

	Aut 1	Aut 2	Spring 1	Spring 2	Sum1	Sumer 2
Reception SPECIAL AND SACRED Christianity Hinduism	Which people, stories and events are special to me? Who is special to me and why? Families, friends, community. Special events Advent and Christmas. Why these are special for Christians. Why Christians think that Jesus was a special baby: the Nativity story. How the Nativity story is celebrated in school. New life: How Christians might celebrate the birth of a baby. Diwali Why Rama and Sita are special to Hindus. How Diwali is celebrated in school.		What do I know about Easter and Holi? Easter How we can see Easter around us. Signs and symbols. What Christians remember at Easter The Easter story and what it means to Christians. Holi The stories of Krishna, Holika and Prahlad. How Hindus celebrate Holi.		Why are some places and objects special or sacred? The idea of special and sacred What makes something special. What makes objects, clothes and places special. Why some of these things are considered sacred. What we can see in a church and a mandir. Visit * to a church and mandir: Important objects, pictures and symbols. *or through virtual tours, video clips, images, etc.	
Year 1 and 2 Cycle A SPECIAL AND	What do stories from religious traditions teach about God? (Yr 1 topic)		What do creation stories teach people about God and human nature? (Yr 1		What are sacred texts and why do they matter? (Year 2 topic) Pupils	

SACRED STORIES	What can we learn from other stories? (Year 1 topic) Pupils should know and understand: • how stories form part of beliefs and help people understand the world • what some narratives from sacred texts teach people about God and the way they should lead their lives. • why some stories are considered to be special and/or sacred • how stories can mean different things to different people • how different stories may contain 'truth' and what this means to different people Christianity Judaism	topic) Pupils should know and understand: • how stories form part of key religious beliefs, e.g. the origin of sin • what stories teach about God, e.g. Creator of the world • how stories can mean different things to different people • why people have different views about how the world began Christianity Judaism, Islam and Humanism.	should know and understand: • what is meant by revelation • how sacred scriptures are different to other kinds of books • how sacred scriptures are used in worship and ceremonies to bring communities together • how and why people show respect for sacred scriptures Christianity Judaism, Islam
Year 1 and 2 Cycle B SACRED TEXTS, BELIEFS AND CONNECTIONS	How are stories and celebrations linked? (Yr 1 topic) Pupils should know and understand:	What do people learn from stories and festivals? (Yr 1 topic) Pupils should know and	What do we mean by religion and worldviews? (Yr 2 topic) What beliefs, values and practices are important in religions worldviews? (Yr 2

Christianity Islam Judaism Hinduism	• how stories of all kinds give communities a shared identity • the ways in which festivals and celebrations bring people together through a sense of belonging • how stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and incarnation • how stories inform actions and rituals during festivals, e.g. lighting candles at Hanukkah Christianity, Judaism, Islam	understand: • how stories of all kinds give communities a shared identity, including how they celebrate festival times such as Easter and Passover • how stories relating to key festivals reflect religious beliefs and concepts, e.g. resurrection, freedom • how stories can bring meaning to the ideas of 'sacred' and 'holy' • how stories play a part in the observance of Easter and Passover Christianity, Judaism, Islam	topic) Pupils should know and understand: • what is meant by 'religion' and 'worldviews' • the distinctive beliefs of people from Abrahamic and Dharmic traditions • how RWs connect with each other • how diversity within religions can be seen through different groups Christianity, Hinduism, Islam
Year 3 and 4 Cycle A COMMUNITIES MATTER Christianity Islam Hinduism Judaism	What does pilgrimage mean to individuals and communities? (Yr 3 topic) Pupils should know and understand: • how going on a pilgrimage gives people a sense of sense of belonging • how pilgrimage reflects key beliefs, e.g. Makkah and the 5 Pillars of Islam • the meaning of actions and rituals which take place during pilgrimages	Which RWs communities can we find in our neighbourhood? (yr 3 topic) Pupils should know and understand: • what it means to be part of a community • which RWs are represented in the class, the school and Lincolnshire • what RWs contribute to the wider community. • how communities express their beliefs and values in	How do we decide what's right or wrong? (LAS p302) • how belonging to a group may involve following certain rules • the ways in which rules help to bring communities together • how religious or other beliefs influence behaviour and values • how our views about right and wrong

	• what kind of experiences people might have during pilgrimages • why the experience of pilgrimage may have different meaning for different people	everyday life and at special times • how to research historical events associated with communities, e.g. how communities change over time	are influenced by others • how people express their moral views through the ways they treat people. • how morality and truth can be interpreted in different ways
Year 3 and 4 Cycle B COMMITMENT, PROMISES AND MEANING Christianity Judaism Hinduism Islam	How do people welcome new life into the world? (Yr 4 topic) How do people show their commitment to a religion? (Year 4 topic) • how different ceremonies, clothing and symbols bring people together • how promises are connected to belief and people are helped to keep these by family and the community • the meaning of rituals and actions which characterise ceremonies • how the concepts of 'sacred' and 'holy' are key parts of religious ceremonies, e.g. promises made to or before God • how commitment ceremonies may have different meanings for different people, both between and within	How do people celebrate marriage? (Yr 4 topic) Pupils should know and understand: • how marriage is linked to belonging • how promises made during a wedding ceremony reflect belief and are strengthened by the presence of the community • the meaning of rituals and symbols which form part of marriage ceremonies • how the 'sacred' is a key part of wedding ceremonies, e.g. promises made to and before God – and how these link to other types of commitment ceremonies • how marriage may have different meanings for different people	What do people believe about the afterlife? (Yr 4 topic) How is this expressed in funeral practices? (Yr 4 topic) Pupils should know and understand: • how and why people come together for funeral ceremonies • what happens in funeral ceremonies and the meaning of certain rituals • how people interpret the meaning of death and the afterlife • what is meant by immortality

	RWs		
Year 5 and 6 Cycle A EXPRESSION, EXPERIENCE AND THE SENSES Christianity Islam Buddhism Humanism	Combine the following two topics: How do people express their beliefs through worship and caring for others? (Yr 5 topic) What do people believe about caring for the world and others? (Yr 6 topic) How do people use their senses to worship? (Yr 5 topic) Pupils should know and understand: • how people express their faith through worship, both individual and collectively • how sensory and emotional responses form part of worship and religious experience • ways in which objects, symbols, words, music, art and literature give deeper meaning to worship • what people from different Abrahamic and different Dharmic traditions mean by prayer	How do people choose between right and wrong? (Yr 6 topic) Pupils should know and understand: • what influences people to decide what is good or bad, right or wrong • how this may be different for those with religious or non-religious beliefs • what is meant by relative and absolute morality.	Year 5 Inspirational women (p310) Women who have changed the world and their links to religion and worldviews. • identify and name women who have changed the world in some way • describe how women have contributed to their different communities and fought for their rights • give reasons why women have been persecuted for what they believe • evaluate the changes which have come about due to women's beliefs and actions • compare the different ways in which the sacred can be expressed in male AND female forms. • provide examples of how and why some sacred texts are interpreted to excludes women or limit what they can do What is my worldview? (Yr 6

	and meditation • how sacred texts encourage believers to express their faith by caring for others and how beliefs can be shown through actions • what RWs say about how people should treat each other and the planet and what they have in common		topic) Pupils should know and understand: • what is meant by a worldview • the difference between religion, worldviews and spirituality • how worldviews may change over time
Year 5 and 6 Cycle B BIG QUESTIONS: WHAT DO PEOPLE BELIEVE? Cycle B Christianity Judaism Hinduism Humanism Philosophical view points.	How do people know who or what to believe? (Yr 6 topic LAS p210) What do people believe about the existence of God? (Yr 6 topic) Pupils should know and understand: • how different types of authority determine people's beliefs and actions and why some are more trustworthy than others • how values and beliefs are reflected in the lives of religious and non- religious inspirational people	What do people believe about good, evil and suffering? (Yr 6 topic) Pupils should know and understand: • why belief in God might raise challenging questions in relation to suffering • how RWs respond to the issues of evil and suffering	What do people believe about peace? (Yr 6 topic) What do we mean by religious and spiritual experiences? (Yr 5 topic) Pupils should know and understand: • what is meant by pacifism • how different RWs respond to the issue of peace and conflict and what beliefs they have in common • the influence of peace activists and religious leaders • what is meant by a religious or spiritual experience

	• how people make decisions about belief in God • what religious and philosophical thinkers say about the existence of God • how beliefs about the existence of God are open to interpretation					