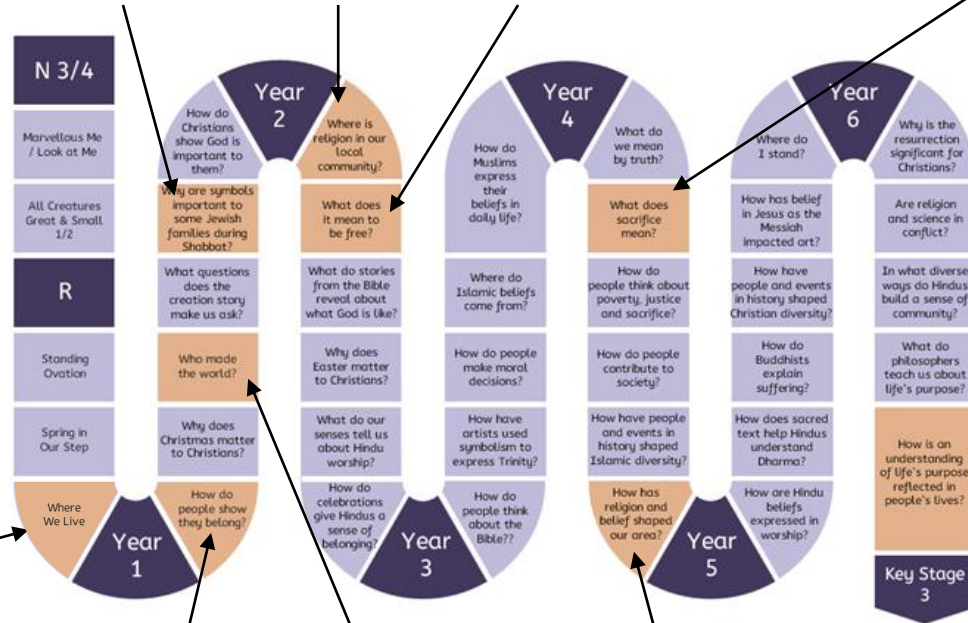
Many Jewish people express **belonging** through the symbol of the **Star of David**, wearing of the **kippah** and/or **tallit**, the **Torah**, the **synagogue** as a place of worship.

The **Torah** teaches Jewish people that **God** was responsible for **creating the world** and humans have a **responsibility** to look after it. **Adam and Eve** broke God’s rule, the first **sin**, **separating humans from God**.

2021 England and Wales Census data reveals **0.5%** of the population identify as “Jewish”.

**Jewish teachings** on what happens after death are **unclear**. Many Jewish people believe what is important is **how a person lives their life** and **what happens after death should be left to God**. **Good deeds** should be done **for their own sake**.

There are **differences in interpretation** within Judaism such as **Orthodox** and **Reform** (or Liberal) schools-of-thought.





# Progression: Substantive Knowledge



Hindu Dharma

Many Hindus believe **Brahman** (Ultimate Reality) is in everything and everyone. The **aum** symbol is widely used to represent Brahman and in **mediation**.

**Murtis** are representations of the **deities**. They have **symbols** that represent what the deity - and that aspect of Brahman - is like. They help Hindus focus their **worship**. **Trimurti** means 'three forms' and includes **Brahma, Vishnu and Shiva**. They each show some of the aspects of the Brahman.

Hindu **worship** takes many forms in the home or **mandir** and may include **puja**, appealing to all the senses.

Many Hindus connect in diverse ways **through celebrations and festivals**, at home and in the wider community. How a community celebrates depends on where they are in the world. Local Hindu communities may connect through celebrations of **Diwali** and **Holi**.

Some Hindus make **pilgrimages** to places of **spiritual significance**.

**Case study:** The **Ganges** runs through **northern India and Bangladesh**. The river has huge significance in Indian and Hindu culture. The **Kumbh Mela** is a 55-day festival that takes place every twelve years on the river.

Many Hindus believe that a person must fulfill their personal **dharma**, they may do this by pursuing **Purusharthas**, four Hindu goals for living. The aim is to **break out of the cycle of reincarnation (samsara)** so the soul (atman) **can reach oneness with the divine (moksha)**.

These beliefs may have a significant impact on how a Hindu lives their life, especially that **living a good life will lead to a better next life**.

There may be evidence of Hindu Dharma in local communities.

People today have different beliefs and celebrate them in different ways. We learn about different religious festivals and how they can be celebrated by families.

Many Hindus express **belonging** through diverse family and community celebrations including **Jatakarma, Raksha Bandhan** and **Diwali**.

2021 England and Wales Census data reveals 1.7% of the population identify as "Hindu".

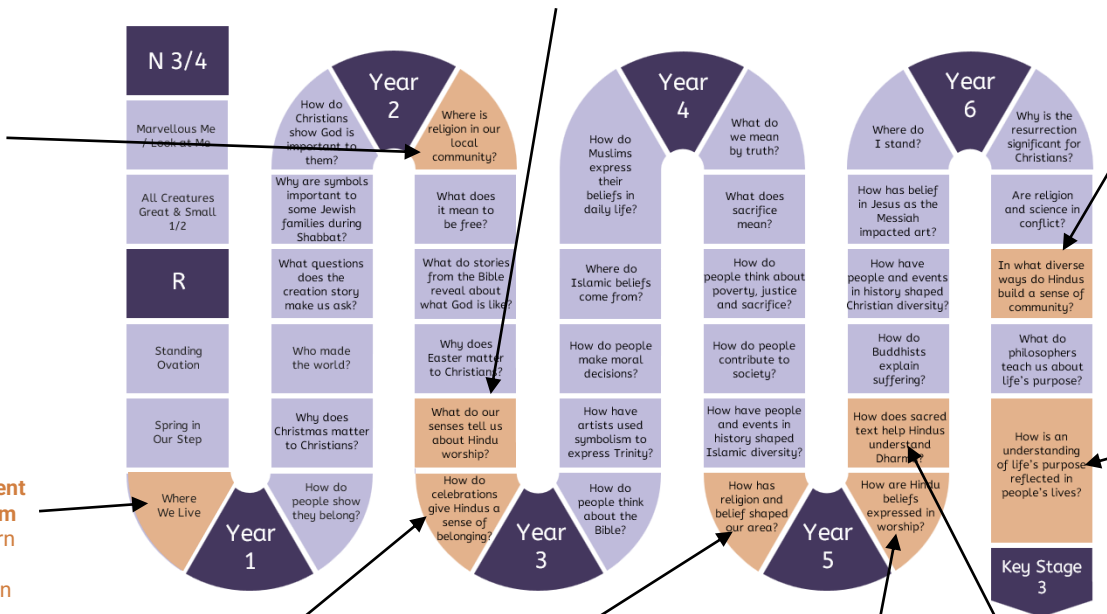
Hindu Dharma is a **pantheistic** religion. This is a belief that 'God' exists in, and is the same as, everything – an **ultimate reality**, known as **Brahman**.

**Worship** is important to many Hindus as a way of **connecting with the reality of Brahman within themselves**.

Many Hindus believe their **dharma** includes **duty** to: themselves, their family, the world around them, God and other people.

The **Ramayana** exemplifies how dharma is different for different people.

A person's dharma depends on which stage of life they are at. Ancient Hindu teachings suggest there are **four stages of life** called **ashramas**. These are student; householder; retirement and sacred pilgrim (traveller).



# Progression: Substantive Knowledge



Buddhism



(Sikhi)

Sikhi is not an explicit focus in the core United Curriculum, although additional resources are supplied in some units for schools who wish to include it due to their local community or pupil cohort. Please contact [katie.gooch@unitedlearning.org.uk](mailto:katie.gooch@unitedlearning.org.uk) if you wish to discuss further opportunities in your school's context.

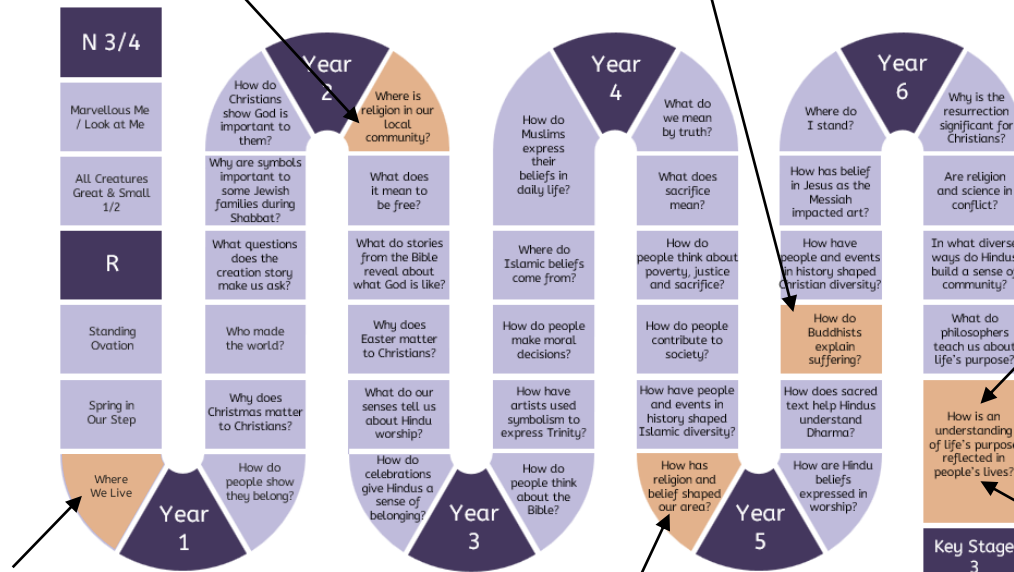
People today have different beliefs and celebrate them in different ways. We learn about different religious festivals and how they can be celebrated by families.

There may be evidence of Buddhism and Sikhi in local communities.

Spiritual journey of Siddhartha Gautama (the Buddha).

The teachings and philosophy for life of the Buddha including the Four Noble Truths and the Eightfold path with the aim of ending suffering and reaching enlightenment. The Eightfold Path has three elements of morality, meditation and wisdom (the Threefold Way).

Some Buddhists feel the idea of a creator God is not relevant to humanity. Some say this means that Buddhism is not strictly a religion but a philosophy.



2021 England and Wales Census data reveals 0.5% of the population identify as "Buddhist" and 0.9% identify as Sikh.

Many Buddhists believe that the Buddha taught that we are in a cycle of rebirth because we have attachments in life through bad actions.

Good actions in life can lead to a higher level of rebirth.

Being human is a gift, if it is wasted your next cycle of rebirth may be lower.

Buddhists aim to break the cycle of rebirth and attain Nirvana through enlightenment.

NB. Additional Option in Year 6 Summer 2 to include Sikhi.

Many Sikhs believe that Waheguru (God or eternal being) exists in everything.

The soul must be reincarnated through many cycles of life in order to purify itself and become one with Waheguru and escape from the cycle of death and rebirth (mukti).

The cycle of life and death can take animal or human form, but only in the human form can a soul understand right and wrong and decide on "intentional action" (karma).

Many Sikhs believe they can gain merit and achieve Mukti by following the teachings of the Gurus and the 3 Principles of Sikhi: Remembering God, Honest Work and Selfless Service.



# Progression: Substantive Knowledge



## Humanism & Non-religion

Some people do not believe in God and do not believe the world was created by an outside power.

Humanists are one group of people who do not believe in God. They only look for a scientific explanation of where the world came from.

People today have different beliefs and celebrate them in different ways. We learn about different religious and non-religious festivals and how they can be celebrated by families.

There may be evidence of non-religion in local communities.

Humanists rely on their own judgement about what is a right and just in society, and what will make people happy. Some humanists choose to follow an agreed set of 10 Commitments. These are a moral way of living life, including altruism.

Humanists do not do things because they think they will be rewarded in heaven; most humanists do not believe there is anything beyond this life.

Opportunity for pupils explore their own worldview through art.

Charles Darwin's theory of natural selection and evolution showed that life on Earth did not have a creator; they change and evolve due to natural processes.

Richard Dawkins (1941-) is an evolutionary biologist (and atheist). In The Blind Watchmaker (1986), he said evolutionary processes are not guided by a designer.

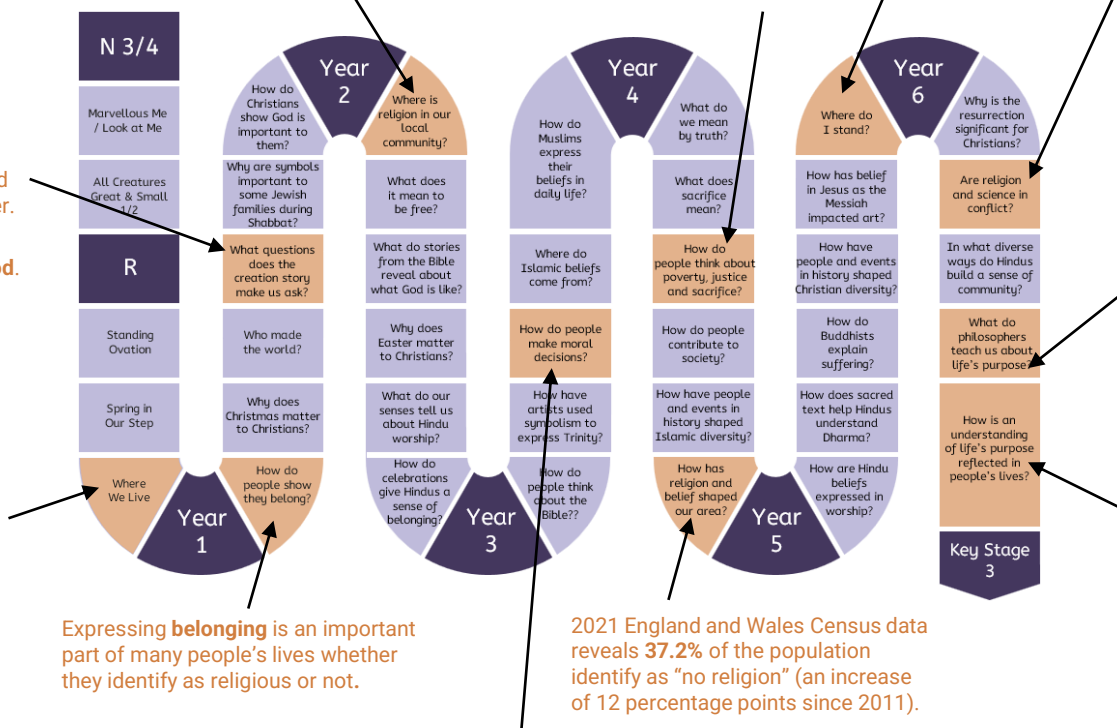
Many philosophers have argued the body and soul (or self) are separate and the soul may live on in some way, possibly as part of a divine plan (Ibn Sina, Socrates, Plato, Hypatia).

Others have argued that the soul (or self) ends with the body and meaning (if there is any) must be found in life. E.g. Democritus (hedonism) and Nietzsche (nihilism).

Simone de Beauvoir (1909-86) argued humans are born free, without a divine plan; that freedom is a blessing and a burden.

Many humanists advocate for living the best life we can, as we don't get a second chance.

Many humanists believe we have a responsibility to look after the world for future generations.



Expressing belonging is an important part of many people's lives whether they identify as religious or not.

2021 England and Wales Census data reveals 37.2% of the population identify as "no religion" (an increase of 12 percentage points since 2011).

A person who believes in God is called a **theist**, a person who does not believe in God is called an **atheist**, a person who is not sure about God's existence is called **agnostic**. These are all different **worldviews**.

**Humanism** is one example of a **non-religious worldview**. **Humanists** believe that they have **one life**, and the **purpose of life is to be as happy as possible**. This includes **making other people happy**.

Many humanists use the **symbol of the Happy Human** to represent their beliefs.

Many **humanists** believe that people should **choose to be good without God's influence on their lives**.

# Progression: Disciplinary Knowledge



## Theology

### Year 1 – 3

Theologians link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah.

Theologians connect that the story teaches Christians and Jewish people that they have a responsibility to look after God's creation.

Theologians consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes.

Theologians retell stories about Jesus and link with Christian ideas about God and how to behave.

Theologians retell parables and suggest what they reveal about God and how to behave.

Theologians infer how Islamic beliefs developed based on events.

Theologians understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet.

Theologians recognise there are differences within Islam, such as Sunni & Shia.

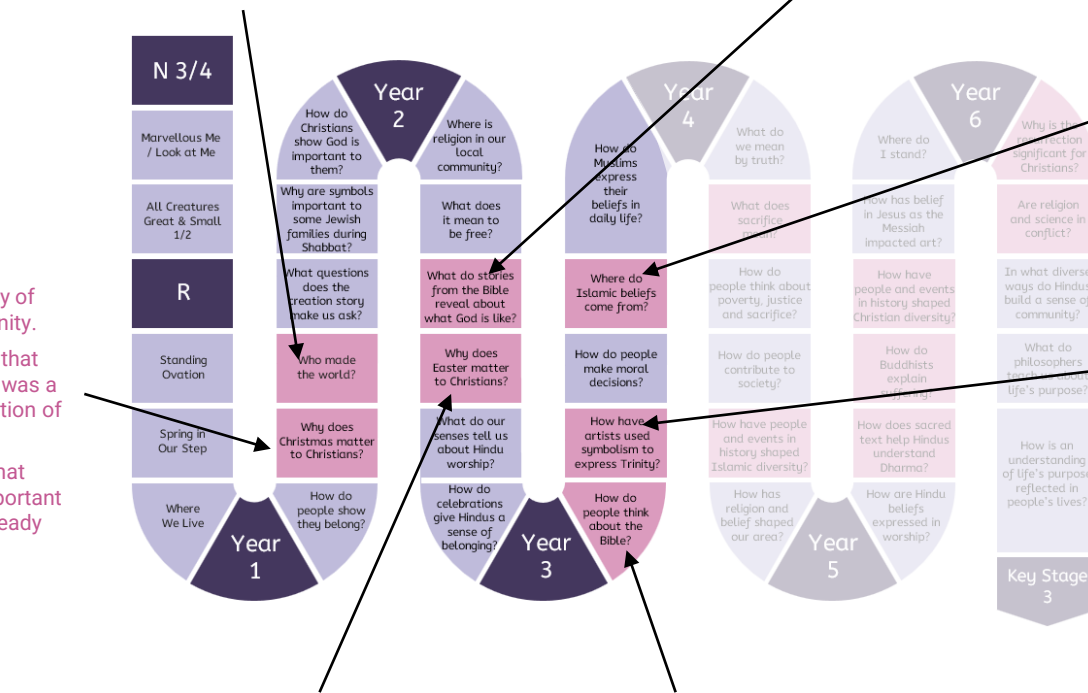
Theologians interpret the Bible to try to understand the concept of God as Trinity: Father, Son & Holy Spirit. One but also three.

Theologians recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways.

Theologians link the story of the Nativity with Christianity.

Theologians understand that Christians believe Jesus was a special baby, the incarnation of God.

Theologians recognise that Christians show how important Christmas is by getting ready during Advent.



Theologians link events of Holy Week with Christian beliefs about Jesus.

Theologians link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation.

Theologians understand that beliefs about Easter are expressed in diverse ways.

Theologians consider how some Christians might interpret Biblical text.

Theologians infer how Christian beliefs developed based on events.

Theologians consider that questions of the reliability of scripture are complex influenced by authorship, audience, purpose, genre, translation and history.

Theologians recognise there are differences within Christianity, such as versions of the Bible.

# Progression: Disciplinary Knowledge



## Theology

### Year 4 – 6

Theologians recognise how believers might interpret different texts in different ways.

Theologians identify the influence of historical events of Easter on Christian worldviews.

Theologians identify similarities and differences within and between the Abrahamic faiths.

Theologians identify how beliefs in God as most important might influence a person's life, how they view the world and other people.

Theologians describe the influence of historical events on Buddhist worldviews.

Theologians describe theological similarities and differences within and between worldviews.

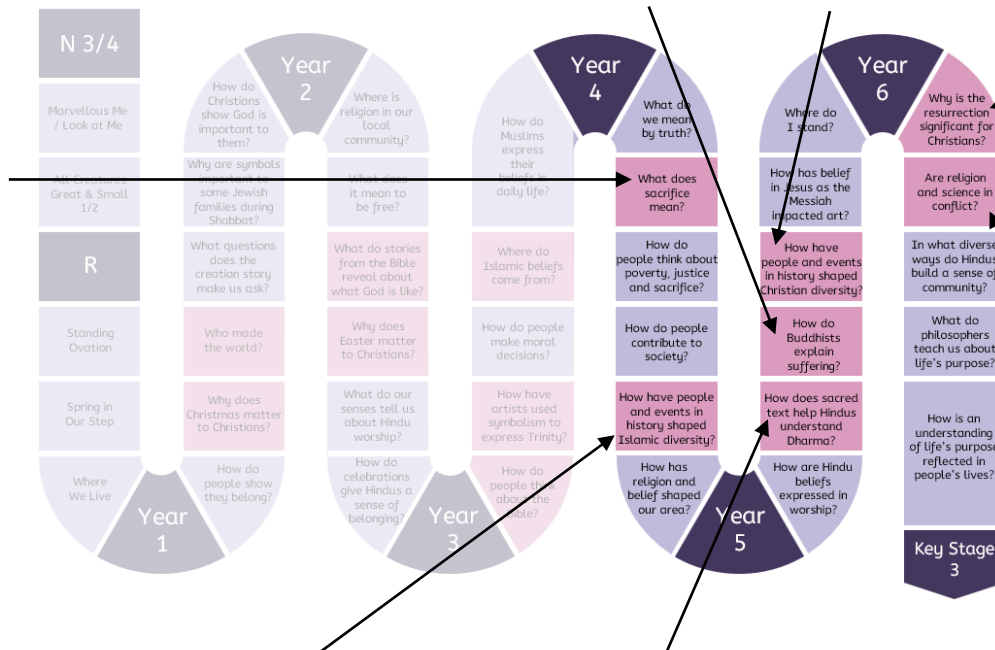
Theologians describe how Buddhist beliefs might influence a person's life, how they view the world and other people.

Theologians interpret Biblical text.

Theologians describe the influence of people and historical events on divisions in the Christian Church.

Theologians describe theological similarities and differences within Christian worldviews.

Theologians describe how beliefs might influence a Christian's life.



Theologians explain how the Gospels connect with Christian beliefs and discuss their reliability.

Theologians explain the influence of belief in historical events on Christian worldviews.

Theologians explain theological similarities and differences within Christian worldviews.

Theologians explain how beliefs in Jesus' resurrection might influence a Christians life, how they view the world and other people.

Theologians explain how the Genesis text connects with beliefs and discuss the reliability of the source.

Theologians explain that religious texts can be interpreted in different ways by different believers.

Theologians explain theological similarities and differences within and between worldviews.

Theologians explain how beliefs about creation and scientific evidence might influence a person's life, how they view the world and other people.

Theologians identify the influence of historical events on the development of Islam.

Theologians identify similarities and differences within Islamic schools of thought.

Theologians consider how beliefs might influence a Muslim's life, how they view the world and other people.

Theologians describe different interpretations of the Ramayana.

Theologians consider if sources of Hindu sacred text are reliable.

Theologians describe the influence of historical events on worldviews.

Theologians describe theological similarities and differences within and between worldviews.

Theologians describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people.

# Progression: Disciplinary Knowledge



## Philosophy

Philosophers ask questions about the story of Moses. Philosophers suggest a reason why a Jewish person might believe elements of the story.

Philosophers connect the story of the enslaved Jewish people being freed with ideas of right and wrong. Philosophers consider why freedom is important and how it is expressed in the Seder meal.

Philosophers think about what it means to “know” something.

Philosophers discuss concepts of knowledge, belief and opinion. Philosophers consider philosophical ideas of truth, doubt and reality.

Philosophers understand some reasons why people answer philosophical questions in different ways.

Philosophers begin to decide whether religious reasoning is clearly expressed.

Philosophers connect strongly-held beliefs with human behaviour including a willingness to die for the sake of “truth”.

Philosophers can think about whether the Genesis story of Creation makes sense.

Philosophers ask questions about things that are puzzling.

Philosophers look for answers to questions about belief about where the world came from.

Philosophers question if stories are real or made up and link with what people might learn from a story.

Philosophers ask questions about practices from Hindu communities.

Philosophers consider how we can find out about something using our senses.

Philosophers recognise how many Hindu communities express their ideas about Hindu Dharma through the senses.

Philosophers identify philosophical questions.

Philosophers decide if a Christian belief about morality makes sense and give reasons why.

Philosophers recognise that ideas of right and wrong are difficult to define.

Philosophers consider that people have different answers to questions about the world. Humanists believe they can still be “good without God.”

Philosophers describe different philosophical answers to questions about poverty, justice and sacrifice.

Philosophers begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view.

Philosophers consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences.

Philosophers explore how and whether things make sense.

Philosophers engage with conversations about the human quest for knowledge and meaning.

Philosophers begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence.

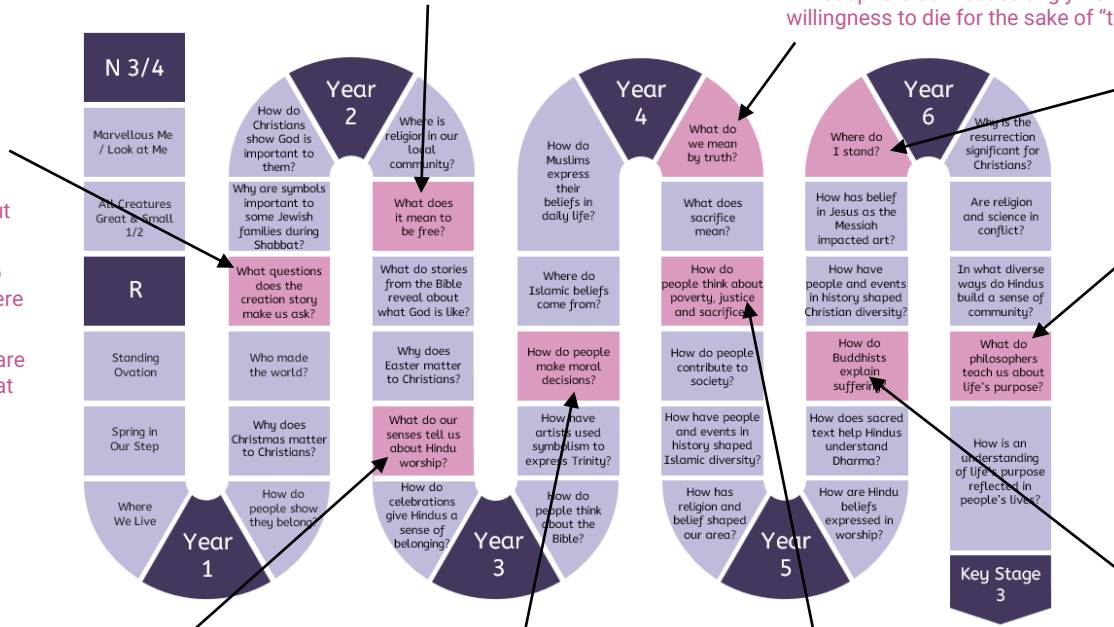
Philosophers begin to analyse if an argument is logical and show awareness of divergent opinions.

Philosophers use appropriate evidence to support or counter an argument.

Philosophers begin to explain connections between beliefs and behaviour.

Philosophers explain the Buddha’s philosophical answers to questions about the world.

Philosophers explain the Buddhist answers to ethical questions and show awareness of diversity of opinion.



# Progression: Disciplinary Knowledge



Social Sciences

Year 1 – 3

Social scientists recognise that people look at the world in different ways.

Social scientists link that many Jewish people remember the story of creation by resting on the 7th day.

Social scientists recognise that Jewish families celebrate Shabbat in diverse ways.

Social scientists link artefacts, words and practices during Shabbat as a way of expressing belief and belonging.

Social scientists recognise that people look at the world in different ways.

Social scientists recognise that people choose to belong to different groups. Some people choose to belong to a religion.

Social scientists link that Christian and Jewish people use symbols, artefacts and actions to show they belong.

Social scientists recognise that people look at the world in different ways.

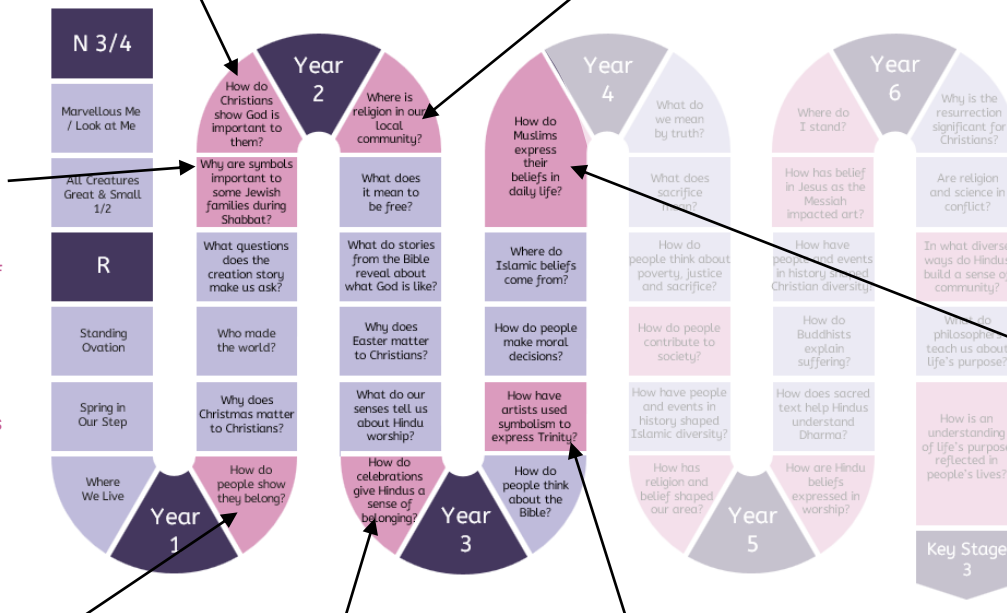
Social scientists recognise how Christians express God's importance in their lives.

Social scientists use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways.

Social scientists connect correct vocabulary with religious groups.

Social scientists recognise evidence of belief in the local community.

Social scientists identify how beliefs impact peoples' choices of in everyday life, including local special places.



Social scientists identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam.

Social scientists recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways including the Call to Prayer, whispered in a baby's ear and the Shahadah.

Social scientists consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life.

Social scientists recognise that there is diversity within Islamic schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text.

Social scientists use correct vocabulary to name items and celebrations important in Hindu Dharma.

Social scientists link beliefs with evidence in the community.

Social scientists identify how artefacts and practices are used in everyday life to show belonging.

Social scientists identify similarities and differences in how artists have tried to express the Trinity.



# Progression: Disciplinary Knowledge



Social Sciences

Year 4 – 6

Social scientists describe similarities and differences in how people contribute to society in Islam and Christianity (locally & nationally).

Social scientists recognise ways beliefs about giving impact peoples' choices in everyday life, community & society.

Social scientists recognise that individual and community action can shape beliefs.

Social scientists recognise that conversations about religion and belief are complex in relation to Abrahamic understandings of Messiah.

Social scientists explain how belief has been expressed in similar and different artistic forms within Christianity.

Social scientists explain ways beliefs impact choices in individuals' lives, community & society.

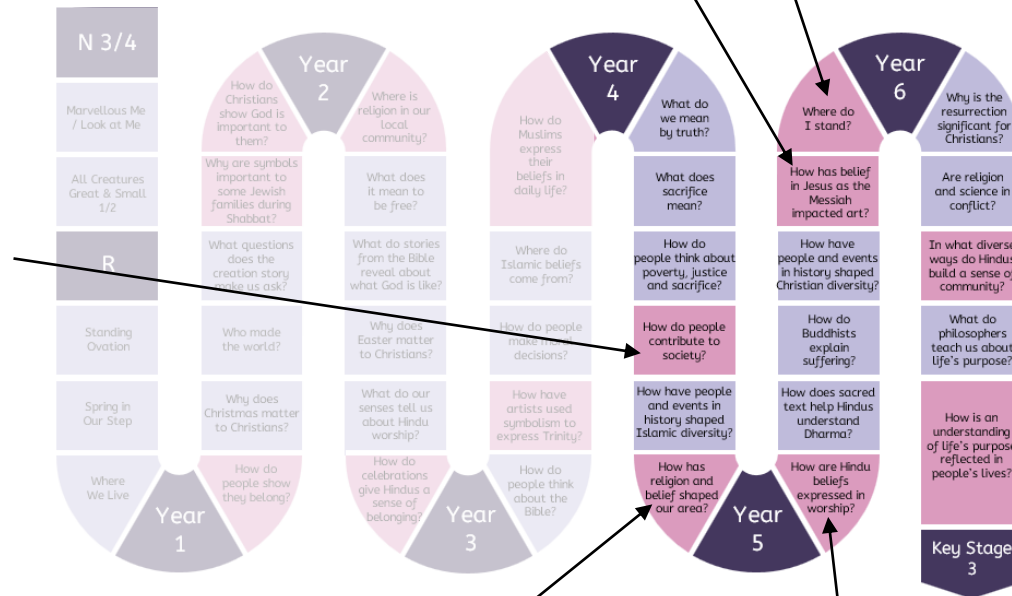
Social scientists describe how individuals, community & society can shape beliefs.

Social scientists engage in conversations about the complexities of religion and belief

Social scientists explore how belief can be expressed in similar and different artistic forms.

Social scientists explain ways beliefs impact choices in individuals' lives, community & society.

Social scientists express a consciousness of what influences their own worldview.



Social scientists consider what data can tell us about religion locally, nationally and internationally.

Social scientists recognise that the reliability of data must be considered.

Social scientists seek evidence of lived religion in our local area.

Social scientists describe ways beliefs impact peoples' choices in everyday life, community & society.

Social scientists recognise that individuals, community & society can shape beliefs.

Social Scientists recognise that 'religion' and 'God' mean different things in Dharmic and Abrahamic faiths.

Social Scientists recognise that conversations about religion and belief are complex

Social Scientists explain similarities and differences of forms of expression within Hindu Dharma (locally & nationally).

Social Scientists explain ways beliefs impact choices in individuals' lives, community & society.

Social scientists begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally & globally)

Social scientists describe how beliefs impact choices in individuals' lives, community & society.

Social scientists explain how the context of individuals, community & society can shape beliefs.

Social scientists begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview.

Social scientists recognise that conversations about religion and belief can be controversial.

Social scientists begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally)

Social scientists describe how beliefs impact choices in individuals' lives, community & society.




Social scientists explain how the context of individuals, community & society can shape beliefs.



# Disciplinary knowledge (KS1)



The tables below outline where disciplinary knowledge is deliberately practiced in KS1 or KS2. The curriculum has been sequenced so that the content is also reviewed in subsequent units (and may also be reviewed in other subject areas like science and history). The **types of conversation** and **methods and processes** required to be **scholarly within the disciplines**, as outlined on [page 6](#), are universal across year groups. The tables below indicate how these disciplinary skills are applied at an age-appropriate level to the specific substantive content of the United curriculum.




	 <b>Theology (Beliefs)</b> Theologians...	 <b>Philosophy (Thinking)</b> Philosophers...	 <b>Social Sciences (Living)</b> Social Scientists...
Y1	<ul style="list-style-type: none"> <li>Link the story of the Nativity with Christianity.</li> <li>Understand that Christians believe Jesus was a special baby, the incarnation of God.</li> <li>Recognise Christians show how important Christmas is by getting ready during Advent.</li> <li>Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah.</li> <li>Connect that the creation story teaches Christians and Jewish people that they have a responsibility to look after God's creation.</li> <li>Consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Can think about whether the Genesis story of Creation makes sense.</li> <li>Ask questions about things that are puzzling.</li> <li>Look for answers to questions about belief about where the world came from.</li> <li>Question if stories are real or made up and link with what people might learn from a story.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people look at the world in different ways.</li> <li>Recognise that people choose to belong to different groups. Some people choose to belong to a religion.</li> <li>Link that Christian and Jewish people use symbols, artefacts and actions to show they belong.</li> <li>Link that many Jewish people remember the story of creation by resting on the 7<sup>th</sup> day.</li> <li>Recognise that Jewish families celebrate Shabbat in diverse ways.</li> <li>Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging.</li> <li>Recognise how Christians express God's importance in their lives.</li> <li>Use vocabulary of Prayer, Praise and Worship and recognize these are shown in different ways.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>Retell stories about Jesus and link with Christian ideas about God and how to behave.</li> <li>Retell parables and suggest what they reveal about God and how to behave.</li> <li>Retell stories about Jesus and link with Christian ideas about God and how to behave.</li> <li>Link events of Holy Week with Christian beliefs about Jesus.</li> <li>Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation.</li> <li>Beliefs about Easter are expressed in diverse ways.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the story of Moses</li> <li>Think about what it means to "know" something.</li> <li>Suggest a reason why a Jewish person might believe elements of the story.</li> <li>Connect the story of the enslaved Jewish people being freed with ideas of right and wrong.</li> <li>Consider why freedom is important and how it is expressed in the Seder meal.</li> <li>Ask questions about practices from Hindu communities.</li> <li>Consider how we can find out about something using our senses.</li> <li>Recognise how many Hindu communities express their ideas about Hindu Dharma through the senses.</li> </ul>	<ul style="list-style-type: none"> <li>Connect correct vocabulary with religious groups.</li> <li>Recognise evidence of belief in the local community.</li> <li>Identify how beliefs impact peoples' choices of in everyday life, including local special places.</li> <li>Use correct vocabulary to name items and celebrations important in Hindu Dharma.</li> <li>Link beliefs with evidence in the community.</li> <li>Identify how artefacts and practices are used in everyday life to show belonging.</li> </ul>





# Disciplinary knowledge (LKS2)






	Theology (Beliefs) Theologians... 	Philosophy (Thinking) Philosophers... 	Social Sciences (Living) Social Scientists... 
Y3	<ul style="list-style-type: none"> <li>Consider how some Christians might interpret Biblical text.</li> <li>Infer how Christian/Islamic beliefs developed based on events.</li> <li>Consider that questions of the reliability of sacred text are complex influenced by: authorship, audience, purpose, genre, translation and history.</li> <li>Recognise there are differences within Christianity, such as versions of the Bible.</li> <li>Interpret the Bible to try to understand the concept of God as Trinity: Father, Son &amp; Holy Spirit. One but also three.</li> <li>Recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways.</li> <li>Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet.</li> <li>There are differences within Islam, such as Sunni &amp; Shia.</li> <li>Consider how beliefs shape how some people see the world.</li> </ul>	<ul style="list-style-type: none"> <li>Identify philosophical questions</li> <li>Decide if a Christian belief about morality makes sense and give reasons why.</li> <li>Recognise that ideas of right and wrong are difficult to define.</li> <li>Consider that people have different answers to questions about the world. Humanists believe they can still be "good without God."</li> <li>Consider that people have different answers to questions about the world and seek answers in different places.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences in how artists have tried to express the Trinity</li> <li>Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways including the Call to Prayer, whispered in a baby's ear and the Shahadah.</li> <li>Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life.</li> <li>Recognise that there is diversity within Islamic schools of thought e.g. Sunni &amp; Shia and in Ijtihad, interpretation of text.</li> <li>Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>Recognise of how believers might interpret different texts in different ways.</li> <li>Identify the influence of historical events of Easter on Christian worldviews.</li> <li>Identify similarities and differences within and between the Abrahamic faiths.</li> <li>Identify how belief in God as most important might influence a person's life, how they view the world and other people.</li> <li>Identify the influence of historical events on the development of Islam.</li> <li>Identify similarities and differences within Islamic schools of thought.</li> <li>Consider how beliefs might influence a Muslim's life, how they view the world and other people.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss our understanding of the concepts of knowledge, belief and opinion.</li> <li>Consider philosophical ideas of truth, doubt and reality.</li> <li>Understand some reasons why people answer philosophical questions in different ways.</li> <li>Connect strongly-held beliefs with human behaviour including a willingness to die for the sake of "truth".</li> <li>Describe different philosophical answers to questions about poverty, justice and sacrifice.</li> <li>Begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view.</li> <li>Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences.</li> </ul>	<ul style="list-style-type: none"> <li>Describe similarities and differences in how people contribute to society in Islam and Christianity (locally &amp; nationally).</li> <li>Recognise ways beliefs impact peoples' choices in everyday life, community &amp; society.</li> <li>Recognise that individual and community action can shape beliefs.</li> <li>Consider what data can tell us about religion locally, nationally and internationally.</li> <li>Recognise that the reliability of data must be considered.</li> <li>Seek evidence of lived religion in our local area.</li> </ul>



# Disciplinary knowledge (UKS2)






	Theology (Beliefs) Theologians... 	Philosophy (Thinking) Philosophers... 	Social Sciences (Living) Social Scientists... 
Y5	<ul style="list-style-type: none"> <li>Describe different interpretations of the Ramayana.</li> <li>Consider if sources of Hindu sacred text are reliable.</li> <li>Describe theological similarities and differences within and between worldviews.</li> <li>Describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people.</li> <li>Describe the influence of historical events on worldviews.</li> <li>Describe how Buddhist beliefs might influence a person's life, how they view the world and other people.</li> <li>Interpret Biblical text.</li> <li>Describe how beliefs might influence a Christian's life.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the Buddha's philosophical answers to questions about the world.</li> <li>Explain the Buddhist answers to ethical questions and show awareness of diversity of opinion.</li> <li>Explain different philosophical answers to questions about God's existence.</li> <li>Explain some philosophical approaches to the abstract concept of God's existence.</li> <li>Explore how and whether things make sense.</li> <li>Engage with conversations about the human quest for knowledge and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that 'religion' and 'belief' mean different things in Dharmic and Abrahamic faiths.</li> <li>Recognise that conversations about religion and belief are complex</li> <li>Explain similarities and differences of forms of expression within Hindu Dharma (locally &amp; nationally).</li> <li>Explain ways beliefs impact choices in individuals' lives, community &amp; society.</li> <li>Explain how belief has been expressed in similar and different artistic forms within Christianity.</li> <li>Describe how individuals, community &amp; society can shape beliefs.</li> <li>Express a consciousness of what influences their own worldview.</li> </ul>
Y6	<ul style="list-style-type: none"> <li>Explain how the Gospels connect with Christian beliefs and discuss their reliability.</li> <li>Explain theological similarities and differences within Christian worldviews.</li> <li>Explain how beliefs in Jesus' resurrection might influence a Christians life, how they view the world and other people.</li> <li>Explain how the Genesis text connects with beliefs and discuss the reliability of the source.</li> <li>Explain that religious texts can be interpreted in different ways by different believers.</li> <li>Explain how beliefs about creation and science might influence a person's life, how they view the world and other people.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence.</li> <li>Begin to analyse if an argument is logical and show awareness of divergent opinions.</li> <li>Use appropriate evidence to support or counter an argument.</li> <li>Begin to explain connections between beliefs and behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to evaluate similarities and differences of forms of expression within worldviews (locally, nationally &amp; globally)</li> <li>Describe how beliefs impact choices in individuals' lives, community &amp; society.</li> <li>Explain how the context of individuals, community &amp; society can shape beliefs</li> <li>Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview.</li> <li>Recognise that conversations about religion and belief can be controversial.</li> </ul>



# Opportunities for personal knowledge exploration by unit – Year 1






In the United curriculum, **personal knowledge** is explored through different **values** in relation to the substantive and disciplinary elements of the curriculum. It would be misleading to express these values in terms of a progression map because they represent an unpredictable, deeply subjective, and personal journey. The tables below show the **embedded progressive opportunities for personal knowledge exploration** in each unit and some of the values associated with them (pupils may bring their own perspective to this). Subject leaders should be aware of the importance of these opportunities as an integral part of the curriculum.

	Autumn 1	Autumn 2	Spring 1
Year 1	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Christianity &amp; Judaism</b></p> <p><b>How do people show they belong?</b></p> <p>Showing belonging through religious artefacts, places and actions.</p>	<p><b>THEOLOGY</b></p>  <p><b>Christianity</b></p> <p><b>Why does Christmas matter to Christians?</b></p> <p>Christian beliefs about the Nativity story and incarnation.</p>	<p><b>THEOLOGY</b></p>  <p><b>Christianity &amp; Judaism</b></p> <p><b>Who made the world?</b></p> <p>Religious text as origin of story of Creation. The Creator God and humans as stewards.</p>
Personal knowledge exploration by lesson	<p><b>Values – Belonging</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils explore places they belong and how they show belonging, this understanding is built through the unit.</li> <li>L2 – Reflecting on things that are special to Danny (a Christian), pupils consider what things are special to them and why.</li> </ul>	<p><b>Values – Service, Sacrifice, Celebration</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils link their knowledge of people who do things to help others in society with the vocabulary saviour and consider why a baby (Jesus) might be unusual as a saviour.</li> <li>L4 – Pupils reflect on how many people who are not Christians also celebrate Advent and Christmas and discuss what their families choose to celebrate.</li> <li>L5 – Pupils discuss the meaning and emotions connected with gift giving and receiving.</li> <li>L5 – Pupils consider what evidence of Christmas celebrations they might see in their local community deciding which are connected with Christian beliefs.</li> <li>L6 – Pupils discuss what their family chooses to celebrate and how.</li> </ul>	<p><b>Values – Stewardship, Responsibility, Good Choices, Forgiveness</b></p> <ul style="list-style-type: none"> <li>L4 – Reflecting on the Biblical words describing the world as “very good”, pupils share what they think is very good in the natural world. Pupils consider what might be good about some things many people don’t like in nature like slugs, nettles and spiders.</li> <li>L5 – Pupils consider how humans have spoiled some things in the natural world and write about ways everyone can look after the world.</li> <li>L6 – Linking with the story of Adam and Eve breaking God’s rule, pupils reflect on how it feels to make mistakes and how they can put things right (or not).</li> </ul>



# Opportunities for personal knowledge exploration by unit – Year 1



	Spring 2	Summer 1	Summer 2
Year 1	<p style="text-align: center;"><b>PHILOSOPHY</b></p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>Humanism</b></p> <p><b>What questions does the story of creation make us ask? Can we find any answers?</b></p> <p>Asking questions &amp; suggesting answers. Humanist / scientific explanation of creation.</p>	<p style="text-align: center;"><b>SOCIAL SCIENCES</b></p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>Judaism</b></p> <p><b>Why are symbols and artefacts important to some Jewish families during Shabbat?</b></p> <p>Some diverse ways that different Jewish families mark Shabbat.</p>	<p style="text-align: center;"><b>SOCIAL SCIENCES</b></p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>Christianity</b></p> <p><b>How do Christians show God is important to them?</b></p> <p>Prayer, praise and worship</p>
Personal knowledge exploration by lesson	<p><b>Values – Curiosity, Knowledge, Openness</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils consider the concepts of possible and impossible and apply these to their knowledge of the Genesis creation story.</li> <li>L3 – Pupils connect the philosophical idea that everything has a cause with their own understanding of the effect of actions on the world.</li> <li>L4 – Reflecting on what is important to humanist character (Pheobe), pupils consider what is important to themselves.</li> <li>L5 – Drawing on their learning about Danny’s (Christian) and Sarah’s (Jewish) beliefs about where the world came from, pupils consider alternative (scientific and humanist) points of view.</li> </ul>	<p><b>Values – Belonging, Finding Meaning</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils reflect on the reasons why Sarah’s Jewish family rest on Shabbat and what they like to do to rest and relax.</li> <li>L2 – Pupils link the importance of preparing for activities in their lives with how some Jewish families prepare for Shabbat.</li> <li>L4-6 – Pupils reflect on their own physical sensory experiences taking part in a Shabbat meal.</li> </ul>	<p><b>Values – Authority, Respect, Compassion, Gratitude</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils connect the ways that King Charles III may be shown special respect in British society with how different Christians respect God through worship.</li> <li>L2 – Pupils connect their understanding of praise and celebration of achievement with Christian praise of God.</li> <li>L3 – Pupils reflect on how Danny says sorry and asks for help not to make the same mistake again. Pupils consider an example from their own lives.</li> <li>L4 – Pupils reflect on how Danny asks God for help. Pupils consider who they might ask for help when they have a problem.</li> <li>L5 – Learning about how Danny thinks it is important to thank God, pupils consider when, how and why they thank people in their lives.</li> </ul>



# Opportunities for personal knowledge exploration by unit – Year 2






	Autumn 1	Autumn 2	Spring 1
Year 2	<p><b>SOCIAL SCIENCES</b></p> <p><b>Where is religion in our local community?</b> Looking for evidence of lived religion in our local community. <b>[Local Choice]</b></p>	<p><b>PHILOSOPHY</b></p> <p><b>Judaism</b></p> <p><b>What does it mean to be free?</b> The significance of freedom in diverse Jewish practices at Passover (seder).</p>	<p><b>THEOLOGY</b></p> <p><b>Christianity</b></p> <p><b>What do stories from the Bible reveal about what God is like?</b> Interpreting meaning in stories about Jesus and stories told by him (parables).</p>
Personal knowledge exploration by lesson	<p><b>Values – Belonging, Community</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils consider their own worldview (someone they trust, worries, favourite food and happy place) in comparison with Danny’s (a Christian) answers.</li> <li>L5-6 – Pupils consider what they have learned about different religious worldviews and look for evidence in their local community (local visit).</li> </ul>	<p><b>Values – Freedom, Responsibility, Morality, Celebration</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils develop their understanding of freedom in their own lives through philosophical ideas of physical laws and responsibilities.</li> <li>L2 – Pupils consider how some rules in their own lives limit freedom but also protect other people’s freedom.</li> <li>L3-4 – Pupils reflect on the importance of freedom to the enslaved Jewish people in the story of Exodus and how enslavement is morally wrong.</li> <li>L5 – Pupils reflect on how the symbolic significance of food is important to many Jewish people at Passover and times when they might share special foods with their families.</li> </ul>	<p><b>Values – Good Choices, Forgiveness</b></p> <ul style="list-style-type: none"> <li>L1 – Linking with the story “A Jewish boy gets lost”, pupils talk about times they have been lost and how it feels.</li> <li>L2 – Pupils think about what makes a good leader and link with stories about Jesus as a leader.</li> <li>L3 – Pupils discuss what made the disciples wish to follow Jesus and if Jesus is the kind of person pupils would listen to.</li> <li>L5 - Pupils reflect on the story of the parable of The Lost Son, talking about how they feel when they make mistakes and upset some, saying sorry and how it feels to be forgiven.</li> </ul>



# Opportunities for personal knowledge exploration by unit – Year 2






	Spring 2	Summer 1	Summer 2
Year 2	<p><b>THEOLOGY</b></p>  <p><b>Christianity</b></p> <p><b>Why does Easter matter to Christians?</b> Beliefs about Jesus' life, death &amp; resurrection, and salvation.</p>	<p><b>PHILOSOPHY</b></p>  <p><b>Hindu Dharma</b></p> <p><b>What do our senses tell us about Hindu worship?</b> Senses in Hindu worship at home and in the Mandir.</p>	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Hindu Dharma</b></p> <p><b>How do celebrations give Hindus a sense of belonging?</b> Celebrations of Jatakarma, Raksha Bandhan &amp; Diwali</p>
Personal knowledge exploration by lesson	<p><b>Values – Authority, Empathy, Friendship, Service to others</b></p> <ul style="list-style-type: none"> <li>• L1 – Pupils link their understanding of fame and celebrity with how people treated Jesus in Jerusalem.</li> <li>• L2 – Pupils consider the ways that Jesus showed love to both friends and enemies and what surprises them about his actions.</li> <li>• L3 – Having learned about the events of Jesus' death, pupils reflect on the emotional responses the Disciples might have felt.</li> <li>• L4 - Pupils consider the emotions of the disciples in response to Jesus' resurrection.</li> <li>• L4 – Reflecting on what is important about Christian beliefs about Easter, pupils sort images that might be most important for them.</li> <li>• L6 – Pupils link the Christian belief of Jesus Christ as a saviour with their own understanding of saviours in modern life.</li> </ul>	<p><b>Values - Physical (spiritual) Experiences, Finding Meaning</b></p> <ul style="list-style-type: none"> <li>• L3 – (additional) Reflecting on the symbolism of the Trimurti, pupils choose and explain an object that shows what is special about themselves.</li> <li>• L6 – Pupils use their senses to consider what the physical experience of the home shrine is like and how it makes them feel.</li> </ul>	<p><b>Values – Community, Belonging</b></p> <ul style="list-style-type: none"> <li>• L1 – Pupils reflect on the ways Jasmine (a Hindu) was welcomed when she was born and their own personal birth stories.</li> <li>• L2 – Pupils link their own (if relevant) experiences of bother-sister relationships and how this may be celebrated at Raksha Bandhan..</li> <li>• L3 – Additional opportunity for pupils to design a Rakhi for a person who is important to them, considering the person in their design, as the Hindu siblings did.</li> <li>• L5 – 6 - Pupils reflect on their ideas of belonging, enjoyment and community after learning about different Hindu ways of showing belonging.</li> </ul>








# Opportunities for personal knowledge exploration by unit – Year 3



	Autumn 1	Autumn 2	Spring 1
Year 3	<p><b>THEOLOGY</b></p>  <p><b>Christianity</b></p> <p><b>How do people think about the Bible?</b> Origins, content, significance, construction and interpretation of the Bible.</p>	<p><b>THEOLOGY &amp; SOCIAL SCIENCES</b></p>  <p><b>Christianity</b></p> <p><b>What is the Trinity?</b> <b>How have artists used symbolism to express Trinity?</b> One God as Father, Son, Holy Spirit. Significance of metaphor and symbolism.</p>	<p><b>PHILOSOPHY</b></p>  <p><b>Christianity &amp; Humanism</b></p> <p><b>How do people make moral decisions?</b> Rules and human choice.</p>
Personal knowledge exploration by lesson	<p><b>Values – Knowledge, Reliability</b></p> <ul style="list-style-type: none"> <li>L3 and 4 – Pupils consider what sources of information and people they think are reliable sources of information and why and apply ideas of reliability to the Bible.</li> </ul>	<p><b>Values – Faith, Meaning, Expression, Creativity</b></p> <ul style="list-style-type: none"> <li>L3 – Pupils consider their preconceptions about what Jesus might have looked like, examining different art forms and scientific, genetic evidence of Jesus as a Galilean man of Jewish descent.</li> <li>L4 – Pupils consider what the disciples might have felt about their experience of being filled with the Holy Spirit at Pentecost.</li> <li>L5 – Reflecting on where the Christian boy in the story, ‘Maybe God is like that too’, saw the fruits of the Holy Spirit in his life, pupils consider where they might find love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control in their lives.</li> <li>L6 – Pupils consider how they, as a contemporary audience for religious art, might look at it differently than someone living hundreds of years ago.</li> </ul>	<p><b>Values – Morality, Rules, Love, Consequences</b></p> <ul style="list-style-type: none"> <li>L1 – Learning about general concepts of morality and immorality, pupils organise and justify their view of what behaviours are most immoral.</li> <li>L2 – Pupils reflect on the purpose of rules and consequences of breaking them. Using a simplified wording of the 10 Commandments, pupils reflect on which commandments might be good moral rules for everyone, regardless of religion.</li> <li>L3 – Reflecting on Jesus’ New Commandment to “love one another”, pupils think about how good intentions can be challenging and have good and bad consequences in different moral situations.</li> <li>L4 – Learning about the terms theist, agnostic and atheist, pupils consider if they can tell a person’s worldview by looking at them. This exercise challenges pupil’s pre-conceptions with opportunities for discussion.</li> <li>L5 – Pupils reflect on the Golden rule as a guide to making moral decisions. Pupils share ways they try to be good (most of the time).</li> <li>L6 – Pupils reflect on the morality of utilitarianism in different situations.</li> </ul>

# Opportunities for personal knowledge exploration by unit – Year 3


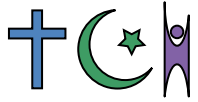


		Spring 2	Summer 1	Summer 2
Year 3		<p style="text-align: center;"><b>THEOLOGY</b></p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>Islam</b></p> <p style="text-align: center;"><b>Where do Islamic beliefs come from?</b></p> <p>History of Prophet Muhammad, revelation of the Qur'an, significance of Makkah.</p>	<p style="text-align: center;"><b>SOCIAL SCIENCES</b></p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>Islam</b></p> <p style="text-align: center;"><b>How do Muslims express their beliefs in their daily lives? (1)</b></p> <p>Expression of beliefs about Allah, Tawhid, and lived diversity of the hijab.</p>	<p style="text-align: center;"><b>SOCIAL SCIENCES</b></p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>Islam</b></p> <p style="text-align: center;"><b>How do Muslims express their beliefs in their daily lives? (2)</b></p> <p>Expression of beliefs through 5 Pillars of Sunni Islam. Lived diversity</p>
	Personal knowledge exploration by lesson	<p><b>Values – Morality, Empathy, Leadership, Respect</b></p> <ul style="list-style-type: none"> <li>L1 – After learning about what the city of Makkah was like 1400 years ago, pupils consider what was good and bad about it for the people.</li> <li>L3 – Pupils reflect on the emotional impact of the events of the Night of Power on Muhammad.</li> <li>L4 – Pupils consider whether they would believe a person who told them about the events of the Night of Power, and what qualities Muhammad had that meant people trusted him.</li> <li>L6 – Opportunity for writing at length – Pupils reflect on how Muslims show respect for the Qur'an as the words of Allah, writing instructions for how some Muslims do this.</li> </ul>	<p><b>Values – Identity, Commitment, Finding Meaning, Empathy</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils consider how there are differences and similarities in the pupils in their class and link this with diversity in Muslim communities, not all Muslims are the same.</li> <li>L2 – Pupils encounter images of many different women and discuss their preconceptions, these are challenged when it is revealed all the women are Muslims, who make different choices about what to wear.</li> <li>L3 – Through the case study of Ibtihaj Muhammad, pupils learn about the personal importance of the hijab and reflect on what they can learn from her example.</li> <li>L4 – Pupils reflect on the importance and challenges of wearing a hijab for many Muslim women, considering what it is like to feel different to other people. Pupils consider how they and the school community could help Muslims feel comfortable wearing a hijab.</li> <li>L6 – Pupils link the ways they might celebrate the birth of a baby, the significance of the first words a baby hears and how Muslim families honour the birth of a baby.</li> </ul>	<p><b>Values – Identity, Commitment, Empathy</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils ground their understanding of obligations in their own life experience including the challenges these might present.</li> <li>L5 – Pupils reflect on how they could support Muslim pupils during Ramadan.</li> <li>L6 – In the light of their learning, pupils consider how they feel about the obligations in their own lives.</li> </ul>



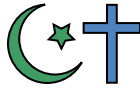

# Opportunities for personal knowledge exploration by unit – Year 4



	Autumn 1	Autumn 2	Spring 1
Year 4	<p><b>PHILOSOPHY</b></p> <p><b>What do we mean by truth?</b></p> <p>Plato's cave, evidence and scientific reasoning.</p>	<p><b>THEOLOGY</b></p>  <p><b>Christianity/Judaism/Islam</b></p> <p><b>What does sacrifice mean?</b></p> <p>Abraham/Ibrahim in sacred text, Eid-ul-Adha, animal sacrifice, Jesus as Ultimate Sacrifice.</p>	<p><b>PHILOSOPHY</b></p>  <p><b>Christianity / Islam / Humanism</b></p> <p><b>How do people think about poverty, justice &amp; self-sacrifice?</b></p> <p>Meaning of poverty &amp; relative poverty, justice and everyday self-sacrifice.</p>
Personal knowledge exploration by lesson	<p><b>Values – Critical thinking, Truth, Reasoning</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils develop their understanding of the terms knowledge, belief and opinion based on philosophical examples and their own experiences.</li> <li>L2 – Pupils use their learning about different types of evidence to support their arguments with critical reasoning.</li> <li>L3 – Reflecting on the story of the Blind Men and the Elephant, pupils challenge their own understanding of 'truth'.</li> <li>L4 – Pupils reflect on the reliability of our senses and how their own senses might not be reliable when watching a magic trick.</li> <li>L5 – Reflecting on the story of Plato's Cave, pupils think about how they might break free from their 'cave' and learn new things.</li> <li>L6 – Using their learning from the unit, pupils develop arguments about the statement: People should always tell the truth.</li> </ul>	<p><b>Values – Sacrifice</b></p> <ul style="list-style-type: none"> <li>This is the first of three successive units building knowledge of the meaning of sacrifice through each of the disciplines. In this unit, pupils build an understanding of religious sacrifice through a theological study. There are no explicit opportunities to discuss their personal knowledge development. Pupils draw on this substantive knowledge in their personal knowledge reflections in Spring 1 (philosophy) and Spring 2 (social sciences).</li> </ul>	<p><b>Values – Justice, Self-sacrifice, Altruism</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils consider examples of justice and injustice and being born into poverty is often seen as an injustice.</li> <li>L2 – Building on their understanding of different types of sacrifice (Aut2), pupils consider examples of self-sacrifices people could make to help people in poverty.</li> <li>L3 – Pupils consider some Christian Biblical guidance on poverty and justice, how this might motivate them and if everyone would agree.</li> <li>L4 – Pupils reflect on some of the challenges of following the teachings of Islam about poverty to people living today.</li> <li>L5 – Pupils reflect on the humanist commitment to altruism and share what things they do in life to help others without hoping for a reward.</li> <li>L6 – Reflecting on Loren Easley's story, The Star Thrower, pupils write about what small things they could do to change the world a little and what motivates them to help others.</li> </ul>

# Opportunities for personal knowledge exploration by unit – Year 4






	Spring 2	Summer 1	Summer 2
Year 4	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Islam / Christianity</b></p> <p><b>How do people contribute to society?</b> Self-sacrifice in form of charity or community action.</p>	<p><b>THEOLOGY</b></p>  <p><b>Islam</b></p> <p><b>How have people and events in history shaped Islamic diversity?</b> Succession after Muhammad, conflict, Qur’anic interpretation. Sunni, Shia, Sufi.</p>	<p><b>SOCIAL SCIENCES</b></p> <p><b>How has religion and belief shaped our local area?</b> International, national &amp; local data. Lived expression in area.</p>
Personal knowledge exploration by lesson	<p><b>Values – Community, Contribution, Sacrifice, Empathy</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils develop their understanding of contributing to society by observing Zain’s (a Muslim) actions.</li> <li>L2 – Reflecting on the Islamic examples of contributing to society, pupils collectively reflect on ways the class can contribute to society.</li> <li>L4 – Pupils reflect on what the story of the Good Samaritan teaches about contributing to society.</li> <li>L5 – After learning about Edith Cavell’s choices, inspired by her Christian faith, pupils reflect on what they would have done in her situation and why.</li> </ul>	<p><b>Values – Leadership, Authority</b></p> <ul style="list-style-type: none"> <li>L2 – Pupils consider what qualities make a good leader in their experience and how leaders are chosen and link this with the disagreements about choosing a leader after the death of Muhammad.</li> </ul>	<p><b>Values – Identity, Community</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils gather and share information about their own religious or non-religious identity (drawing on knowledge from previous units), including deciding if they wish to share the information about themselves or not.</li> <li>L3 – Pupils reflect on what they learned from the national religion data including what they predicted, found interesting and what they found surprising.</li> <li>L4-5 – Pupils apply their knowledge of religion and their local area to consider the evidence they have for their opinions.</li> <li>L6 – <b>Opportunity for writing at length</b>, - Pupils write a report to inform people about their observations of evidence of religion in the local area (including opinion based on observations).</li> </ul>



# Opportunities for personal knowledge exploration by unit – Year 5





	Autumn 1	Autumn 2	Spring 1
Year 5	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Hindu Dharma</b></p> <p><b>How are Hindu beliefs expressed in artefacts and worship?</b></p> <p>One supreme being, Brahman Trimurti, avatars. Diverse worship as form of expression.</p>	<p><b>THEOLOGY</b></p>  <p><b>Hindu Dharma</b></p> <p><b>How does sacred text help Hindus understand Dharma?</b></p> <p>Diverse interpretations of the Ramayana.</p>	<p><b>THEOLOGY &amp; PHILOSOPHY</b></p>  <p><b>Buddhism</b></p> <p><b>How do Buddhists explain suffering in the world?</b></p> <p>Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8-fold path.</p>
Personal knowledge exploration by lesson	<p><b>Values – Knowledge and meaning</b></p> <ul style="list-style-type: none"> <li>L4 – Reflecting on how many Hindus represent the qualities and purposes of deities through symbolism, pupils consider what objects they would choose to symbolise themselves and why.</li> </ul>	<p><b>Values – Duty , Family, Responsibility</b></p> <ul style="list-style-type: none"> <li>L1-2 – Pupils reflect on the Hindu concept of personal dharma or duty by thinking about what duties they have in life, when, where and towards who. Pupils also reflect on what sacrifices they might have to make to fulfil these duties.</li> <li>L5 – Pupils consider the King’s conflicting dharma as a father and husband and reflect on what they would have done in his situation.</li> </ul>	<p><b>Values – Knowledge, Suffering, Morality</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils consider arguments for staying inside or going outside the palace walls in the story of The Prince in the Palace.</li> <li>L3 – Considering the Four Noble Truths, pupils consider how this could be applied to a problem of suffering today in a relatable pupil context.</li> <li>L4 - Pupils reflect on a time when they didn’t get what they wanted and how it felt. They consider how thinking about the Four Noble Truths might have helped. Pupils reflect on which of the first four steps of the Eightfold Path might be good to follow in their own lives.</li> <li>L5 – Pupils reflect on which of the steps of the Eightfold Path they think would be hardest to follow and why.</li> </ul>



# Opportunities for personal knowledge exploration by unit – Year 5






	Spring 2	Summer 1	Summer 2
Year 5	<p style="text-align: center;"><b>THEOLOGY</b></p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>Christianity</b></p> <p><b>How have people and events in history shaped Christian diversity?</b></p> <p>Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present.</p>	<p style="text-align: center;"><b>SOCIAL SCIENCES</b></p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>Christianity</b></p> <p><b>How has belief in Jesus as the Messiah impacted art &amp; music?</b></p> <p>Prophecy (Isaiah), fulfillment, New Testament, Ultimate Sacrifice. Global art and Handel's Messiah.</p>	<p style="text-align: center;"><b>PHILOSOPHY</b></p> <p style="text-align: center;"><b>Where do I stand?</b></p> <p>An exploration of pupils' personal worldviews, through artistic expression.</p> <p style="text-align: center;">(NATRE Spirited Arts link)</p>
Personal knowledge exploration by lesson	<p><b>Values – Identity, Leadership, Protest, Reform</b></p> <ul style="list-style-type: none"> <li>L2 – Based on their learning about Christian beliefs, pupils identify which beliefs expressed in the Nicene creed they think are most important and compare their answers with a partner.</li> <li>L4 – Pupils develop their understanding of the modern terms protest and reform in the context of the impact of Martin Luther and Protestant movements on reforming the Catholic church.</li> <li>L6 - Applying their knowledge from the unit, pupils look for possible evidence of Christian diversity in their local area.</li> </ul>	<p><b>Values – Spirituality, Creativity</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils explore their personal responses to music, considering the meaning of the term spiritual.</li> <li>L4 – Pupils encounter ways that different people experience spiritual responses and consider what their own personal responses are and why, pupils develop this further through learning about Handel's spiritual response to the music he composed.</li> <li>L5 – Considering Handel's intention of making his audience 'better' through his music, pupils consider how this might spiritually move an audience.</li> <li>L6 – Pupils reflect on different ways some people (possibly themselves) express their spiritual beliefs through art.</li> </ul>	<p><b>Values – Positionality, Self-awareness</b></p> <ul style="list-style-type: none"> <li>L1 – Drawing on previous learning, pupils explicitly explore what influences their personal worldview.</li> <li>L2-5 – Pupils reflect on what they learned through their lessons to explore different responses to the NATRE spirited art themes, explicitly reflecting on the impact of their learning on their thinking.</li> <li>L6 – Opportunity for writing at length about their personal reflections on their artwork and how this links to their learning.</li> </ul>





# Opportunities for personal knowledge exploration by unit – Year 6




	Autumn 1	Autumn 2	Spring 1
Year 6	<p><b>THEOLOGY</b></p>  <p><b>Christianity</b></p> <p><b>Why is the resurrection significant for Christians?</b> Different gospel narratives, truth claims, salvation.</p>	<p><b>THEOLOGY</b></p>  <p><b>Christianity</b></p> <p><b>Are religion &amp; science in conflict?</b> Creation, interpretation, diversity of opinion.</p>	<p><b>SOCIAL SCIENCES</b></p>  <p><b>Hindu Dharma</b></p> <p><b>In what diverse ways do Hindus build a sense of community?</b> Festivals &amp; Pilgrimage</p>
Personal knowledge exploration by lesson	<p><b>Values – Knowledge and meaning</b></p> <ul style="list-style-type: none"> <li>L6 – Pupils reflect on vocabulary and concepts from the unit arranging them according to their view of their significance and explaining why</li> </ul>	<p><b>Values – Knowledge, Conflict, Reconciliation</b></p> <ul style="list-style-type: none"> <li>L4-5 – Learning about different scientific and theological ideas about creation, pupils consider how different people through time reconcile scientific knowledge and religious beliefs to avoid conflict.</li> <li>L5 – Additional opportunity for writing at length – Pupils write a discussion text ‘Is the world designed?’ Reflecting on different arguments from their learning and their own view.</li> <li>L6 – Drawing on their learning from the unit, pupils predict what Catholic Pope Francis believes about the creation of the world and see if their preconceptions were correct, reflecting on whether there is anything that surprised them in his approach to science and creation.</li> </ul>	<p><b>Values – Community, Spirituality, Adventure</b></p> <ul style="list-style-type: none"> <li>L1 – Reflecting on an exemplar case study, pupils reflect on what communities they belong to, how they show belonging and what it means to them.</li> <li>L2 – Pupils observe a number of different ways some Hindus build a sense of family, local and place of worship community and reflect on the similarities and differences in their own community experiences from lesson 1.</li> <li>L3 – Learning about Hindu Holi celebrations, pupils reflect on what the wider, non-Hindu, community might gain from the celebrations happening in the UK and what pupils personally might enjoy about them.</li> <li>L4 – Pupils consider how they might feel or be part of a global community.</li> <li>L6 – Drawing on the significance of places and rituals in Hindu pilgrimages to the Ganges, pupils write about a place of significance to themselves.</li> </ul>



# Opportunities for personal knowledge exploration by unit – Year 6



	Spring 2	Summer 1	Summer 2
Year 6	<p><b>PHILOSOPHY</b></p> <p>What do philosophers teach us about life's purpose? Self &amp; Soul</p>	<p><b>SOCIAL SCIENCES</b></p>  <p>Christianity / Hindu Dharma / Islam / Humanism / Judaism / [Sikhi]</p> <p>How is an understanding of life's purpose reflected in people's lives? Diverse expression of purpose in lived worldviews.</p> <p>[Local Choice]</p>	
Personal knowledge exploration by lesson	<p><b>Values – Purpose, Spirituality, Autonomy, Responsibility</b></p> <ul style="list-style-type: none"> <li>L1 – Pupils share their preconceptions about the concepts of purpose and a soul, before learning about Ibn Sina's ideas about body and soul. Pupils consider if they are personally convinced by the idea.</li> <li>L2 – Pupils consider their own view of what aspects of being human are connected with the physical body and which with the idea of a soul.</li> <li>L3 – Pupils think critically about Plato's idea of the soul from different religious and non-religious perspectives.</li> <li>L4 – Pupils reflect on their personal response to the idea of seeking happiness pleasure in life in different ways (hedonism).</li> <li>L5 – Pupils consider some different arguments for and against Simone de Beauvoir's ideas about freedom and responsibility, thinking about which they think are most convincing and why.</li> <li>L6 – Pupils draw on the ideas of different philosophers in the unit to answer the question: "What do I think about life's purpose?" Pupils look back at their initial thoughts about life's purpose in lesson 1 and consider how their views have (or haven't) developed over the unit.</li> </ul>	<p><b>Values – Morality, Freedom of Choice, Responsibility, Justice, Consequences</b></p> <ul style="list-style-type: none"> <li>L1 – Drawing on statements from many different worldviews (and Spr2) , pupils explicitly reflect on their own ideas of life's goals and purpose.</li> <li>L2 – Pupils consider the difficulties of discussing controversial issues, and the British value of tolerance to collectively agree guidelines for discussing controversial issues in this unit.</li> <li>L2 – Pupils consider their preconceptions about the idea of 'heaven' and where these ideas might have come from.</li> <li>L3 – Pupils discuss possible consequences of actions, and their own value judgements and some human actions relating these to some different Christian opinions about moral choices and consequences.</li> <li>L4 - Pupils explicitly explore where some ideas of punishment and hell come from and whether hope of reward or fear of punishment is a greater motivation in choosing how to behave.</li> <li>L5 – Considering the Islamic concept of free will, pupils reflect on what a person might be thinking when they choose to do a 'good' or 'bad' thing. Pupils reflect on the concept of conscience and whether their behaviour changes when they know they are being watched (as a Muslim might believe they are observed by Allah).</li> <li>L6 – Learning about the concept of a forgiving Allah, pupils reflect on their own emotional experiences of giving and receiving forgiveness and second chances.</li> <li>L7 – Reflecting on Hindu Ashramas (stages of life), pupils consider how their goals might change throughout their own lives before learning about the Hindu Purusharthas (goals).</li> <li>L9 – Learning about humanist beliefs about altruism, pupils consider altruistic acts in their own lives.</li> <li>L12 – <b>Opportunity for writing at length</b> - pupils write a discussion text, 'Does life have a purpose?', including drawing on their learning from at least 3 different worldviews and expressing their own view.</li> </ul>	



# Progression: Vertical Concepts



## Sacrifice

In Islam, submission to the will of Allah can involve commitments of time, money and effort.

Historically, the Abrahamic faiths required sacrifice of animals to honour God. Abraham was honoured by God for his willingness to sacrifice his son on God's command.

Christianity teaches that Jesus was the **Ultimate Sacrifice**, bringing people back to God's presence.

In Islam and Christianity, **personal self-sacrifice** in the form of action and charity is important.

Christianity teaches that Jesus fulfilled the prophecies of the Old Testament of the coming of a Messiah, a saviour.

In Genesis, humanity was divided from God by Adam & Eve's disobedience.

Christianity teaches that Jesus was a special baby, the incarnation of God, a saviour.

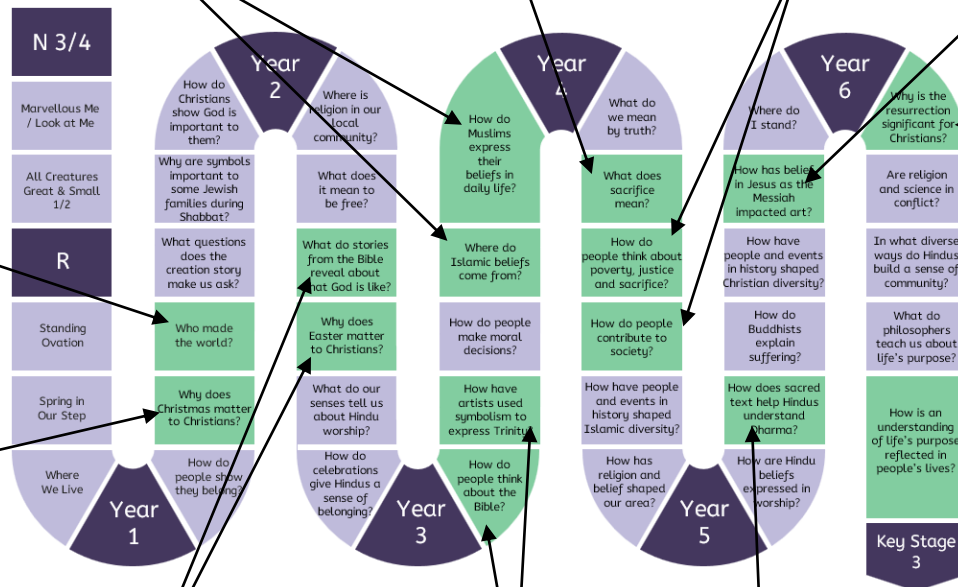
Christianity teaches that Jesus sacrificed his life to save the people he loved.

Many Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people.

In Hindu Dharma, fulfilling your duty may involve personal sacrifice.

In Christianity, belief in Jesus' death and resurrection is important as it brings people to salvation.

In many worldviews, personal self-sacrifices or living a good life have beneficial, future consequences.



# Progression: Vertical Concepts



Knowledge & Meaning

Year 1 – 3

Stories from sacred texts teach some people how to behave.

Concepts such as freedom are hard to define but have huge human significance.

Stories from sacred texts teach people about right and wrong.

Stories help some people understand the world.

Stories from sacred texts teach people how to behave.

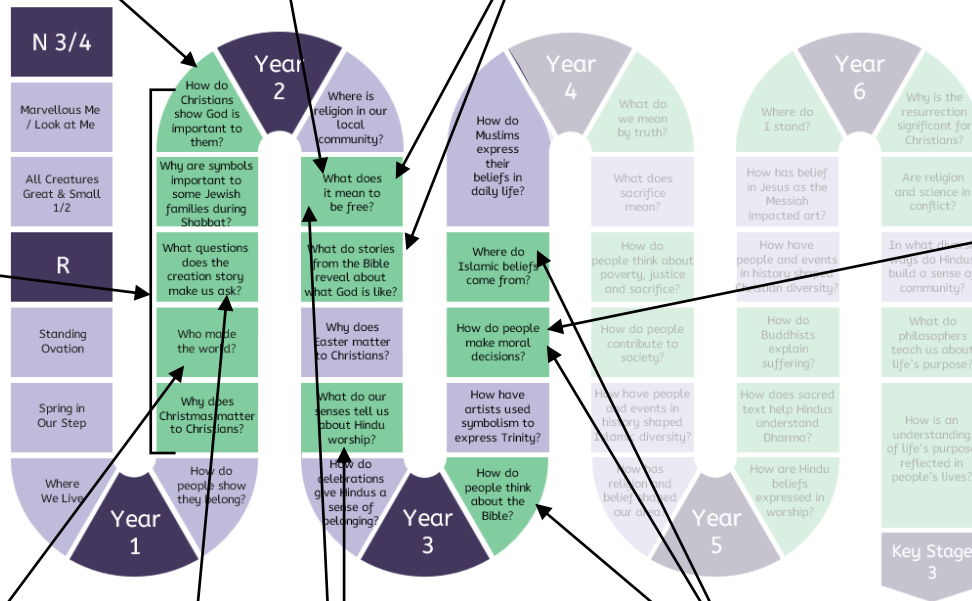
Some people ask big questions and try to answer them using reason.

People use their senses to try to understand the world.

Teachings from sacred texts help some people make moral decisions.

Ideas of 'morality' and responsibility are complex.

Ideas about what is true can be critically examined using logic and reasoned argument.



# Progression: Vertical Concepts



Knowledge & Meaning

Year 4 – 6

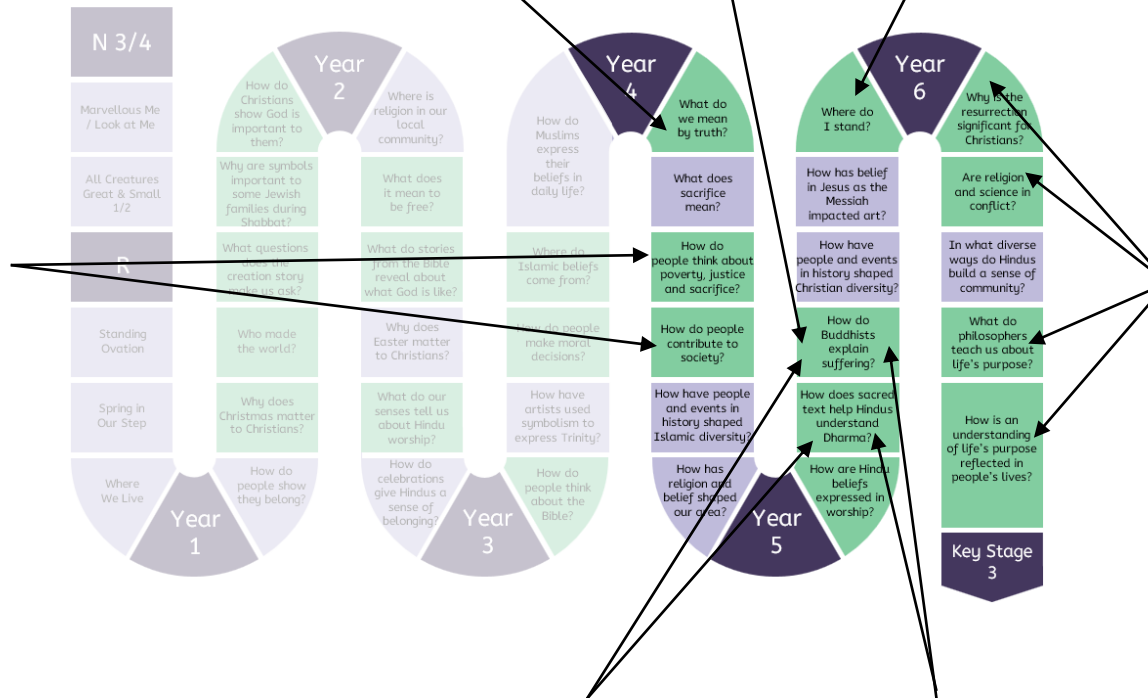
Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service.

Most human beings have a sense of moral justice.

People can interpret Truth in different ways (Plato's cave), humans are limited by experience. Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service.

Buddhist Dharma seeks to end suffering through reaching enlightenment.

Different belief systems influence ideas of life's meaning and purpose.



Different belief systems influence ideas of life's meaning and purpose.

Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate.

Ideas of what happens after we die give meaning to human action on earth.

Evidence for God's existence is contested but still sought.

Many human beings see they have responsibilities to others and the world.

# Progression: Vertical Concepts



Human Context

Year 1 – 3

People show they belong through special objects, buildings, worship, celebrations and rites of passage.

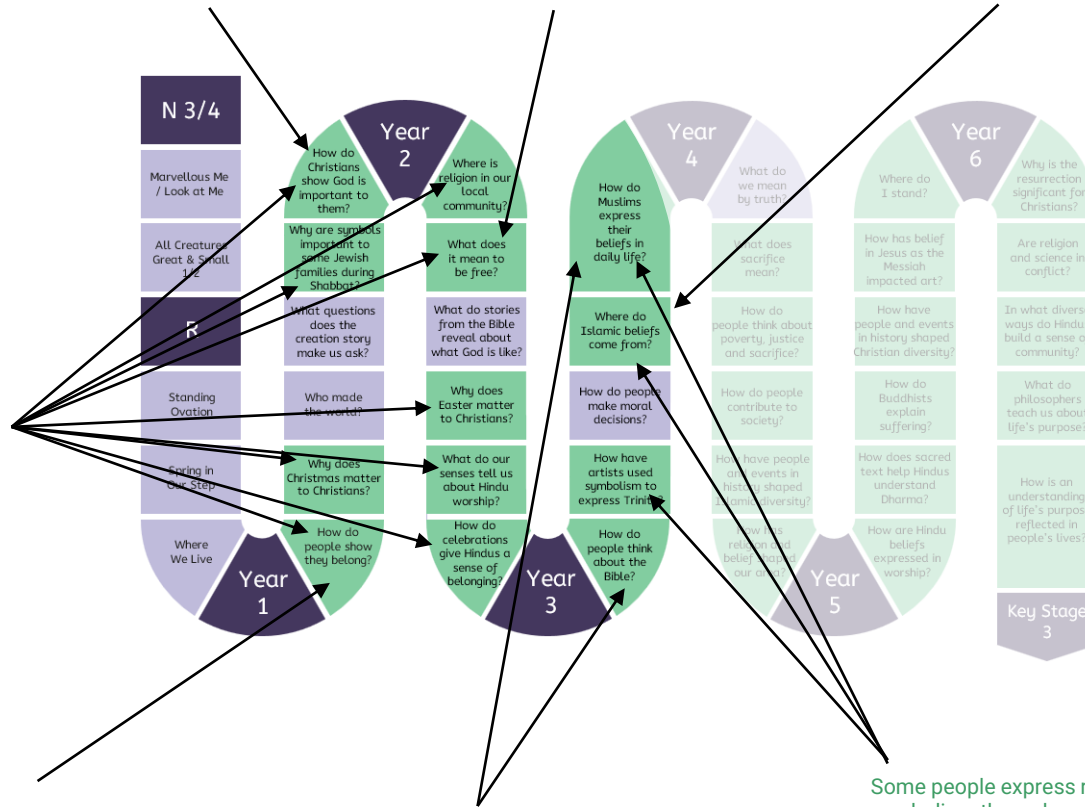
People show their beliefs on their own and in groups.

**Person, Time & Place:**  
Jesus (Jewish), about 2000 years ago, Judea (Israel).

In Islam, submission to the will of Allah can involve commitments of time, money and effort.

**Person, Time & Place:** Moses (Hebrew), about 3400 years ago, Egypt.

**Person, Time & Place:** Muhammad (Muslim), about 1400 years ago, Makkah (Saudi Arabia).



Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews.

Some people express religious symbolism through creative arts, others don't.



# Progression: Vertical Concepts



Human Context

Year 4 – 6

Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community).

**Person, Time & Place:** Dr Hany El-Banna (Muslim), 1980s, Birmingham

**Person, Time & Place:** Edith Cavell (Christian), 1865-1915AD, England & Belgium

**Person, Time & Place:** Siddhartha Gautama (The Buddha), about 2500 years ago, Northern India.

Events in history in different places have impacted (Christian) diversity.

**Person, Time & Place:** George Frederick Handel (German), 1685-1759AD, UK.

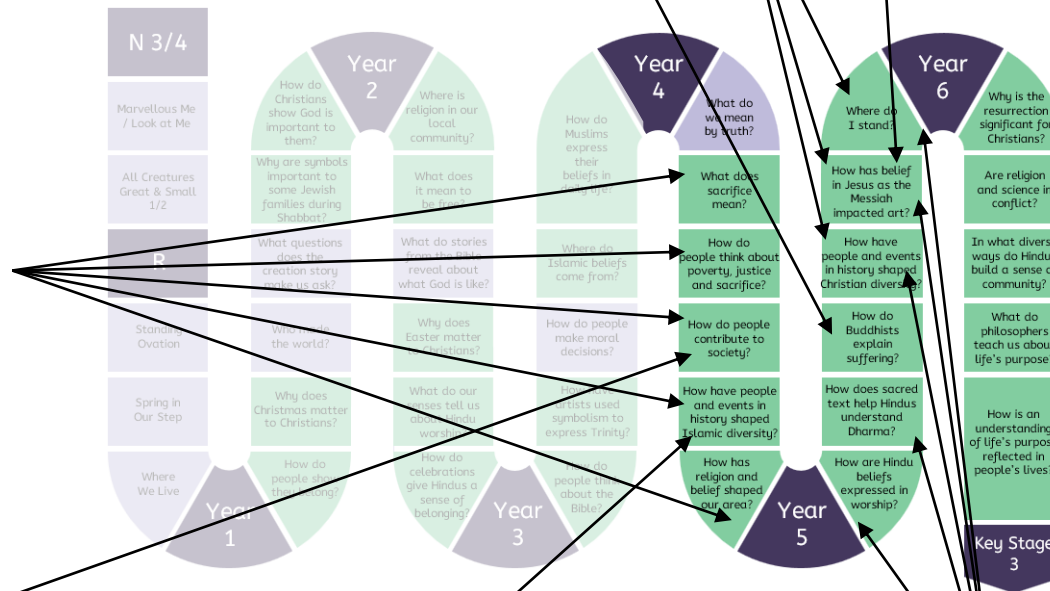
Diversity within groups leads to diversity of expression (local, national, global).

Places and celebrations have significance to individuals and communities in Hindu Dharma.

**Person, Time & Place:** Diverse philosophers through time.

Religious worldviews have significant impact on arts and culture.

Events in history and human conflict have impacted (Islamic) diversity.



# Progression in vertical concepts



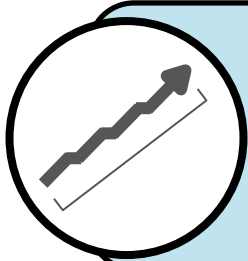
	Sacrifice	Knowledge & Meaning	Human context
EYFS	<ul style="list-style-type: none"> <li>There are lots of people who help us.</li> </ul>	<ul style="list-style-type: none"> <li>People have senses.</li> <li>People must decide what is right and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>People have differences and similarities expressed through clothes, food, celebrations and special objects.</li> <li>People can be different but still belong.</li> </ul>
Y1	<ul style="list-style-type: none"> <li>Christianity teaches that Jesus was a special baby, the incarnation of God, a saviour.</li> <li>In Genesis, humanity was divided from God by Adam &amp; Eve's disobedience.</li> </ul>	<ul style="list-style-type: none"> <li>Stories from sacred texts teach people how to behave.</li> <li>Stories help some people understand the world.</li> <li>Some people ask big questions and try to answer them using reason.</li> </ul>	<ul style="list-style-type: none"> <li>People show they belong through special objects, buildings, worship, celebrations and rites of passage.</li> <li>People show their beliefs on their own and in groups.</li> <li><b>Person, Time &amp; Place:</b> Jesus (Jewish), about 2000 years ago, Judea (Israel)</li> </ul>
Y2	<ul style="list-style-type: none"> <li>Christianity teaches that Jesus sacrificed his life to save the people he loved.</li> </ul>	<ul style="list-style-type: none"> <li>Stories from sacred texts teach people about right and wrong</li> <li>Concepts such as freedom are hard to define but have huge human significance.</li> <li>People use their senses to try to understand the world</li> </ul>	<ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage</li> <li>Different groups express their beliefs in different ways</li> <li><b>Person, Time &amp; Place:</b> Moses (Hebrew), about 3400 years ago, Egypt</li> </ul>
Y3	<ul style="list-style-type: none"> <li>Many Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people.</li> <li>In Islam, submission to the will of Allah can involve commitments of time, money and effort.</li> </ul>	<ul style="list-style-type: none"> <li>Teachings from sacred texts help some people make moral decisions</li> <li>Ideas of 'morality' and responsibility are complex</li> <li>Ideas about what is true can be critically examined using logic and reasoned argument.</li> </ul>	<ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews.</li> <li>Some people express religious symbolism through creative arts, others don't.</li> <li><b>Person, Time &amp; Place:</b> Muhammad (Muslim), about 1400 years ago, Makkah (Saudi Arabia)</li> </ul>
Y4	<ul style="list-style-type: none"> <li>Historically, the Abrahamic faiths required sacrifice of animals to honour God. Abraham was honoured by God for his willingness to sacrifice his son on God's command.</li> <li>Christianity teaches that Jesus was the Ultimate Sacrifice, bringing people back to God's presence.</li> <li>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important.</li> </ul>	<ul style="list-style-type: none"> <li>People can interpret Truth in different ways (Plato's cave), humans are limited by experience.</li> <li>Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service.</li> <li>Most human beings have a sense of moral justice.</li> </ul>	<ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community).</li> <li>Events in history and human conflict have impacted (Islamic) diversity.</li> <li><b>Person, Time &amp; Place:</b> Dr Hany El-Banna (Muslim), 1980s, Birmingham</li> <li><b>Person, Time &amp; Place:</b> Edith Cavell (Christian), 1865-1915AD, England &amp; Belgium</li> </ul>
Y5	<ul style="list-style-type: none"> <li>In Hindu Dharma, fulfilling your duty may involve personal sacrifice.</li> <li>Christianity teaches that Jesus fulfilled the prophecies of the Old Testament of the coming of a Messiah, a saviour.</li> </ul>	<ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world.</li> <li>Buddhist Dharma seeks to end suffering through reaching enlightenment.</li> <li>Evidence for God's existence is contested but still sought.</li> </ul>	<ul style="list-style-type: none"> <li>Events in history in different places have impacted (Christian) diversity.</li> <li>Religious worldviews have significant impact on arts and culture.</li> <li><b>Person, Time &amp; Place:</b> Siddhartha Gautama (The Buddha), about 2500 years ago, Northern India</li> <li><b>Person, Time &amp; Place:</b> George Frederick Handel (German), 1685-1759AD, UK.</li> </ul>
Y6	<ul style="list-style-type: none"> <li>In Christianity, belief in Jesus' death and resurrection is important as it brings people to salvation.</li> <li>In many worldviews, personal self-sacrifices or living a good life have beneficial, future consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Different belief systems influence ideas of life's meaning and purpose.</li> <li>Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate.</li> <li>Ideas of what happens after we die give meaning to human action on earth.</li> </ul>	<ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global).</li> <li>Places and celebrations have significance to individuals and communities (in Hindu Dharma).</li> <li><b>Person, Time &amp; Place:</b> Diverse philosophers through time.</li> </ul>



# Using the United R&W Curriculum



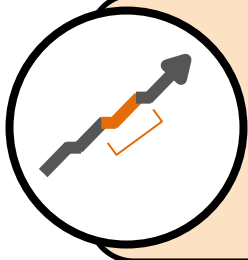
To get the most value from the United R&W Curriculum, we recommend adhering to the sequencing and teaching the 'what', but adapting the 'how' and the lesson delivery to meet the needs of your pupils.



## Within the Subject

The United R&W Curriculum has been very carefully sequenced to ensure coverage and appropriate progression through substantive and disciplinary knowledge.

**Implement the longer-term subject plan; avoid swapping units or 'pick and mixing' with other schemes.**

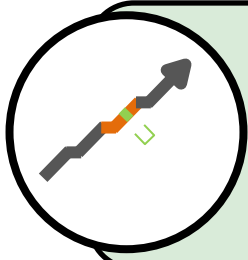


## Within the Unit

Each unit clearly sets out the knowledge that should be taught and reviewed in the sequence of lessons.

Each unit is planned to cover six lessons (40 mins for KS1 and 1 hour for KS2). This allows time before and after the unit for you to fill gaps or address misconceptions as required. A sequence of four lessons is also provided for each unit; this allows you to teach the core, non-negotiable knowledge for the unit while allowing additional time to fill gaps if required.

**Teach the core content in order suggested in the lesson sequence, filling gaps and addressing misconceptions as required.**



## Within the Lesson

Lesson slides and resources for key aspects of the unit are provided in the Lesson Resources documents. As in other subjects, the principles of the Great Teaching Toolkit should be followed, with content broken down into small steps and 'I', 'We', and 'You' to allow for modelling, guided practice and independent practice.

These resources are **just one way** to teach the required knowledge. You should adapt these slides as much or as little as is required to meet the needs of your class.

**Adapt the lesson slides as much as is required to meet the needs of your class.**





“Literacy is foundational for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in school and more likely to have poor educational outcomes across all subjects.”

Ricketts, J., Sperring, R and Nation, K. (2014). Educational attainment in poor comprehenders. *Frontiers in Psychology*, 5. P. 445

## Writing at length in other areas of the curriculum provides opportunities for pupils to:

- **master** their ‘target language’
- **apply** and **consolidate** their writing skills and knowledge of text types in new contexts
- write for plenty of **genuine** purposeful reasons
- learn to write as **scholars** of their subject.

## It provides opportunities for teachers to:

- **assess** pupils’ writing away from the point of teaching
- ensure that pupils’ writing is of the same **standard** in all lessons as it is in English lessons.

To keep standards of communication high across the curriculum, opportunities for writing at length have been included within religion & worldview lessons to support pupils in learning to speak and write as scholars.



# What do these writing at length opportunities look like?



- Writing at length means having the chance to write **full texts**, as appropriate for the age of pupils (*e.g. for year 1 pupils in autumn term, this might be a sequence of three or more sentences, building up to fully paragraphed, cohesive texts for key stage two pupils*).
- These full texts will usually fall under one of six **text types**.
- They also incorporate the full **writing process**, whereby pupils are given time to plan, draft, revise and edit their work to ensure it is of the highest standard.

## Text Types

- Report/ Information Text
- Instruction
- Discussion
- Recount
- Explanation
- Persuasion



	Year 1	Year 2	Year 3	Year 4	Year 6
Autumn	<p><b>Autumn 1</b></p> <p>How do people show they belong?</p> <p>Additional: Pupils write about something that is special to them.</p> <p>Lesson 2</p>	<p><b>Autumn 1</b></p> <p>Where is religion in our local community?</p> <p>Additional: Pupils write a simple explanation text about how two Muslims are similar and different.</p> <p>Lesson 8</p>	<p><b>Autumn 1</b></p> <p>How do people think about the Bible?</p> <p>Additional: Pupils write an explanation text answering the question, 'Why is the Bible so special to many Christians today?'</p> <p>Lesson 1</p>	<p><b>Autumn 1</b></p> <p>What do we mean by truth?</p> <p>Additional: Pupils write a discussion text in response to the statement 'I should always tell the truth.'</p> <p>Lesson 6</p>	<p><b>Autumn 2</b></p> <p>How do religion and science in conflict?</p> <p>Additional: Pupils write a discussion text in response to the question, 'Is the world designed?'</p> <p>Lesson 5</p>
Spring	<p><b>Spring 1</b></p> <p>Who made the world?</p> <p>Embedded: Pupils write a simple report on what people could do to look after the world.</p> <p>Lesson 3</p>	<p><b>Spring 1</b></p> <p>What do stories from the Bible reveal about God?</p> <p>Additional: Pupils write the Biblical story of the healing at the pool.</p> <p>Lesson 4</p>	<p><b>Spring 2</b></p> <p>Where do Islamic beliefs come from?</p> <p>Embedded: Pupils write instructions on how to show respect to the Qur'an.</p> <p>Lesson 6</p>	<p><b>Spring 2</b></p> <p>How do people contribute to society?</p> <p>Additional: Pupils write a report in the form of a fact file about Edith Cavell.</p> <p>Lesson 5</p>	<p><b>Spring 1</b></p> <p>How do Hindus build a sense of community?</p> <p>Additional: Pupils write a report in response to the question, 'What does the word community mean to you?'</p> <p>Lesson 4</p>
Summer	<p><b>Summer 1</b></p> <p>Why are symbols and artefacts important to some Jewish families during Shabbat?</p> <p>Additional: Pupils write a recount of their experience of a Shabbat meal.</p> <p>Lesson 6</p>	<p><b>Additional:</b> Pupils write instructions on how to set-up a Hindu worship shrine in the classroom.</p> <p>Lesson 4</p>	<p><b>Summer 1</b></p> <p>How do Muslims express their beliefs in their daily lives?</p> <p>Additional: Pupils write a report in the form of a fact file about Iftihaj Muhammad.</p> <p>Lesson 3</p>	<p><b>Summer 1</b></p> <p>How have people and events in history shaped Islamic diversity?</p> <p>Additional: Pupils write an explanation text answering the question, 'How have people and events in history shaped Islamic diversity?'</p> <p>Lesson 6</p>	<p><b>Summer 2</b></p> <p>Where do I stand?</p> <p>Embedded: Pupils write an explanation text about their opinion on a controversial issue.</p> <p>Lesson 6</p>
			<p><b>Summer 2</b></p> <p>How has religion &amp; belief shaped our local area?</p> <p>Embedded: Pupils write a report about the evidence of religion in their local area following a local visit.</p> <p>Lesson 6</p>	<p><b>Summer</b></p> <p>How is an understanding of life's purpose reflected in people's lives?</p> <p>Embedded: Pupils write a discussion text in response to the question, 'Does life have a purpose?'</p> <p>Lesson 12</p>	

How does sacred text help Hindus understand Dharma?

Embedded: Pupils write a discussion text in response to the question 'Dharma - wimp or warrior?'

What do our senses tell us about Hindu worship?

Additional: Pupils write instructions on how to set-up a Hindu worship shrine in the classroom.

- An overview lists every opportunity for writing at length in religion & worldviews for each year group.
- A writing task has been **embedded** into the lesson when it serves a genuine purpose to the subject (i.e. in consolidating or assessing pupil knowledge or understanding of the lesson/ unit).
- Sometimes, the learning in a wider curriculum lesson lays the foundation for a piece of writing at length, but there is not sufficient time for creating this in the subject lesson (or it does not serve a genuine purpose to the subject). In these instances, an **additional** opportunity for writing has been included that can be completed outside of the unit (if the teacher chooses).
- Each writing opportunity listed on the writing overview, details the **task**, **text type** and **lesson number** it appears in.

# Opportunities to Write at Length in Religion & Worldviews



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b>Autumn 1</b> How do people show they belong?</p> <p><b>Additional:</b> Pupils write about something that is special to them. Lesson 2</p>	<p><b>Autumn 1</b> Where is religion in our local community?</p> <p><b>Additional:</b> Pupils write a simple explanation text about how two Muslims are similar and different. Lesson 3</p>	<p><b>Autumn 1</b> How do people think about the Bible?</p> <p><b>Additional:</b> Pupils write an explanation text answering the question, 'Why is the Bible so special to many Christians today?'. Lesson 1</p>	<p><b>Autumn 1</b> What do we mean by truth?</p> <p><b>Additional:</b> Pupils write a discussion text in response to the statement, 'People should always tell the truth'. Lesson 6</p>	<p><b>Autumn 2</b> How does sacred text help Hindus understand Dharma?</p> <p><b>Embedded:</b> Pupils write a discussion text in response to the question, 'Sita – wimp or warrior?'. Lesson 6</p>	<p><b>Autumn 2</b> Are religion &amp; science in conflict?</p> <p><b>Additional:</b> Pupils write a discussion text in response to the question, 'Is the world designed?'. Lesson 5</p>
Spring	<p><b>Spring 1</b> Who made the world?</p> <p><b>Embedded:</b> Pupils write a simple report on what people could do to look after the world. Lesson 5</p> <p><b>Spring 2</b> What questions does the story of creation make us ask?</p> <p><b>Embedded:</b> Pupils write about the most important thing the story of creation teaches. Lesson 6</p>	<p><b>Spring 1</b> What do stories from the Bible reveal about God?</p> <p><b>Additional:</b> Pupils write the Biblical story of the healing at the pool. Lesson 3</p>	<p><b>Spring 2</b> Where do Islamic beliefs come from?</p> <p><b>Embedded:</b> Pupils write instructions on how to show respect to the Qur'an. Lesson 6</p>	<p><b>Spring 2</b> How do people contribute to society?</p> <p><b>Additional:</b> Pupils write a report in the form of a fact file about Edith Cavell. Lesson 5</p>	<p><b>Spring 2</b> How have people and events in history shaped Christian diversity?</p> <p><b>Additional:</b> Pupils write a report about the causes of the Great Schism. Lesson 3</p>	<p><b>Spring 1</b> In what diverse ways do Hindus build a sense of community?</p> <p><b>Additional:</b> Pupils write a report reflecting on what community means to them. Lesson 1</p> <p><b>Spring 2</b> What do Philosophers teach us about life's purpose?</p> <p><b>Additional:</b> Pupils write a biography of a philosopher they have learned about. Lesson 5</p>
Summer	<p><b>Summer 1</b> Why are symbols and artefacts important to some Jewish families during Shabbat?</p> <p><b>Additional:</b> Pupils write a recount of their experience of a Shabbat meal. Lesson 6</p>	<p><b>Summer 1</b> What do our senses tell us about Hindu worship?</p> <p><b>Additional:</b> Pupils write instructions on how to set-up a Hindu home shrine in the classroom. Lesson 4</p> <p><b>Summer 2</b> How do celebrations give Hindus a sense of belonging?</p> <p><b>Additional:</b> Pupils write a recount of how Simran and Vraj celebrated Raksha Bandhan. Lesson 2</p>	<p><b>Summer 1</b> How do Muslims express their beliefs in their daily lives?</p> <p><b>Additional:</b> Pupils write a report in the form of a fact file about Ibtihaj Muhammad. Lesson 3</p>	<p><b>Summer 1</b> How have people and events in history shaped Islamic diversity?</p> <p><b>Additional:</b> Pupils write an explanation text answering the question, 'How have people and events in history shaped Islamic diversity?'. Lesson 6</p> <p><b>Summer 2</b> How has religion &amp; belief shaped our local area?</p> <p><b>Embedded:</b> Pupils write a report about the evidence of religion in their local area following a local visit. Lesson 6</p>	<p><b>Summer 2</b> Where do I stand?</p> <p><b>Embedded:</b> Pupils write an explanation text about their spirited artwork. Lesson 6</p>	<p><b>Summer</b> How is an understanding of life's purpose reflected in people's lives?</p> <p><b>Embedded:</b> Pupils write a discussion text in response to the question, 'Does life have a purpose?'. Lesson 12</p>





# Transitions



The United Religion & Worldviews curriculum reflects up to date research and pedagogy.

This evidence-based, multidisciplinary worldviews approach may be new for schools and for pupils. Therefore, when schools first adopt the curriculum, pupils – particularly older pupils – will likely have gaps in their learning that would have been taught in earlier years of the curriculum.

To support schools in filling these gaps as they take on the curriculum, we have provided a 6-lesson sequence that incorporates the required prior knowledge. For example, the Year 2 Aut1 allows time to introduce pupils to the Christian character Danny and the Jewish character Sarah, which would normally be introduced in Year 1 Aut1. This 6-lesson sequence is provided alongside the ideal 6-lesson sequence and the shortened 4-lesson sequence that is standard for United Curriculum units.

Teachers should assess whether pupils are secure in the 'Required Prior Knowledge', outlined in the relevant unit. Teachers can then use this information to plan the unit.



Year 2: Autumn 1			Where is religion in our local community?
	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Ways of showing Belonging in Christianity/Judaism (Y1 Aut1)</li> <li>Vocabulary Prayer, Praise &amp; Worship (Y1 Sum2)</li> <li>Geography mapping local area (Y2 Aut)</li> <li>Local History (Y2 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>The way a person looks at the world is called their <b>worldview</b>. We all inhabit a worldview, which is shaped and changed by our life-experiences.</li> <li>Some people choose to belong to organised religious groups. This can be a shared religious worldview.</li> <li>In the UK, <b>Christianity</b> is the largest religious group, but there are lots of other religious groups too.</li> <li>Another religious group is <b>Islam</b>. A follower of <b>Islam</b> is called a <b>Muslim</b> and their place of worship is called a <b>mosque</b>.</li> <li>Another religious group is <b>Hindu Dharma</b>. A follower of <b>Hindu Dharma</b> is often called a <b>Hindu</b> and their place of worship is called a <b>mandir</b>.</li> <li>Another religious group is <b>Sikhi</b>. A follower of <b>Sikhi</b> is called a <b>Sikh</b> and their place of worship is called a <b>gurdwara</b>.</li> <li>We can look for evidence of religion in our local area, such as places of worship, symbols, shops, and people.</li> </ul>	<ul style="list-style-type: none"> <li>Forms of worship in Hindu Dharma (Y2 Sum1)</li> <li>Expression of beliefs in Islam (Y3 Sum1)</li> <li>How beliefs have shaped our local area (Y4 Sum2)</li> <li>Link between origins of Judaism, Christianity &amp; Islam. (Y2 Aut2)</li> </ul>
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that people look at the world in different ways. (Y1)</li> <li>Recognise that people choose to belong to different groups. Some people choose to belong to a religion. (Y1 Aut1)</li> <li>Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. (Y1 Aut1)</li> <li>Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. (Y1 Sum2)</li> </ul>	<p><b>As Social Scientists, pupils will:</b></p> <ul style="list-style-type: none"> <li>Social scientists connect correct vocabulary with religious groups.</li> <li>Social scientists recognise evidence of belief in the local community.</li> <li>Social scientists identify how beliefs impact peoples' choices of in everyday life, including local special places.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Use correct vocabulary to name items and celebrations important in Hindu Dharma. (Y2 Sum2)</li> <li>Link beliefs with evidence in the community. (Y2 Sum2)</li> <li>Identify how artefacts and practices are used in everyday life to show belonging. (Y2 Sum2)</li> <li>Consider what data can tell us about religion locally, nationally and internationally. (Y4 Sum2)</li> <li>Seek evidence of lived religion in our local area. (Y4 Sum2)</li> </ul>
VCS	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People show they belong through special objects, buildings, worship, celebrations and rites of passage. (Y1)</li> <li>People show their beliefs on their own and in groups. (Y1)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage</li> <li>Different groups express their beliefs in different ways</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> <li>Some people express religious symbolism through creative arts, others don't. (Y3)</li> </ul>

Year 2: Autumn 1





Assessing impact is assessing how well pupils have learned the required knowledge from the implemented curriculum. It is not about lots of tests, or meticulously comparing pupils' outcomes at the start and end of each unit.

**If pupils can keep up with a well-sequenced curriculum that has progression built in, they are making progress!**

The United Curriculum has this progression built in, and so teachers and subject leads just need to be confident that pupils are keeping up with it.

This can be done through:

- **Formative assessment in lessons**  
There are opportunities for formative assessment in the lesson slides provided, and teachers should continually adapt their lesson delivery to address misconceptions and ensure that pupils are keeping up with the content.
- **Books and pupil-conferencing**  
Talking to pupils about their books allows you to assess how much of the curriculum content is secure. These conversations are used most effectively to determine whether pupils have a good understanding of the vertical concepts, and if they can link recently taught content to learning from previous units. (They should not be used to assess whether pupils can recall information, as low-stakes quizzes can gather this information more efficiently).



# Parental Right to Withdraw



Parents have the right to withdraw their children from all or part of religious education.

For any requests to withdraw your child from religious education, please contact the school to arrange a meeting with the Principal / Head Teacher in the first instance.

