





Bleak Hill Primary School

RE Long Term Plan and Progression Document



Vision 	Intent 	Implementation 	Impact 
<p>At Bleak Hill our Vision is to develop children's skills of; enquiry, reasoned argument and reflection. In school, we follow the national guidance issued by the Lancashire Agreed Syllabus.</p> <p>Religious education contributes dynamically to children and young people's education in school by provoking challenging questions about; the meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.</p> <p>Our world is enriched by a wide and profound diversity of cultures and beliefs. We as human beings are strengthened and empowered by learning from each other.</p> <p>Engaging and stimulating religious education helps to nurture; informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context.</p> <p>In R.E, pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.</p> <p>Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue, so that they can participate positively in society with its diverse understanding of life from religious and other world views.</p> <p>Pupils should gain and deploy the skills needed to; understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, while respecting the right of others to differ.</p>	<p>At Bleak Hill Primary School, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.</p> <p>Religious Education plays an important role, along with all other curriculum areas, particularly PHSE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens.</p> <p>Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.</p>	<p>We use the Agreed Syllabus for Religious Education developed by Lancashire as the basis for our curriculum. At Bleak Hill, it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study: Christianity, Islam, Judaism, Hinduism, Buddhism & Sikhism.</p> <p>From the syllabus it is required that: In the Early Years Foundation Stage the learning outcomes are referenced to Christianity and as appropriate to a range of other beliefs and cultures</p> <p>KS1 - Christianity is studied (and one other principal religion in some depth)</p> <p>KS2 – Christianity is studied (and two other principal religions in some depth)</p> <p>There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We are extremely lucky that members of the local Church, St Andrew's, regularly visit our school to carry out assemblies.</p> <p>We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.</p>	<p>The children at Bleak Hill enjoy learning about other religions and why people choose or choose not to follow a religion.</p> <p>Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, R.E. is invaluable in an ever-changing world.</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Special times: How and why do we celebrate? What times are special to different people and why?		Special stories: Why are some stories special? What special messages can we learn from stories?		Special places: What buildings and places are special to different people? OR What is special about our world?	
Year 1 What do people say about God?	Christianity (God) Why do Christians say that God is a 'Father'?	Christianity (Jesus) Why is Jesus special to Christians?	Islam How might beliefs about creation affect the way people treat the world?	Judaism Why might some people put their trust in God?	Hindu Dharma What do Hindus believe about God?	Christianity (Church) How might some people show that they 'belong' to God?
	God the Father, prayer	The nativity story, beliefs about Jesus as God incarnate, Christmas	God as creator, care for the planet	God's promise, Noah, Abraham, trusting in God	One God in many forms, God in all things, expressing ideas about God	Baptism, belonging.
Year 2 How do we respond to the things that really matter?	Christianity (God) Does how we treat the world matter?	Christianity (Jesus) Why do Christians say Jesus is the 'Light of the World'?	Hindu Dharma How might people express their devotion?	Islam Why do Muslims believe it is important to obey God?	Christianity (Church) What unites the Christian community?	Judaism What aspects of life really matter?
	Creation, care for the planet, Harvest	Jesus as the light of the world, symbolism of light, Advent and Christmas celebrations	Devotion, worship in the home and temple	Submission and gratitude, prayer	Worship, the church, use of symbols	Moses, Ten Commandments, The Sabbath
Year 3 Who should we follow?	Christianity (God) How (and why) have some people served God?	Islam Why is the Prophet Muhammad (PBUH) an example for Muslims?	Christianity (Jesus) What does it mean to be a disciple of Jesus?	Christianity (Church) What do Christians mean by 'The Holy Spirit'?	Sikhism Why are the Gurus important to Sikhs?	Hindu Dharma Why is family an important part of Hindu life?
	Prophets, service to God, inspirational people	The Prophet Muhammed (PBUH), Zakah	Discipleship, following the example of Jesus, helping others	The Holy Spirit' Gifts of the Spirit' Pentecost	Guru Nanak' The 10 gurus Baisakhi	Religious duty, Hindu scriptures, The Ramayana, Raksha Bandhan
Year 4 How should we live our lives?	Christianity (God) How and why might Christians use the Bible?	Hindu Dharma What might a Hindu learn through celebrating Diwali?	Sikhism How do Sikhs express their beliefs and values?	Christianity (Jesus) Is sacrifice an important part of religious life?	Islam Why do Muslims fast during Ramadan?	Christianity (Church) What does 'love your neighbour' really mean?
	The Bible, Christian life, guided by wisdom, teachings and authority	Vishnu' Rama and Sita' Diwali	The 5 K's, equality, the Gurdwara	Jesus in the wilderness, Lent, Sacrifice	The five pillars of Islam, Ramadan	Parables, love for all
Year 5 Where can we find guidance about how to live our lives?	Christianity (God) Why is it sometimes difficult to do the right thing?	Islam Why is the Qur'an so important to Muslims?	Hindu Dharma What might Hindus learn from stories about Krishna?	Christianity (Jesus) What do we mean by a miracle?	Christianity (Church) How do people decide what to believe?	Judaism Do people need laws to guide them?
	Sin, Adam and Eve's disobedience, temptation and morality	The Qur'an, The Night of Power	Krishna, Holi	Miracles of Jesus, pilgrimage	The trinity, use of symbols and metaphors, the Worldwide Church	The Torah, The synagogue
Year 6 Is life like a journey?	Christianity (God) How do Christians mark the 'turning points' on the journey of life?	Hindu Dharma Is there one journey or many?	Islam What is Hajj and why is it important to Muslims?	Christianity (Jesus) Why do Christians believe Good Friday is 'good'?	Buddhism What do we mean by a 'good life'?	Christianity (Church) If life is like a journey, what's the destination?
	Christian rites of passage, denominational differences	Reincarnation, Karma, the 4 ashramas	The Ummah, Hajj	Holy Week, The Eucharist, denominational differences	The Buddha, The Four Noble Truths, The Eightfold path	Salvation, Forgiveness

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Reception	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year Theme	Why are some things special?					
<p>New Development Matters</p> <p>Early Learning Goals</p>	<p>Personal, social and emotional development See themselves as a Valuable individual Think about the perspective of others</p> <p>Understanding the world Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Personal, social and emotional development- building relationships Show sensitivity to their own and others' needs.</p> <p>Understanding the world – past and present Talk about the lives of the people around them and their roles in society Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Understanding the world – people and communities 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</p>					
Knowledge & Understanding	<p>Can children:</p> <ul style="list-style-type: none"> Give examples of special occasions and suggest features of a good celebration Recall simple stories connected with Christmas/Harvest and Diwali Say why festivals are special times for believers of different faiths 	<p>Can children:</p> <ul style="list-style-type: none"> Talk about/ recall some religious stories e.g. through role play, art, model making Share features of a story that they like and explain why Identify a sacred text e.g. Bible, Qur'an Identify that the Bible and Qur'an are special 	<p>Can children:</p> <ul style="list-style-type: none"> Talk about their special place and explain why it is special Be aware that some Christians, Muslims and Hindus have places that are special to them Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu Identify some significant features/ objects found inside and outside a Church or Mosque Identify new vocabulary Talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque Talk about the wonders of the natural world Express ideas about how to care for animals and plants Retell stories to explain Christian and Muslim ideas about Creation and the natural world 			

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			<ul style="list-style-type: none"> • Talk about ways in which people can harm the natural world • Talk about ways in which people can look after the natural world
Vocabulary	Christian, Hindu, Muslim, Christianity, Hinduism, Islam, Celebration, Harvest, Christmas, Eid, Diwali, special, family, Ramadan, Religion, fasting, Diya Lamp, Rangoli	Christian, Muslim, Christianity, Islam, Sacred, Holy, Bible, God, Jesus, trust, brave, strong, weak, thankful, foundations, message/messenger, Muhammed, Angel Jibril, prophet.	Christian, Muslim, Hindu, holy, worship, prayer, minaret, dome, star, moon, prayer mat, altar, font, pulpit, Bible, pew, candle, bells, spire, steeple, mosque, church, mandir, respect, deity, murti, namaste, Aum, Puja, Prashad. Nature, harm, care for, creation, create, creator, sorry, Bible, Torah, special, nature, natural, beauty, wonder, unique.

Year 1	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
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Year Theme	What do people say about God?					
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Unit Theme	Christianity (God) Why do Christians say that God is a 'Father'?	Christianity (Jesus) Why is Jesus special to Christians?	Islam How might beliefs about creation affect the way people treat the world?	Judaism Why might some people put their trust in God?	Hindu dharma What do Hindus believe about God?	Christianity (Church) How might some people show that they 'belong' to God?
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RE Skills	<p><u>Knowing about Religions & Worldviews:</u></p> <p><u>Beliefs & Values:</u></p> <ul style="list-style-type: none"> • Give examples of a key belief and/or religious story • Give an example of a core value or commitment <p><u>Living Religious Traditions:</u></p> <ul style="list-style-type: none"> • Use some religious words and phrases to recognise and name features of religious traditions • Talk about the way that religious beliefs might influence the way a person behaves <p><u>Expressing and communicating ideas related to Religions & Worldviews</u></p> <p><u>Shared Human Experience:</u></p> <ul style="list-style-type: none"> • Notice and show curiosity about people and how they live their lives <p><u>Search for Personal Meaning:</u></p> <ul style="list-style-type: none"> • Ask questions • Talk about their own experiences 					
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Knowledge	<ul style="list-style-type: none"> • Know that Christians refer to God as 'Father' • Talk about why Christians might compare God to loving parents • Talk about how and why Christians might want to talk to God (prayer) • Suggest symbolic meanings of the rituals and items used in Christian prayer 	<ul style="list-style-type: none"> • Know a simple version of the nativity story • Talk about what about why Christians would say that Jesus is a special baby • Talk about how different characters in the nativity welcome the baby Jesus • Identify religious aspects of Christmas celebrations 	<ul style="list-style-type: none"> • Know that Muslims believe in one God (Allah) • Know that Muslims believe the world was created by God • Talk about why Muslims might value the natural world • Know that Islam teaches that human should be caretakers of the planet 	<ul style="list-style-type: none"> • Give an example of a key belief • Give an example of a core value or commitment (trusting that God will keep his promise) • Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival) • Talk about the way that religious beliefs might influence the way a 	<ul style="list-style-type: none"> • Know that Hindus believe in one God in many forms • Know that Hindus believe that God is present in all living things • Talk about how and why Hindus might use statues and images (murtis) in the worship • Suggest symbolic meanings expressed in the images 	<ul style="list-style-type: none"> • Know that some Christians welcome babies into God's family (the Church) with baptism ceremonies • Talk about what it might mean to belong to the Church family • Identify features of baptism - e.g. the font, candles, godparent's
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	<ul style="list-style-type: none"> • Talk about the importance of love in families • Talk about the ways in which they are cared for and supported by family members • Reflect on their role within the family • Discuss who they can talk to when they're happy /sad /worried 	<ul style="list-style-type: none"> • Talk about why Christmas is a special time for Christians • Consider how and why babies might be special and why they need love and care • Talk about the importance of looking after those who cannot help themselves • Talk about their beginnings and how they were welcomed into the family • Reflect on who has helped them in life so far 	<ul style="list-style-type: none"> • Suggest how Muslims might show respect for God by caring for the natural world • Talk about their own experiences and feelings about the natural world and what they have notice about the way that humans treat it • Reflect on how they treat the natural world and if they have a duty to look after it 	<p>person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises)</p> <ul style="list-style-type: none"> • Notice and show curiosity about people and how they live their lives (Finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot) • Notice that for many people, trust is an important part of human life • Ask questions (about the importance of trust and who they can+ trust/rely on in their own lives) 	<ul style="list-style-type: none"> • Talk about the different ways that people can be seen and described • Consider how people might have multiple roles • Reflect on how others might see them • Talk about the different roles that they may have 	<ul style="list-style-type: none"> • Talk about why parents might want to have their child baptised • Talk about what it means to belong to a family • Talk about the roles of families in raising children • Talk about their own identity as part of a family and part of the school community
Lesson Sequence	<ol style="list-style-type: none"> 1. What makes a good parent? 2. Why might Christians compare God to a loving parent? 3. What does the bible say about being a good parent? 4. How do Christians pray? 5. Why do Christians pray? 6. What is my role in my family? 	<ol style="list-style-type: none"> 1. What do babies need? 2. Who are the key people in the Nativity story? 3. Can you retell the Nativity story? 4. Can you retell the Nativity story? 5. How do Christians celebrate Christmas? 6. How can I be a present? 	<ol style="list-style-type: none"> 1. How should we treat the world? 2. What do Muslims believe? 3. How do Muslims believe the world was created? 4. Why do Muslims believe we should look after the world? 5. How do Muslims believe we should look after the world? 6. How can I look after the world? 	<ol style="list-style-type: none"> 1. Why do people make promises? 2. What do Jews believe? 3. What does the Torah teach about trusting God? 4. What is Sukkot? 5. How do Jewish people celebrate Sukkot? 6. Who do I trust and why do I trust them? 	<ol style="list-style-type: none"> 1. What different roles do people have? 2. What do Hindus believe? 3. How do Hindus represent different deities? 4. Why and how do Hindus use a murti? 5. How do Hindus show respect to God? 6. How might others view me? 	<ol style="list-style-type: none"> 1. Is it important to feel like we belong? 2. How is the church like a family? 3. Why are babies baptised by some Christians? 4. What happens during baptism? 5. What are they symbols of baptism? 6. Where do I belong?
Vocabulary	Christian, God, bible, parent, pray, prayer	Nativity, Jesus, gifts, Angel	Islam, Muslim, Allah, Qur'an, Creation	Judaism, Jewish, Jew, Torah, Sukkot, promise, trust	Hinduism, Hindu, deity, murti, Trimurti, symbolism, respect	Church, baptism, font, belonging, water, Holy Spirit, priest.
Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year Theme	How do we respond to things that really matter?					
Unit Theme	Christianity (God) Does how we treat the world matter?	Christianity (Jesus) Why do Christians say Jesus is the 'Light of the World'?	Hindu Dharma How might people express their devotion?	Islam Why do Muslims believe it is important to obey God?	Christianity (Church) What unites the Christian community?	Judaism What aspects of life really matter?
RE Skills	Knowing about Religions + Worldviews: <u>Beliefs + Values:</u>					

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	<ul style="list-style-type: none"> Retell and suggest meanings for religious stories and/or beliefs Use some religious words and phrases when talking about beliefs and values <p><u>Living Religious Traditions:</u></p> <ul style="list-style-type: none"> Identify and describe how religion expressed in different ways Suggest the symbolic meaning of imagery and actions <p><u>Expressing and communicating ideas related to Religions & WorldViews</u></p> <p><u>Shared Human Experience:</u></p> <ul style="list-style-type: none"> Identify things that influence a person's sense of identity and belonging <p><u>Search for Personal Meaning:</u></p> <ul style="list-style-type: none"> Ask relevant questions Talk about their own identity and values 					
<p>Knowledge</p>	<ul style="list-style-type: none"> Retell (simply) the Genesis 1 story of creation Suggest why Christians might think it is important to look after the world Suggest ways that Christians might express their concern for the natural world Describe how why Christians may thank God for creation artist harvest festivals Identify ways in which humans use and abuse the natural world Talk about why our planet should matter to all humans - and how this should influence our behaviour Reflect on their own use of the world's resources Ask questions about what they can do to show that they care about the world 	<ul style="list-style-type: none"> Suggest what Christians might mean when they refer to Jesus as the light of the world Talk about the different titles that might be given to Jesus (e.g. Christ / Son of God / Saviour / Messiah) Identify way in which might choose light as part of their Christmas celebration and the symbolic meaning of this Talk about the different ways that Christians might celebrate Christmas Identify different ways that humans use light Discuss the importance of light - as a source of comfort, security, and hope Talk about how and why light might be an important symbol Ask questions about the value of sources of light in their own lives Talk about how the people who provide comfort, security, and hope for them Suggest ways in which they might be a light for others 	<ul style="list-style-type: none"> Know that Hindus believe in one God (Brahman) who can be worshipped in many forms Know that these forms (the deities) have different qualities and are portrayed in different ways Suggest why Hindus might believe that it is important to show devotion to the deities Know that Hindus might worship at a Mandir and/or the home shrine Suggest why worship in the home might be important Describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray) Talk about qualities that make some people special Identify ways in which humans show their gratitude to the people who matter in their lives Talk about who is special to them and why Reflect on who they should be grateful to and how they might show this in words and actions 	<ul style="list-style-type: none"> Suggest why Muslims believe that it is important to respect God Talk about why Muslims would want to show their gratitude to God Know that submission to God is an important aspect of Islamic life Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat Suggest how making time for the five daily prayers is an act of submission Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) Identify ways in which humans show their gratitude Talk about the things they do on a regular basis as a sign of their commitment and belonging Reflect on who they should be grateful to and how they show this 	<ul style="list-style-type: none"> Suggest beliefs and values that might unite the Christian community Talk about why some Christians might think it's important to come together to worship God Identify symbols (images and actions) used in Christian worship Talk about how and why symbols might be used in Christianity Identify and describe features of a church Identify signs and symbols in the world around them Ask questions about signs and symbols Talk about communities that they belong to - and how they show their commitment to these communities 	<ul style="list-style-type: none"> Retell the story of Moses being given the Ten Commandments Know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father Suggest ways in which the Ten Commandments might influence the life of a believer Talk about how keeping the Sabbath day holy might influence a Jewish person Talk about how the Sabbath is a way of making time for God and family Know about the Jewish tradition of Friday night dinner talk about why some people are particularly special to us Suggest how and why it is important to make time for the people who really matter in our lives Talk about the people who are special to them and identify the importance of these relationships in their lives Give examples of why it is important to spend quality time with the people who matter
<p>Lesson Sequence</p>	<ol style="list-style-type: none"> Does it matter how we treat the world? How do Christians believe the world was created? How do Christians look after the world? 	<ol style="list-style-type: none"> Why is light important? Why do Christians believe Jesus is the 'light of the world'? How do Christians celebrate Advent? 	<ol style="list-style-type: none"> What really matters to me? What do Hindus believe about God? How are different deities represented? Where do Hindu's worship? 	<ol style="list-style-type: none"> How and why do we show that we are grateful? What is 'Shahada' and why is it important to Muslims? Why is prayer important to Muslim life? 	<ol style="list-style-type: none"> What do we mean by 'community'? What beliefs are central to Christianity? What symbols are often used by Christians? How do different Christian 	<ol style="list-style-type: none"> How do we show people that they are important to us? What is the Torah? How does the life of Moses affect Jewish people?

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	<ol style="list-style-type: none"> 4. What happens at Harvest time? 5. How is Harvest celebrated around the world? 6. How Can I help look after our wonderful world? 	<ol style="list-style-type: none"> 4. What is a Christingle? 5. Why are lights important at Christmas? 6. How can I be a 'light' to others? 	<ol style="list-style-type: none"> 5. How do Hindus show devotion to God? 6. Am I devoted to anything? 	<ol style="list-style-type: none"> 4. How do Muslims pray? 5. What happens during prayers at Mosque? 6. How do I show commitment? 	<ol style="list-style-type: none"> denominations worship? 5. What are some features of a Church? 6. Why might belonging to a community matter to me? 	<ol style="list-style-type: none"> 4. What is the Sabbath and how is it observed? 5. Why is the Sabbath important to Jewish people? 6. Who really matters to my life?
Vocabulary	Creation, harvest, celebration, world, protect, Genesis, God, Christians, behaviour, environment	Jesus, Advent, Christingle, light, Christmas, Star,	Hindu, deity, Puja, Mandir, Temple, Murti, Trimurti, offerings, worship	Grateful, commitment, prayer, Allah, Shahada, Mosque, Salah, prayer, pillars,	Community, Church, denomination, worship, symbols	Moses, Torah, Commandment, Sabbath, Moses, Jewish, commandment, family, relationships
Year 3	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Who should we follow?						
Theme	Christianity (God) Why is it sometimes difficult to do the right thing?	Islam Why is the Prophet Muhammad (PBUH) an example for Muslims?	Christianity (Jesus) What does it mean to be a disciple of Jesus?	Christianity (Church) What do Christians mean by 'The Holy Spirit'?	Sikhism Why are the Gurus important to Sikhs?	Hindu Dharma Why is family an important part of Hindu life?
RE Skills	<p><u>Knowing about Religions + Worldviews:</u></p> <p><u>Beliefs + Values:</u></p> <ul style="list-style-type: none"> • Show awareness of similarities in religions • Identify beliefs and values contained within a story/teaching • Identify the impact religion has on a believer <p><u>Living Religious Traditions:</u></p> <ul style="list-style-type: none"> • Identify how religion is expressed in different ways • Use religious terms to describe how people might express their own beliefs <p><u>Expressing and communicating ideas related to Religions + Worldviews</u></p> <p><u>Shared Human Experience:</u></p> <ul style="list-style-type: none"> • Describe how some people, events and sources of wisdom have influenced and inspired others <p><u>Search for Personal Meaning:</u></p> <ul style="list-style-type: none"> • In relation to matters of right and wrong, recognise their own and other's values • Discuss own questions and responses related to the question 'who should we follow and why?' 					

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<p>Knowledge</p>	<ul style="list-style-type: none"> Know that the Abrahamic faiths believe in prophets (and know many of these are shared across the three religions) Identify Christian beliefs and values contained within the stories of the prophets Suggest why these prophets chose to listen and follow God Identify Christians who might be described as people who listen to and follow God Describe how and why some Christians might devote their lives to God Talk about what is meant by a sense of vocation Identify inspirational people/ role models for the world today Describe the qualities that inspirational people might have Discuss who makes a good role model and why Raise and discuss questions about following others - including both positive and negative responses 	<ul style="list-style-type: none"> Develop an understanding of the importance of founders and leaders for religious communities Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) Describe and give reasons for the Islamic practice of Zakat Suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable. Identify characteristics of a good role model Discuss how good role models can have a positive impact on individuals, communities, and societies Reflect on their own aspirations for themselves and others Ask questions and suggest answers about how they can try to make the world a better place. 	<ul style="list-style-type: none"> Know what is meant by discipleship Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus Identify beliefs and values within religious teachings (e.g. 'Follow me and I will make you fishers of men' -Matt 4:19) Describe how and why Christians might try to follow the example of Jesus through mission and charity work Describe the work of one Christian organisation that aims to help people, and how this word is an expression of their Christian beliefs talk about what it means to have charisma describe what makes a good leader and why people might want to follow them discuss what motivates people to want to make a difference reflect on their own leadership abilities discuss their own desires to make a difference in the world/ in their communities 	<ul style="list-style-type: none"> Know what Christians mean by the Holy Spirit Suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities Identify Christian values exemplified in the gifts of the spirit Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations Describe how and why Pentecost is celebrated Describe why some Christians might take part in a procession of witness Describe aspects of being human that we should be proud of Discuss what it means to be a successful human - and the different measures of success that might be applied Discuss their own sense of value and what is good/ unique about being them Reflect on the people that they value in their lives and how they show their appreciation 	<ul style="list-style-type: none"> Develop an understanding of the importance of founders and leaders for religious communities Identify Sikh beliefs and values contained within the stories of the lives of the Gurus Describe how and why the Guru Granth Sahib is treated with great respect Suggest how and why Sikhs might show commitment to their faith Identify people and ideas that inspire commitment Discuss the different ways that people might show that they are committed Reflect on their own commitments and the impact that these have on their lives Ask questions about the value of having commitments 	<ul style="list-style-type: none"> Develop an understanding of the importance of duty and commitment to many religions Know that following dharma (religious duty) is an important part of Hindu life Suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family describe how and why Hindus might celebrate Raksha Bandhan Identify aspects of the celebration which remind Hindus of their dharma Identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?) Identify sources of authority and inspiration Consider what our 'duties' as human beings are Reflect on their own duties – to themselves, to their families, to their communities Discuss who or what they follow – and why
<p>Lesson Sequence</p>	<ol style="list-style-type: none"> What qualities does a good role model have? What can Christians learn from the Prophets? What can Christians learn from the Prophets? How do Christian Charities help people? Who are notable Christians who have helped people? How can I be a role model? 	<ol style="list-style-type: none"> Who are good role models? Who was Muhammad (PBUH)? How are Muhammed (PBUH) and Qur'an linked? Why might Muslims believe Muhammed is a good role model? What is Zakat and why is it important? How can I be more Charitable in life? 	<ol style="list-style-type: none"> What motivates people to make a difference? Who were Jesus' disciples? What does it mean to be a disciple of Jesus? How can Christians be a disciple of Jesus today? How do Christian organisations express their belief in Jesus? Would I be a good leader? 	<ol style="list-style-type: none"> What skills and talents exist in our community? What is the Holy Spirit and Pentecost? How is Pentecost celebrated by Christians today? What Christians believe about the Holy Spirit? How can Christians show the gifts of the Holy Spirit in daily life? How am I unique? 	<ol style="list-style-type: none"> Who inspires commitment? What is Sikhism? Who are the living Gurus of Sikhism? Why is the Guru Granth Sahib important to Sikhs? What is Baisakhi and why is it important to Sikhs? Am I committed to anything? 	<ol style="list-style-type: none"> Why is family important to many people? Why is duty important to Hindus? What is The Ramayana and why is it important to Hindus? What happens during the festival of Raksha Bandham? How does worship bring together Hindu families? What duties to I have in my family?

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Vocabulary	Şin, Adam, Eve, disobedience, temptation, morality, prophet, vocation, role model, charity	The Prophet Muhammed (pbuh), Zakah, Qur'an	Disciples, Jesus, organisation, Christian, Şimon Peter, Matthew, gospels	The Holy Şpirit' Gifts of the Şpirit' Pentecost	Guru, Guru Nanak, Guru Granth Şahib, Baisakhi, commitment	Dharma, duty, Hindu scriptures, The Ramayana, Raksha Bandhan, family,
Year 4	Autumn A	Autumn B	Şpring A	Şpring B	Şummer A	Şummer B
Year Theme	How should we live our lives?					
Unit Theme	Christianity (God) How and why might Christians use the Bible?	Hindu Dharma What might a Hindu learn through celebrating Diwali?	Şikhism How do Şikhs express their beliefs and values?	Christianity (Jesus) Is sacrifice and important part of religious life?	Islam Why do Muslims fast during Ramadan?	Christianity (Church) What does 'love your neighbour' really mean?
RE Şkills	<p><u>Knowing about Religions + Worldviews:</u></p> <p><u>Beliefs + Values:</u></p> <ul style="list-style-type: none"> Describe what a believer might learn from a religious teaching/story Make links between ideas about morality and sources of authority <p><u>Living Religious Traditions:</u></p> <ul style="list-style-type: none"> Describe the impact religion has on believers' lives Explain the deeper meaning and symbolism for specific religious practices <p><u>Expressing and communicating ideas related to Religions + Worldviews</u></p> <p><u>Shared Human Experience:</u></p> <ul style="list-style-type: none"> Consider the range of beliefs, values and lifestyles that exist in society Discuss how people make decisions about how to live their lives <p><u>Search for Personal Meaning:</u></p> <ul style="list-style-type: none"> Reflect on their own personal sources of wisdom and authority 					
Knowledge	<ul style="list-style-type: none"> Retell some of the main parables of Jesus explain how and why these might be an important source of guidance for Christians Suggest ways that Christians might put these teachings into action in the 21st century Describe and explain (with examples) Christian attitudes about how to treat others Explain the importance for love for all (agape) as part of Christian life, and the ways that this might be expressed Explain (with examples) how and why people might use stories to pass on wisdom and guidance 	<ul style="list-style-type: none"> Explore teachings about good and evil in the story of Rama and Şita Describe what moral guidance Hindus might gain from the story of Rama and Şita Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold Dharma Use subject specific language to describe how and why Hindus celebrate Diwali Explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil 	<ul style="list-style-type: none"> Explore teachings and stories from Şikhism Describe what moral guidance Şikhs might gain from the stories and examples of the Gurus Make links between the beliefs, values and practices of Şikhism Use subject specific language to describe how and why Şikhs show their religious commitments and values Explain how clothing and behaviour might be symbolic of beliefs, values and commitments Discuss (with relevant examples) the importance of how we view and behave towards others 	<ul style="list-style-type: none"> Retell the story of Jesus in the wilderness Identify Christian beliefs about Jesus reflected in the story Suggest why sacrifice might be an important Christian value (linked to the beliefs and teachings about Jesus) Describe what a Christian might do during lent and why Explain what is meant by sacrificial love – agape-as a part of Christian life and the ways that this might do this Discuss Christians who have been examples of sacrificial love (e.g. Martin Luther King) and 	<ul style="list-style-type: none"> Explore Islamic teachings about Ramadan from the Qur'an Make links between Islamic values and the beliefs explored so far in their study of Islam Use subject specific language to describe how and why Muslims fast at Ramadan Explain the importance of Ramadan in the context of the Five Pillars of Islam Consider the impact that fasting might have on individuals, families and communities Discuss (with relevant examples) the importance of showing commitment to a belief, value or community 	<ul style="list-style-type: none"> Explore different Christian beliefs about the Bible as a word of God Explain why the Bible can be described as a library and give example of the different types of writing found in the Bible Describe by some Christians might view the Bible as an important source of authority and moral guidance Explain why Christians might have different views about how to interpret and apply the Bible Explain why Christians might also look for other sources of our authority when making discussions about how to live

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	<ul style="list-style-type: none"> Discuss how and why fables might be an important aspect of human history and culture Discuss examples of wisdom and guidance that they have learnt from stories Consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this 	<ul style="list-style-type: none"> Discuss (with relevant examples) the importance of the belief that good overcomes evil Suggest people, words or stories that might be inspiring when trying to overcome difficulties in life Reflect on their own concept of 'goodness' Discuss what gives them hope during difficult times 	<ul style="list-style-type: none"> Talk about how our outward behaviour reflects our inner beliefs, values and commitments Reflect on their own concept of living a good life and how this influences the way that they treat others Discuss own thoughts and feelings about equality and justice 	<p>how they were motivated by their faith</p> <ul style="list-style-type: none"> Consider differing attitudes and responses to the concept of sacrifice (both positive and negative) Discuss why many people are willing to make sacrifices for the people that they love Discuss why some people may be willing to make a sacrifice for someone they don't know Give examples of acts of sacrifice that have been done by them or for them Discuss who or what they would be prepared to make a sacrifice for Consider the value of sacrifices as an expression of love and commitment 	<ul style="list-style-type: none"> Consider the role of sacrifice within religion and communities Reflect on their own beliefs, values and commitments Consider and discuss how they demonstrate their personal commitments 	<p>(e.g. Church leaders, prayer, conscience)</p> <ul style="list-style-type: none"> Discuss why people might have different views about what is right and wrong – and where these views might come from Describe the different sources of authority that humans might look to when making decisions about how to live their lives Reflect on their own understanding of morality and where it comes from Raise questions and discuss responses to different ideas about how to live well.
Lesson Sequence	<ol style="list-style-type: none"> How can beliefs influence our life? What is inside the Bible? How can the Bible be used as a source of guidance? How should we live our lives? What is morality? Who should we obey? Does it matter if I am a moral person? 	<ol style="list-style-type: none"> Why do stories tell of good overcoming evil? What does a Hindu do to celebrate Diwali? How did Rama and Sita represent good overcoming evil? Why is light so important to people? Where do we see goodness in the world? What gives me hope during difficult times? 	<ol style="list-style-type: none"> Why should all people be equal? What can Sikhs wear to express their beliefs? Why was Guru Nanak a significant figure to Sikhs? What do the 5k's symbolise? What is the Gurdwara? How do Sikhs show that everyone is equal? What are my values and commitments? 	<ol style="list-style-type: none"> Is sacrifice important? What does the bible say about temptation? What might Christians sacrifice to express their beliefs? Why do people make sacrifices for those they love? How might sacrifice be a positive thing? Who makes sacrifices for me? 	<ol style="list-style-type: none"> What does it mean to be committed to something? What is fasting and why do Muslims fast? What is submission and why might Muslims show this? How do people show their commitment to others and society? Does commitment always mean struggle and sacrifice? How might you show commitment? 	<ol style="list-style-type: none"> What does love your neighbour mean? How can a moral of the story change our behaviour? How should we live our lives? What wisdom have I gained from others? How can we show love for all? What wisdom should I pass on?
Vocabulary	Bible, Christian, wisdom, teachings, authority, morality, morals,	Vishnu, Rama and Sita, Diwali, Dvia Lamp, temptation	Guru, Guru Gobind Singh, Khalsa, Kesh, Kara, Kanga, Kaccha, Kirpan	Jesus, wilderness, Lent, sacrifice	The five pillars of Islam, Ramadan, sacrifice	Parables, wisdom, morality, agape, love
Year 5	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year Theme	Where do we find guidance about how to live our lives					

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Unit Theme	Christianity (God) Why is it sometimes difficult to do the right thing?	Islam Why is the Qur'an so important to Muslims?	Hindu Dharma What might Hindus learn from stories about Krishna?	Christianity (Jesus) What do we mean by a miracle?	Christianity (Church) How do people decide what to believe?	Judaism Do people need laws to guide them?
RE Skills	<p><u>Knowing about Religions & Worldviews:</u></p> <p><u>Beliefs & Values:</u></p> <ul style="list-style-type: none"> • Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers • Explain the impact of beliefs and values including reasons for diversity. <p><u>Living Religious Traditions:</u></p> <ul style="list-style-type: none"> • Explain different forms of expression and why these might be used • Describe diversity of religious practices and lifestyle within the religious tradition • Interpret the deeper meaning of symbolism contained in stories, images and actions <p><u>Expressing and communicating ideas related to Religions & Worldviews</u></p> <p><u>Shared Human Experience:</u></p> <ul style="list-style-type: none"> • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities <p><u>Search for Personal Meaning:</u></p> <ul style="list-style-type: none"> • Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance 					
Knowledge	<ul style="list-style-type: none"> • Describe Christian beliefs about sin and forgiveness • Describe and explain the teaching from Genesis 3 of how Adam and Eve disobeyed God • Suggest different ways that this story might be understood by Christians • Describe and explain how and why Christians might use the Lord's Prayer • Analyse and interpret the Lord's Prayer and what guidance it provides for Christians • Suggest things that might lead Christians to temptation in the modern world including how and why they might try to resist these temptations • Consider the different ways that myth and stories are used • Explain how a 'truth' might be contained within a story • Consider how to decide what is 'true' and how there might be different types of truth 	<p>Explore Islamic beliefs about the Qur'an as the word of God</p> <ul style="list-style-type: none"> • Explain how and why the Qur'an is a source of guidance for life for a Muslim • Explain the impact of believing that the Qur'an is divine revelation • Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets • Describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God • Explain how the teachings of the Qur'an might influence the actions and choices of a Muslim • Discuss why people might look for guidance about how to live - consider a range of sources of wisdom and authority 	<ul style="list-style-type: none"> • Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty • Explain Hindu beliefs about Krishna and what stories about Krishna it might teach Hindus • Explain the Hindu belief that God is present in all people (through the atman) and the impact this may have on a believer • Describe and explain a variety of ways that Hindus might celebrate the festival of Holi • Explain how Holi celebrations might express Hindu beliefs about equality • Explain how festivals and celebrations might be helpful ways for communities and societies to pass on values guidance and traditions • Consider the different ways that myths and stories are used • Explain how a truth might be contained within a story 	<ul style="list-style-type: none"> • Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus • Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus • Describe why some Christians might go on pilgrimage to places associated with miraculous events • Explain the impact that belief in miracles and the power of prayer might have on a Christian • Explain the difference between fact, opinion and belief • Consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God • Discuss their own beliefs – is there anything that they accept 	<ul style="list-style-type: none"> • Describe what Christians mean when they talk about one God in Trinity • Identify the beliefs contained within the Apostle's Creed • Explain why the Christian community (The Church) might want / need an agreed statement of belief • Describe and explain the meaning of a range of symbols that might be used for the Trinity • Explain how symbols might unite the worldwide Christian Church • Consider what we mean by sources of authority. give examples of sources of authority that might guide individuals and communities including the value of these as a guidance for life • Discuss different responses to sources of authority • raise meaningful questions about things that puzzle them 	<ul style="list-style-type: none"> • Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers • Explain differing forms of expression within the context of Jewish worship. • Describe diversity of religious practices and lifestyle within t • Interpret the deeper meaning of symbolism – contained in stories, images and action • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting community • Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance

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	<ul style="list-style-type: none"> Discuss and debate things that they consider to be true that others might disagree with 	<ul style="list-style-type: none"> Suggest when and why people might want guidance about how to live Discuss who or what has guided them in their own beliefs values and commitments Reflect on what 'ultimate authority' might mean for them 	<ul style="list-style-type: none"> Consider how they decide what is true and how there might be different types of truth Discuss and debate things that they considered to be true, but others might disagree with 	<ul style="list-style-type: none"> as truth which others may not agree with? Reflect on how they make decisions about what is/is not true 	<ul style="list-style-type: none"> differentiate between questions that can be answered factually and those that have a range of answers including personal beliefs and values 	
Lesson Sequence	<ol style="list-style-type: none"> How Can myths and stories give us wisdom and guidance? What does the Old Testament tell Christians about temptation? How does the New Testament teach Christians about forgiveness? How does 'The Lord's Prayer' show Christian beliefs of temptation and forgiveness? What do different denominations of Christianity believe about forgiveness? What are my 10 Commandments to live life by? 	<ol style="list-style-type: none"> Where Can we find out how to behave? Why is the Prophet Muhammad (PBUH) important to Islam? How do Muslims use the Qur'an for guidance? How do Muslims show respect for the Qur'an? What do Muslims believe about Angels? How do I develop my beliefs? 	<ol style="list-style-type: none"> What Can we learn from stories? Who is Krishna and why is he a popular Hindu deity? What do Hindus believe about how they should treat others? Why is Holi important to Hindus? How do Hindus celebrate Holi? What is truth? 	<ol style="list-style-type: none"> Do you need to see something to believe it? What does the bible say about miracles? Why do Christians believe that Jesus is 'God incarnate'? What was the ultimate miracle for Christians? Why may some Christians choose to go on Pilgrimage? What do I believe in and why? 	<ol style="list-style-type: none"> What are our School's shared values? What do Christians mean by Trinity? Why is the Apostles Creed important to Christians? What is meant by the term 'Ecumenical'? How do Christians use art to help explain their belief in God? Who, or what, has influenced my beliefs? 	<ol style="list-style-type: none"> Should other people make rules for us to follow? Why is the Torah important to Jewish people? How is respect shown to the Torah? How do stories from the Torah guide Jewish people? What happens during Jewish worship at the synagogue? What guidance is available for me?
Vocabulary	Christians, temptation, Old Testament, myth, wisdom, Bible, denomination, commandment	Qur'an, angel, respect, belief	Holi, truth, Prahald, Holika, Krishna, dharma, duty, community, celebration	Miracle, Easter, Pilgrimage, incarnate	Trinity, God the Father, God the Son, God the Holy Spirit, ecumenical, creed	Guidance, Torah, synagogue, teachings, rules, Rabbi
Year 6	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year Theme	Is life like a journey?					
Unit Theme	Christianity (God)	Hindu Dharma Is there one journey or many?	Islam What is Hajj and why is it important to Muslims?	Christianity (Jesus) Why do Christians believe Good Friday is 'good'?	Buddhism What do we mean by a 'good life'?	Christianity (Church) If life is like a journey, what's the destination?

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	How do Christians mark the 'turning points' on the journey of life?					
RE Skills	<p><u>Knowing about Religions + Worldviews:</u></p> <p><u>Beliefs + Values:</u></p> <ul style="list-style-type: none"> Analyse beliefs, teachings, and values and how they are linked; Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life; Explain the impact of beliefs, values, and practices – including differences between and within religious traditions <p><u>Living Religious Traditions:</u></p> <ul style="list-style-type: none"> Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences Explain differing ideas about religious expression <p><u>Expressing and communicating ideas related to Religions + Worldviews</u></p> <p><u>Shared Human Experience:</u></p> <ul style="list-style-type: none"> Consider what makes us human in terms of our beliefs and values, relationships with others and sense of identity and belonging. Discuss how people change during the journey of life. <p><u>Search for Personal Meaning:</u></p> <ul style="list-style-type: none"> Raise, discuss, and debate questions about identity, belonging, meaning, purpose, truth, values and commitments Develop own views and ideas in response to learning Demonstrate increasing self-awareness in their own personal development 					
Knowledge	<ul style="list-style-type: none"> Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God Explain how these rituals might differ between different denominations Analyse the importance of Christian Rites of Passage as an expression of faith and commitment Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life Consider the value of celebrating landmarks in life – for individuals and communities Ask and respond thoughtfully to questions about how they have changed during their life so far and how they might continue to change 	<ul style="list-style-type: none"> Analyse Hindu beliefs about samsara, karma and moksha and how these are linked Explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life' Explain how belief in reincarnation and the law of karma might affect the way a Hindu lives Describe and explain the four ashramas (stages of life) in the life of a Hindu Explain how a person might change as they move from one ashrama to the next Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama Discuss the special milestones that we might celebrate during a person's lifetime Discuss how our rights, responsibilities and relationships with others might change as we go through life Ask and respond thoughtfully to questions about their own 	<ul style="list-style-type: none"> Analyse the Five Pillars of Islam and how they are linked Explain how the beliefs and values of Islam might guide a person through life Explain the importance of the Ummah for Muslims and that this is a community of diverse members Describe and explain the importance of Hajj, including the practices, rituals and impact Explain how a person might change once becoming a Hajji Consider how important it is for a Muslim to go on Hajj Discuss the various events that might happen on the journey of life and how people might change over the course of their life Consider what support people might need on life's journey Ask and respond thoughtfully to questions about their own journey of life: consider how they have changed so far, how they will continue to change and the support and guidance that might be needed 	<p>Retell the events leading up to and including the death of Jesus</p> <p>Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</p> <ul style="list-style-type: none"> Explain how and why Christian individuals and communities might celebrate the events of Holy Week Use religious vocabulary to describe and explain the Eucharist Explain different Christian beliefs about the Eucharist and its importance Consider how people might mature and become stronger through overcoming difficulties Consider the value of being part of a community on the 'journey of life' Raise questions and discuss the extent to which they agree that 'suffering makes you stronger' 	<ul style="list-style-type: none"> Analyse Buddhist beliefs and teachings about how to be content explain Buddhist beliefs and values contained within the story of Prince Siddhartha Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths Describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. Consider the importance of daily meditation in Buddhism Discuss the meaning of contentment – is it the same as happiness, or something different? Raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy? Ask and respond thoughtfully to questions about their own happiness – consider this as 	<ul style="list-style-type: none"> explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian explain (simply) Christian beliefs about salvation explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others discuss the importance of saying sorry and forgiveness in maintaining relationships with others

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	<ul style="list-style-type: none"> Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life 	<p>journey of life – consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future</p>		<ul style="list-style-type: none"> Discuss own experiences and attitudes towards the importance of having companionship on the journey of life 	<p>something that they are in control of</p> <ul style="list-style-type: none"> Discuss the potential barriers to their happiness and what they can do to overcome these 	<ul style="list-style-type: none"> raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) reflect on the benefits and difficulties of forgiveness
Lesson Sequence	<ol style="list-style-type: none"> Is life like a journey? What is Baptism? What happens during Infant Baptism? What is Believer's Baptism? What happens during Confirmation? How do I keep commitments? 	<ol style="list-style-type: none"> What milestones have I had? How do Hindu's achieve Moksha? What are the stages of life? What are the main Samskaras of Hinduism? How have I changed as a person? 	<ol style="list-style-type: none"> What have I achieved? How do the five pillars and Ummah guide Muslims through life? What happens during Hajj? Why is Hajj important to Muslims? What support and guidance might I need in the future? 	<ol style="list-style-type: none"> What difficulties might we need to overcome on the journey of life? What do Christians believe happened during Holy Week? How do Christians celebrate Holy Week? Why is Easter important to Christians? How and why do Christians celebrate the Eucharist? Does suffering make you stronger? 	<ol style="list-style-type: none"> What can we do to gain contentment? What are the four noble truths and why are they important to Buddhists? Why was Prince Siddhartha not happy? How do Buddhists believe Nirvana be achieved? How can meditation contribute to a good life? What does a 'good' life mean to me? 	<ol style="list-style-type: none"> Is forgiveness important? Why is Jesus' death and resurrection important to Christians? What do Christians believe happens after death? Why are confession and reconciliation important to Christians? Who are notable Christians who have shown forgiveness? Who or what gives my life meaning?
Vocabulary	Baptism, Church, commitment, Holy Spirit, Confirmation, Christian	Milestone, Hindu, Moksha, Samskara, Karma, Ashrama	Islam, Hajj, Muslim, Pilgrimage, Mecca	Easter, Eucharist, suffering, redemption, Holy Week, Good Friday, Maundy Thursday, Resurrection	Buddha, Noble Truth, Nirvana, meditation,	Reconciliation, resurrection, confession, forgiveness,