

RE Medium Term Plan

Using Cheshire West and Chester planning guidance

Year Group	Term	Key question Enquiry questions	Suggested Learning	EYFS Outcomes	Vocabulary
Reception	Autumn	What makes me special? Who is special to me? What is a religion? What is Christmas? Who celebrates it and why? What is the Christmas story? How do people celebrate Christmas?	Discuss with the children the diversity of their families and use No outsiders to demonstrate the variety of families. Look at who lives in their house and if there are differences. Use vocabulary of brother/sister. Explain Christians belief of Christmas and their celebrations attached to it, discussing Lent. Share the story and the importance of people that visited the manger. Sequence the story.	Communication Talk about their community. Talk about religion from sources of information and use some simple everyday religious terms. Influence and Impact Show some awareness of religions Listen to children's own experiences of people who are familiar to them Experience and feelings Begin to talk about their own experiences and feelings	Special, celebrate, religion, Christian, belong, Christmas, Jesus, cross, star, lent
	Spring	Chinese new year What is a celebration? What do I celebrate? Does everybody celebrate the same things? What is different about our celebrations? What changes in Spring? What symbols are linked to Easter? Why is Easter special to some people? How do people celebrate Easter?	Look at birthday parties and how celebrations are used to mark events. Ask the children to share what they celebrate in their house and have a mock celebration for the Naughty bus. Encourage the children to think about all the things we need to prepare for this. Link in to celebration of Easter and previous learning on Christmas. Sequence the story so that the children understand why Christians enjoy the Easter celebration and the link to Spring.	Communication Talk about their community. Talk about religion from sources of information and use some simple everyday religious terms. Influence and Impact Show some awareness of religions Experience and feelings Show confidence in talking about their own experiences and feelings Religious Beliefs and Sources Begin to recall parts of religious stories Engage and visit religious and cultural communities Religious Expression Can recognise some symbols of religion both verbal and visual	Celebration, personal, special, Easter, religion, festival, celebration, God, symbols, Diwali,, church

			<p>Find out about places of worship and places of local importance to the community</p> <p>Questions and Values</p> <p>Begin to talk about what they find interesting or puzzling. What makes themselves happy and other people.</p>	
Summer	<p>What can we learn from stories? How do characters in the stories feel? What makes places special? What places are special to you? Where are the special places in our community? What is a church, synagogue and a mosque? Why do people go there?</p>	<p>Identify which special buildings we have in Sandiway for religious reasons.</p> <p>Where are these buildings found?</p> <p>Identify the range of buildings that are used for religious reasons and look at Northwich</p> <p>Share different religious names and their special place of worship</p> <p>Identify clothes and special books that their religion uses</p>	<p>Experiences and feelings</p> <p>Talk about their community. Talk about religion from sources of information and use some simple everyday religious terms.</p> <p>Religious Beliefs and Sources</p> <p>Begin to recall parts of religious stories</p> <p>Engage and visit religious and cultural communities</p> <p>Religious Expression</p> <p>Can recognise some symbols of religion both verbal and visual</p> <p>Find out about places of worship and places of local importance to the community</p> <p>Questions and Values</p> <p>Begin to talk about what they find interesting or puzzling. What makes themselves happy and other people.</p>	<p>Stories, religion, God, belong, symbols, Moses, Muslims, Jews, Sikhs, Hindus, church, temple, gurdwara, mosque, synagogue.</p>

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Year One	Autumn Term 1	What does it mean to belong?	1. How am I special? 2. Why do Christians believe that people are special? 3. What does it mean to belong? 4. What different religions are there in the world? 5. What symbols can I see in a baby's baptism? 6. How was Jesus baptised? 7. Why do some adults choose to be baptised?	I can talk about a practice from a religion I can talk about my own experiences and can link these to the communities to which I belong I can ask questions about me and who I am, showing awe and wonder.	I can tell you what it means to belong to my school and community and also a faith group. I can recognise a sign for Christians belonging and talk about what happens in baptism.	Unique Special God Belonging Unique Candle Cross Baptism Holy spirit
	Autumn Term 2	Why is Christmas celebrated by Christians?	1. What is meant by the idea of something 'precious'? 2. What happened before and after the birth of Jesus? 3. What was special about the gifts that were given to Jesus? 4. Which parts of the Christmas story are still good news for Christians today? 5. Why do Christians believe that Jesus was a gift from God? 6. Can you discuss how the school nativity is different or similar to your understanding of the Christmas story?	I can talk about a practice from a religion I can retell a religious story using prompts and know that it is from a sacred text and that it is special to some people I can talk about my own experiences and can link these to the communities to which I belong	I can tell you why Christmas is celebrated by Christians. I can explain the relevance of the gifts from the shepherds and Magi and recognise good news for Christians.	Gifts Giving Precious Christmas Good news Angels Nativity Good News Saviour Peace on Earth Biblical Nativity narrative

Spring Term 1	How do we think the world was made?	1. What beauty can you see in the world around you? 2. What does beauty mean? 3. What does the bible say about how the world was created? 4. How else might the world have been created? 5. How did St Francis care for creation? 6. How can we help to look after our world?	I can retell a religious story using prompts and know that it is from a sacred text I can share my opinions and say what is important to myself I can ask questions about me showing awe and wonder I can ask puzzling questions	To be able to retell the biblical narration of creation in stages and understand the idea of God as the creator To notice beauty in their environment as well as favourite places and explain what they consider to be beautiful.	Beauty Appreciation Big Bang Humanism Science Stewardship St Francis Beginning World Creation
Summer Term 1	How and why are Allah and Muhammad important to Muslims?	1. What is a Muslim? 2. Who was Muhammad? 3. Who is Allah? 4. How do Muslims describe Allah? 5. What are some of the 99 names?	I can recognise some religious symbols and words I can ask questions about me	I can explain Yasmin's beliefs about Allah and recall the night of power and Muhammad. I can name some of the 99 names of Allah	Muslim Islam Faith Belonging Community Leadership Muhammad Allah Prophet Night of Power God Allah

	Summer term 2	How do Muslims express new beginnings?	1. What is the holy book of Islam? 2. What do Muslims believe about creation? 3. What is the Shahadah? 4. How is a baby welcomed into a Muslim family? 5. What happens at a Muslim wedding? 6. What are some important words for Muslims?	I can ask questions I can relate to my experiences I can ask questions I can compare and contrast	I can explain important Muslim events	Wudu Qur'an Arabic Shahadah Muhammad Allah Wedding Nikah Slam Muslim Qur'an Arabic Mosque Allah Muhammad Wudu Shahadah Nikah Hijab
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Year Two	Autumn Term 1	What do Jews believe about God?	1. Why is the Torah important for Jews? 2. What do Jews believe about God? 3. Who was Moses? 4. How did Miriam choose between right and wrong? 5. What rules are important for Jews? 6. What do Jews believe about a creator God?	I can retell and suggest some meaning to religious and moral stories I can explore and discuss sacred writings and sources of wisdom and recognise communities they come from I can recognise different symbols and actions and	I can tell you what many Jews believe about God	Respect Holy Special God's Word One God Sustainer Eternal King Slavery Freedom Courage Commandments

			appreciate some similarities between communities I can question right and wrong and begin to express my own ideas and opinions.		
Autumn Term 2	How do Jews show faith through practices and celebrations?	1. How do Jews remember Shabbat? 2. What does the Shabbat meal mean? 3. What does “God is One” mean? 4. How did Esther show honesty and bravery? 5. How is this remembered at Purim? 6. How do Jewish families celebrate Hanukkah? 7. Who are the Jewish Matriarchs and Patriarchs?	I can ask and respond to questions I can identify what difference belonging to a community might make I notice and respond sensitively to similarities between religions	I can tell you how a Jewish family may mark Shabbat and explain some Jewish festivals	Shabbat God is One Mezuzah Shema Heart and Soul Honesty Purim Bravery Light Darkness Hanukkah
Spring Term 1	Why is the bible a special book for Christians?	1. What makes a book “Special”? 2. What sort of books are in the Bible? 3. What words of wisdom are there in the Bible? 4. What did the story of David and Goliath teach a Christian?	I can retell a religious story using prompts I can recognise some religious symbols and words I ask questions about belonging, meaning and trust	Knowing the bible is a sacred text for Christians and teaches them how to lead their lives. Can retell a story from the bible Knows the bible has two parts called testaments.	Sacred Text Special Bible Testament Gospel Wisdom Guide Chosen Courage Belief

		<p>5. How does the story of the stilling of the storm help Christians?</p> <p>6. What prayers are there in the Bible?</p>	and can express my own ideas and opinions		
Spring Term 2	Who is Jesus and why is he important to Christians today?	<p>1. Who were the disciples?</p> <p>2. What happened at the feeding of the 5000?</p> <p>3. Why do Christians believe Jesus was a healer?</p> <p>4. Why is Jesus' death important for Christians?</p> <p>5. What is the resurrection?</p> <p>6. Why do Christians follow Jesus?</p>	<p>I can share my opinions and say what is important to me and others</p> <p>I can say ideas what are important to me and can say what I think to be right and wrong</p>	<p>I can explain why people follow Jesus and when he was on the earth and how some of these were called disciple.</p> <p>I can retell the feeding of the 5000 and how it is a special event which Christians believe to be a miracle</p>	<p>The Disciples</p> <p>Christians</p> <p>Jesus the Teacher</p> <p>Miracle Maker</p> <p>Miracles</p> <p>Healing</p> <p>Healer</p> <p>Resurrection</p>
Summer Term 1	Why did Jesus teach people through stories?	<p>1. What does the Parable of the Lost Sheep teach?</p> <p>2. What is the message from Jesus in the Parable of the Sower?</p> <p>3. What do Christians learn from the Parable of the Two Builders?</p> <p>4. How does the Parable of the Prodigal Son teach about God?</p>	<p>I can retell a religious story</p> <p>I can see how I can work together with other even if we have differences</p>	To be able to discuss a range of parables and explain why these stories are important for Christians	<p>Preparation</p> <p>Foundations</p> <p>Influences</p> <p>Families</p> <p>Forgiveness</p> <p>Love</p> <p>Neighbour</p>

		5. How does the Parable of the Good Samaritan teach about love? 6. What parables can I tell to others?			
Summer Term 2	What do humanists believe?	1. What do humanists believe makes us special? 2. How do humanists believe we can be happy? 3. What are the special ways humanists celebrate in their lives? 4. Why do humanists think we should be good to each other?	I can discuss and reflect a denomination that has no belief in any God I can reflect on my own personal views I can see things from other points of view .	To describe the main belief of humanisms and how the golden rule is the thread that runs through the belief.	Humanism Science Belief Golden rule Celebrate Good Fair Respect

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Year Three	Autumn Term 1	How do Hindus view god and celebrate Diwali?	1. How do Hindus view God? 2. What is the Trimurti? 3. Why does this murti have the head of an elephant and the body of a boy? 4. How do Hindus celebrate Diwali?	I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life. I can give thoughtful responses using different forms of expression.	I can describe some aspects of the different characteristics of Hindu Gods and goddesses and the key belief in one God represented through many different images and forms. I can explain how Hindus celebrate Diwali.	Brahman Identity Attributes Trimurti Creator Sustainer Destroyer Worship Murti

			5. How does the Ramayana teach Hindus about Good and Evil? 6. Which words of wisdom from the Bhagavad Gita are important to you?	I can consider an aspect of religion and show differences and similarities to other religions.		Ganesha Ramayana Good Evil Wisdom Sacred Text Vedas
Autumn Term 2	Why do humanists think we should be good to each other?	Why do humanists think we should be good to each other? How do humanists decide what to believe? Why don't humanists believe in a god or gods? What are humanists' views on happiness? What do humanist celebrations tell us about the things humanists value? What do humanists value in life? How do humanists believe we can lead a good life?	I can compare and contrast this belief to other religions studied. I can make opinions and reasons for what I believe is right and wrong.	I can explain the key beliefs in humanism	Humanism Humanist Atheist Reason Golden rule Human rights Big bang Empathy Respect Dignity Curiosity evidence	
Spring Term 1	How do Christians use the bible to help them with their lives	1. What is a sacred text? 2. What is in the Bible and who wrote it? 3. How do you find verses in the Bible? 4. Why are there different kinds of Bible? 5. What does the Bible mean to a Christian? 6. How is art used in the Bible?	I can make connections between different stories and sayings and what they teach followers I can explore belief in action and make connections with my own life and communities I understand the commitment and dedication needed for different faith followers • I can reflect on my own values and explore what I	Give examples of stories which they have come across in the bible and can demonstrate how to find a particular book. • Explain how Christians use the bible for guidance and how it is many different languages around the world.	Sacred Worldwide Scripture Testament Faith Wisdom Guide Belief in action	

			can learn from values of believers		
Spring Term 2	How is Jesus portrayed in art around the world?	1. How do pictures of Jesus from around the world portray him? 2. Why do some Christians like to have a personal image of Jesus? 3. What do the Gospels tell us about Jesus? Jesus described himself as "The bread of Life, The Light of the and The Good Shepherd." How does this portray him? 4. What can we recognise as a symbol on crosses from El Salvador?	I can explore belief in action and make connections with my own life and communities I can consider and examples of key leaders in stories from different faiths as peacemakers and hat this means I can find out about questions of right and wrong and began to express my own ideas and opinions	To use biblical references to support discussions about Jesus and how people viewed him. Explain some symbols associated with Jesus.	Bread of life Light of the world Good Shepherd Crucifixion Poverty Refugees Hope Belief in action
Summer Term 1	What is my viewpoint about God and why do people have faith?	1. What do I think about God? 2. How do Christians describe God? 3. How have artists portrayed God? 4. How does faith impact on decisions? 5. What questions would I ask if I interviewed a Christian?	I can describe religions and world views, connecting my ideas and prior learning. I understand the commitment and dedication needed for different faith followers I can reflect on my own values and explore what I can learn from the values of believers.	To explain the story of Abraham and how this was following his belief. To explain a view of God which is not their own.	God Big Questions Heaven Faith Belief Sacrifice
Summer Term 2	How do Muslim's worship?	1. Who spoke to Muhammad in the cave? 2. What do Muslims believe about Angels? 3. Where do Muslim's worship?	I can draw on any prior knowledge to recap. I compare and contrast	To explain prayer, sacred texts and art from a religion	Prophet Revelation Qur'an PBUH Muhammad Angels

			4. How is art used to express belief in Islam? 5. How do Muslims prepare to pray? 6. What do Muslims believe about the Qur'an?			Mosque Night Journey Islamic Art Calligraphy Wudu Respect
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Year Four	Autumn Term 1	How do Jews demonstrate their faith through their communities?	1. What happens at a Synagogue? 2. What happens at Pesach? 3. What is Sukkot? 4. How do Jews remember the giving of the Torah? 5. What happens during the life of a Jew?	I can explore belief in action I can give thoughtful responses using different forms of expression I can discuss why worshippers choose to attend particular place of worship and what it means to belong	to talk about how Jews worship at home and in the synagogue and different events and festivals which are celebrated.	Torah Seder Slavery Freedom Torah Shavuot Kosher Simchat Bat Bar and Bat Mitzvah Marriage

						Funeral
Autumn Term 2	What do Christians think about incarnation at Christmas?	1. What is a Christingle? 2. Why is the incarnation an important concept in Christianity? 3. How do Christians around the world celebrate the Incarnation? 4. How can we think more deeply about incarnation using Christmas Carols? 5. How do Christians worship at Christmas?	I can describe religions and world views, connecting my ideas and prior learning I can consider and discuss examples of key leaders in stories from different faiths as peacemakers and hat this means	To explain what the term incarnation means and how this is an important concept for Christianity	Incarnation Good News Prince of Peace Nativity Light Darkness Jesus Incarnation Word Flesh God Jesus Message Carols Community Incarnation Bethlehem Pilgrims	
Spring Term 1	How did Jesus teach about God and values through parables?	1. Why did Jesus teach about God through parables? 2. What did Jesus teach through the Tax Collector and the Pharisee? 3. Can you explain how the parable of the Tax Collector and the Pharisee teaches about being Closer to God? 4. What does the Parable of the Friend at Midnight teach about prayer? 5. How does the Parable of the Judge and the Widow explore the relationship to God? 6. What is the Kingdom and God and how does the mustard seed help to explore this?	I can describe and understand links between stories and other aspects of the communities. I can observe and understand varies examples of religions and worldviews and explain with reason their meanings	Can tell a range of parables and has a go at telling the meanings	Parable Value Teaching Humility	

Spring Term 2	How can I understand different Easter concepts?	1. What is sin? 2. What is servanthood and how is this shown through the Easter story? 3. What is the significance of the Stations of the Cross for those who are Catholic? 4. What does the concept of Sacrifice mean to you? 5. How is the concept of sacrifice shown through Christian hymns and modern songs of worship? 6. Can you explain different symbols associated with Easter?	I can describe and make connections between different features of the religions I have studied I can talk about celebrations in life and reflect on ideas I can discuss why worshippers choose to attend a particular place of worship	To be able to give their reason for why Easter was part of a plan, why it happened and why Jesus dies. Explain the role of art and symbolism to aid prayer, worship as well as recall. To describe in their own terms what sin, suffering and sacrifice mean	Fall Sin Resurrection Lent Walking in the footsteps of Jesus to the cross Prayer Suffering Sacrifice Good Friday Crucifixion Resurrection Sacrifice Good Friday Crucifixion Worship Pope Salvation
Summer Term 1	How do Hindu's worship?	1. What would a Hindu want their child to know about God? 2. What does it mean to have one God in many forms? 3. Why is a shrine important in a Hindu home? 4. How do Hindus worship and celebrate at the festival of Holi? 5. What do Hindus understand about the journey of life? 6. What values about the family and how to care for the Earth are important for Hindus?	I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning. I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas	Give an example on how to explain the Hindu concept of God and the cycle of Create, Preserve and Destroy. Explain how Hindus worship at home and in the Mandir and the associated symbols and gestures. Tell you about the Hindu festival of Holi and why it is celebrated.	Aum Monotheism Polytheism Murti Shrine Worship Devotion Family Holi Festival Worship at a festival Samskars Reincarnation Samsara Moksha

			about community, values and respect		
Summer Term 2	What is the Baha'i faith?	1. What is the Baha'i Faith? 2. Who was the Bab? 3. Who was Baha'u'llah? 4. Why is Unity so important in the Baha'i Faith? 5. How do Baha'is pray and who do they worship? 6. Is there a special place of worship for Baha'is?	I can discuss why worshippers choose to attend a particular place of worship and what it means to belong. I can reflect on my own values and explore what I can learn from the values of believers. I can describe religions and world views, connecting my ideas and prior learning.	I can explore some of the key concepts and main figures of the Baha'i Faith. I can explore the teaching of Unity.	Glory of God Promised One Ridvan (Paradise) Unity

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Year Five	Autumn Term 1	Why are the 5 pillars important to Muslims?	1. What are the Five Pillars of Islam? 2. How do Muslims prepare for Prayer? 3. Why do Muslims fast? (Sawm)	I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations,	Explain how key beliefs are demonstrated through the Five Pillars of Islam and have made some reflections on their own lives. Discuss different parts of the Hajj	Belief 5 Pillars Shahadah Qur'an Allah Muhammad

			4. What is the pattern of prayer for Muslims? (Salat) 5. How do Muslims show care for others? (Zakah) 6. Why do Muslims go on Pilgrimage? (Hajj)	worship, pilgrimages and rituals which mark important points in life and reflect on ideas. I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response.	and understand how important this is for a Muslim.	Sacred Wudu Salah Prayer Belief Hajj Pilgrimage Community Equality
Autumn Term 2	How s Muslim faith demonstrated through family life?	1. What do I already know about Islam? 2. What is Ramadan? 3. How is Eid celebrated? 4. What is Halal? 5. How does Muslim family life show their belief in the Qur'an? 6.How do modern Muslims follow their faith today? 7. How can we tackle Islamophobia? 8. How does Mo Salah show his belief in his actions?	I can discuss my own and other's spiritual experiences and find connections between communities. I understand the importance of the family in Islam and how the sense of community reaches beyond the home to the wider world. I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect	I can explain the importance of the family in Islam and how identity and belonging is taught at home as well as in the wider community	Identity Community Islam Five Pillars Qur'an Ramadan Eid Halal Family Community Responsibility Haram and Halal Madrasah Ummah Akhlaq Islamophobia Racism	

Spring Term 1	Why is community and equality important to Sikhs?	1. What do Sikhs believe? 2. Who is Guru Nanak? 3. What is the Guru Granth Sahib? 4. What is the symbolism of the 5Ks? 5. How do Sikhs lead their lives to the best of their ability? 6. How do Sikhs remember the birthday of Guru Nanak	I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning I can explain the religions and worldviews which I encounter clearly, reasonably and coherently. I can explore and make personal informed responses to ultimate questions. I can discuss issues about community cohesion and demonstrate understanding of different view	Understand how Sikhs respect the Gurus (not worship) and live according to their teachings. Can explain what Sikhs do in the Gurdwara, tell you about the Guru Granth Sahib and the langar. Can link the 5Ks to different values in Sikhism and explain meaning.	Leadership Influencing decisions Equality Sharing Equality Panth and Khalsa 5Ks? Community Responsibility
Spring Term 2	What concepts do we find hard to understand in Christianity?	1. How are the concepts of sin and forgiveness developed in The Lion, The Witch and The Wardrobe? 2. What examples can you use to explain the concept of the Trinity to others? 3. Can I describe the concepts of Saviour, Messiah and Emmanuel? 4. How are the Stations of the Cross used as an aid to prayer? 5. How would you explain the resurrection to others? Is Salvation a gift?	I can explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world. I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews	Discuss in basic terms what the trinity is and use symbolism to demonstrate. Tell you about what forgiveness means to them and to a Christian. Explain how the incarnation is central to the Christmas story. Explain some of the Stations of the Cross and how this is used for reflection in churches.	Trinity God the Father God the Son God the Holy Spirit Incarnation Christ Saviour Messiah Emmanuel Resurrection Crucifixion Salvation

			I can explore moral and ethical questions using examples		
Summer Term 1	How do Baha'is express unity through prayer and service?	1. How can people work towards world unity? 2. Why is the 19-day Feast important to Baha'is? 3. How do Baha'is strive to serve humanity? 4. What is special about the Baha'i temples and how do they invite unity? 5. How do Baha'is use consultation to solve conflict? 6. How do Baha'is serve their communities around the world?	I can talk about faith in action from a religion. I can talk about the concept of unity. I can ask questions about the teachings of the Baha'i Faith	I can explore some of the key concepts of faith, prayer and service.	The 19-day Feast

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Year Six	Autumn Term 1	What can we learn from Christian religious buildings and music?	1. What would I expect to find in Christian places of worship? 2. What would my local church want me to know about them?	I can describe and make connections between different features of the religions and worldviews we have studied. I can	I can tell you about the use of music in Christian worship. I can explain how music can help a Christian explain their faith and can	Worship Social Justice Chants Silence

			3. Which piece of art or artefact from my local church can I find out more about? 4. How is music used in church? 5. How does the “Lord of the Dance” add to the Gospel narratives of Easter? 6. How does the Christian communities demonstrate their beliefs through song and silence?	talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. I can discuss my own and other’s spiritual experiences and find connections between communities. I can discuss issues about community cohesion and demonstrate understanding of different views.	help them feel closer to God.	
Autumn Term 2	How and why do Christian’s worship? What are the benefits for believers?	1. What is worship? 2. What is the purpose of prayer? 3. How do denominations worship in different and similar ways? 4. How do believers feel when they worship? 5. How is the joining of a denomination celebrated by the community? 6. How do Humanists celebrate?	I can discuss my own and other’s spiritual experiences and find connections between communities. I can discuss the nature of religion and compare the main disciplines which we have studied. I can discuss issues about community cohesion and demonstrate understanding of different views.	I can explain key features of worship and what worship means to a believer. I can explore the role of community for a Christian and a Humanist.	Worship Denominations Spiritual Celebrations Humanism	
Spring Term 1	How do Sikhs worship?	1. What is the Gurdwara how is this important to the community? 2. How do Sikhs worship in the Gurdwara? 3. Why do Sikhs have a Langar?	I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark	Can tell you about the similar aspects of a Gurdwara and about how Sikhs worship and share food at the Langar.	Gurdwara Guru Granth Sahib Khanda Langar Equality Shri	

		<p>4. How do Gurdwaras look different or similar around the world?</p> <p>5. Can I introduce Sikhism to others making connections with my prior learning?</p>	<p>important points in life and reflect on ideas.</p> <p>I understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life.</p> <p>I can discuss my own and other's spiritual experiences and find connections between communities.</p> <p>I can discuss issues about community cohesion and demonstrate understanding of different views</p>		<p>Harmandir Sahib</p> <p>Sacred Places</p>
Spring Term 2	What are some of the differences within Christianity locally and globally?	<p>1. How are the churches in our local community similar and different?</p> <p>2. Can you compare worship in a local church to a church in another country?</p> <p>3. Can you compare how communion is celebrated in local churches?</p> <p>4. How do local Christian communities celebrate Easter?</p> <p>5. How is Easter celebrated around the world?</p>	<p>I can explain how history and culture can influence an individual and how some question these influences.</p> <p>I can discuss issues about community cohesion and demonstrate understanding of different views.</p> <p>I can develop insight and start to analyse the impact of diversity within a community.</p>	<p>Pupils can compare churches within their locality with an example of one around the world. They can explain how key Christian beliefs can be found with worshippers nearby and far away.</p>	<p>Community Church</p> <p>Denomination Eucharist Worship</p> <p>Community Fellowship</p> <p>Koinonia</p> <p>Taize</p> <p>Communion</p> <p>Eucharist</p> <p>Liturgy</p> <p>Prayer</p> <p>Easter</p> <p>Resurrection Salvation</p> <p>Patron Saint</p> <p>St George</p> <p>Icons</p>

		6. How is St. George remembered around the world?			
Summer Term 1	What is the kingdom of God and what do Christians believe about the afterlife?	1. What did Jesus teach about the Kingdom of God in the Parable of the Mustard Seed? 2. How does Jesus use the parables of the Great Feast to explain the Kingdom of God? 3. How does the local church community live as God's Kingdom on Earth? 4. How does a belief in the Kingdom of God inspire and influence Christians across the world? 5. What do you believe about life after death? 6. What do Christians believe about life after death?	I can discuss my own and other's spiritual experiences and find connections between communities. I can explore and make personal informed responses to ultimate questions. I can explain the religions and worldviews which I encounter clearly, reasonably and coherently.	Pupils can explain what the parables teach about the Kingdom of God, give examples of Christian belief in action and explain what a Christian believes about Heaven.	Kingdom of God Faith Values Kingdom Belief in Action Charity Compassion Life after death Loss Memories Eternity Heaven
Summer Term 2	What does it mean to live in a religiously diverse world?	1. What is religious diversity? 2. What is my identity and what is a stereotype? 3. How do different religions celebrate the birth of a child? 4. How is the Golden Rule similar between different religions?	I can explain how history and culture can influence an individual and how some question these influences. I can develop insight and start to analyse the impact of diversity within a community. I can discuss issues about community cohesion and	I understand the basic of how religious diversity originated in the UK with simple examples. I can talk about religions around the world and where different religions originated. I can tell you about discrimination and stereotypes. I can reflect on the work which I have done and how this could impact	Diversity Religious Diversity British Culture Prejudice Discrimination

			5. What diversity of religion can be found in my local community?	demonstrate understanding of different views.	on my life now and in the future as a global citizen.	
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