

Acorn: Cycle A

Areas of learning	Objective	Skill	Vocabulary
Beliefs and practices	Autumn Explore different ways of living, including beliefs and festivals.	I can describe a festival or special occasion that I or a friend might go to. I can tell an adult about the similarities and differences in a special occasion and what the festival is about.	<i>Festival</i> <i>Light</i> <i>Special occasion</i> <i>Presents</i> <i>Christmas</i> <i>Hindu</i> <i>Diwali</i> <i>Christian</i> <i>Hannukah</i> <i>Jewish</i> <i>Eid</i> <i>Muslim</i>
	Autumn Give at least one example of belief and practice, such as a festival, worship and/or ritual and share some meanings behind them.	I can research how people with different religions celebrate Harvest. I can give examples of how a religious charity focuses on justice and fairness. I can explore the Easter story and say what it means and how it is celebrated.	<i>Harvest</i> <i>Justice</i> <i>Sukkot</i> <i>Fairness</i> <i>Fruitfulness</i> <i>Palm Sunday</i> <i>Seasons</i> <i>Good Friday</i> <i>Easter</i> <i>Last Supper</i> <i>Charity</i> <i>Thankful</i>
Sources of wisdom	Spring Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.	I can sequence the Easter Story and link it to Christian beliefs. I can explain the messages that Christians believe that Jesus brings.	<i>Easter</i> <i>Judas</i> <i>Last Supper</i> <i>Disciples</i> <i>Good Friday</i> <i>Pontius Pilate</i> <i>Palm Sunday</i> <i>Resurrection</i> <i>Crucifixion</i> <i>Bible</i> <i>Ash Wednesday</i>
	Summer Respond to religious and moral stories. Begin to raise questions about some	I can identify sacred books in different religions and say why they are special to those of that faith. I can identify similarities and differences in religious stories. I can act out	<i>Torah</i> <i>Qur'an</i> <i>Bible</i> <i>Sacred</i> <i>Parable</i>

	sources of wisdom and their origins.	a religious parable and explore it from different points of view.	
Symbols and actions	Spring Give at least one example of a religious symbol or action and explain how it is used.	I can compare and contrast symbols of two different religions and identify the similarities and differences and why is it sacred to that religion.	<i>Festival Light Hannukah Diwali Advent Diya Menorah</i>
Prayer, worship and reflection	Spring Talk about how and where some worshippers pray. Respond to periods of stillness and reflection.	I can identify a religious artefact and say how and why it is used in prayer and/or reflection. I can explain how and why people have special ways of welcoming babies. I can talk through what a baptism entails.	<i>Prayer Shrine Prayer Mat Rosary Baptism Christening Worship</i>
Identity and belonging	Spring Talk about things and people that matter to them and how people belong to groups including faith groups.	I can identify what things are important to my family and myself. I can understand that people belong to different faith groups and the similarities and differences between them.	<i>Family Community Faith Group Family Special Occasions</i>
Ultimate questions	Summer Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it.	I can explain 'Where is God' from different view-points. I can explore 'big questions' such as 'why is they sky blue?'	<i>God Goddess Creation Questions</i>
Human responsibility and values	Summer Respond to faith stories and examples of showing care and concern for humanity and the world.	I can say what faith stories can tell us about the way people should look after each other and the world. I can understand that there are different beliefs about how the world began.	<i>Creation Belief Community Responsibility Values Humanity</i>
Justice and fairness	Autumn Respond to moral stories and demonstrate what it	I can give examples of how a religious charity focuses on justice and fairness.	<i>Thankfulness Charity Justice Fairness</i>



	means to be right and wrong just and fair.		
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Acorn: Cycle B

Areas of learning	Objective	Skill	Vocabulary
Beliefs and practices	Autumn Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them.	I can explain how festivals can bring people together. I can explain why Christmas is important to Christians. I can sequence the Nativity Story and link it to Christian beliefs.	<i>Festival</i> <i>Bethlehem</i> <i>Community</i> <i>Angel Gabriel</i> <i>Christmas</i> <i>Galilee</i> <i>Advent</i> <i>Myrrh</i> <i>Nativity</i> <i>Frankincense</i> <i>Worship</i> <i>Jesus</i> <i>Rituals</i> <i>Mary</i> <i>Wise Men</i> <i>Joseph</i> <i>King Herod</i> <i>Gold</i>
Sources of wisdom	Spring Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.	I can sequence the Easter Story and link it to Christian beliefs. I can explain the messages that Christians believe that Jesus brings. I can talk about the meaning of the Lord's Prayer.	<i>Easter</i> <i>Judas</i> <i>Last Supper</i> <i>Disciples</i> <i>Good Friday</i> <i>Pontius Pilate</i> <i>Palm Sunday</i> <i>Resurrection</i> <i>Crucifixion</i> <i>Bible</i> <i>Ash Wednesday</i>
Symbols and actions	Autumn Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some	I can link an artefact to the religion to which it belongs and say why it is important to them. I can list the similarities and differences between the symbols of two different religions.	<i>Altar</i> <i>Pew</i> <i>Font</i> <i>Cross</i> <i>Church</i> <i>Cathedral</i> <i>Menorah</i> <i>Dreidel</i>



	similarities between communities.	I can explain why people have designed places of worship as they have and identify common symbols and artefacts.	<i>Skull Cap</i> <i>Synagogue</i>
Prayer, worship and reflection	Autumn/Spring Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.	I can explain why people pray to Allah for help. I can describe the Muslim prayer sequence and the purpose of each step. I can describe the ways different religious people share actions when praying. I can explore the ways different religious people say 'thank you' to God.	<i>Allah</i> <i>Mosque</i> <i>Qur'an</i> <i>Imam</i> <i>Prayer Mat</i> <i>Mecca</i> <i>Hajj</i> <i>Five Pillars</i> <i>Ramadam</i> <i>Eid</i>
Identity and belonging	Spring Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.	I can explain how Jewish celebrate and how that helps foster a sense of belonging. I can say why Shabbat has a special place in Jewish Families. I can explain how and why people celebrate special and holy times.	<i>Shabbat</i> <i>Sukkot</i> <i>Skull Cap</i> <i>Rabbi</i> <i>Synagogue</i> <i>Bar Mitzvah</i> <i>Passover</i> <i>Seder Plate</i> <i>Purim</i>
Ultimate questions	Summer Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions.	I can compare and contrast the creation stories in Christianity, Islam and Judaism. I can examine the idea of good over evil in a range of world views. I can explore who made the world. I can say what Heaven might be like.	<i>God</i> <i>Allah</i> <i>Creation story</i> <i>Parable</i> <i>Heaven</i> <i>Creation</i> <i>Belief</i>
Human responsibility and values	Summer Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.	I can explain how a religious community group looks after the local community. I can examine the question of people's responsibility to look after every one in the world. I can list common aspects of religious people and how I	<i>Community</i> <i>Responsible</i> <i>Citizen</i> <i>Faith</i> <i>Appearance</i>

		know why they come from that faith.	
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Acorn: Cycle C

Areas of learning	Objective	Skill	Vocabulary
Beliefs and practices	Autumn Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them.	I can compare and contrast festivals celebrated around the world, including Christmas and other festivals of light.	<i>Christmas Festival Eid Hanukkah Diwali Lights Celebration Community Meaning Ritual Tradition Significance</i>
Sources of wisdom	Spring Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.	I can compare the same story from three different religions and consider ways in which the meanings might differ. I can suggest reasons why faith traditions might differ even though some stories are very similar, and how the impact of these is similar or different for each religions' followers.	<i>David and Goliath The Ten Commandments Sacred</i>
Symbols and actions	Autumn Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.	I can explain which signs and symbols originate from which religion. I can explain the meanings of signs and symbols from different religions.	<i>Seder Plate Christianity Judaism Hinduism Islam Gods Worshippers Trinity Halo Fish Dove Cross</i>
Prayer, worship and reflection	Autumn Explore how and where worshippers	I can explore and compare places of worship for different religions.	<i>Church Mosque Temple</i>

	connect to prayer and worship. Participate in periods of stillness and reflection.	I can discuss the features common to places of worship. I can compare and contrast the rituals of worshippers in their places of worship.	<i>Gurdwara</i> <i>Synagogue</i> <i>Worship</i> <i>Rituals</i> <i>Features</i> <i>Pews</i> <i>Altar</i>
Identity and belonging	Spring Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.	I know what leaders in school do. I can talk about the challenges of being a leader and why it is important. I know about different religious leaders and their special books. I can explain the importance of global religious leaders. I can name clothes, places and duties of different religious leaders.	<i>Senior leaders</i> <i>Priest</i> <i>Vicar</i> <i>Rabbi</i> <i>Minister</i> <i>Preacher</i> <i>Imam</i> <i>Monk</i> <i>Nun</i> <i>Bible</i> <i>Torah</i> <i>Qu'ran</i> <i>Tipitaka</i>
Ultimate questions	Summer Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions.	I can ask and answer questions about the natural world. I can talk about 'good' and 'bad' in the world and my influence upon other people. I can explore ideas around death and afterlife.	<i>Right/wrong</i> <i>Good/evil/bad</i> <i>Influence</i> <i>Choice</i> <i>Death</i> <i>Life</i> <i>Afterlife</i> <i>Heaven</i> <i>Reincarnation</i>
Human responsibility and values	Spring Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.	I can name famous religious icons and how they have served their community and the wider world.	<i>Mother Theresa</i> <i>Dalai Lama</i> <i>Pope</i> <i>Martin Luther</i> <i>Guru Nanak</i>
Justice and fairness	Summer Explain the influence of rules. Explore moral stories and consider what is right and wrong just and fair.	I can link faith stories to religious people's choices between right and wrong. I can explore a Christian charity.	<i>Charity</i> <i>Rules</i> <i>Organisation</i> <i>Charter</i> <i>Values</i>

		I can explore why we need rules and why certain organisations have rules.	
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Oak: Cycle A

Areas of learning	Objective	Skill	Vocabulary
Beliefs and practices	Autumn Using specific religious vocabulary, describe the impact of celebrations and key moments in life in some religious communities.	I can compare and contrast the way Christianity and Islam ways and traditions of celebrating festivals and important life events, (e.g.: Christianity Baptism and Muslim Shahada). I can research different ways of celebrating the same events (e.g.: Christmas, ceremonies of belonging).	<i>Eid-ul-Adha</i> <i>Eid Al Fitr</i> <i>Ramadan</i> <i>Hajj</i> <i>Mecca</i> <i>Baptism</i> <i>Christening</i> <i>Christmas</i> <i>Shahada</i>
Sources of wisdom	Summer Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers.	I can explain how faith stories have power to their believers and what impact they have. I can outline what makes a sacred text and how one should be treated. I can explain the impact that authority (e.g.: Jesus) have on individual followers. I can explain the impact that Pentecost has on Christians.	<i>The Good Samaritan</i> <i>The Story of Muhammad</i> <i>The Qur'an</i> <i>The Bible</i> <i>Sacred Text</i> <i>Pentecost</i> <i>Authority figure</i> <i>Impact</i>
Symbols and actions	Autumn Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities.	I can list the similarities and differences of the power of light across different religions. I know the sequence of steps Muslims go through to pray and can link it to their relationship with God.	<i>Light</i> <i>Diwali</i> <i>Hannukah</i> <i>Christmas</i> <i>Wudu</i> <i>Prayer Mat</i> <i>Worship</i>

<p>Prayer, worship and reflection</p>	<p>Spring Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.</p>	<p>I can talk about the special places for worship in a Mosque and Church and explain the meaning and significance for followers. I can examine how architecture and design contribute to worshipper's experience. I know about key prayers (e.g.: the first Surah and The Lord's Prayer) and how they link to belief. I can sequence the Easter Story and can explain the Eucharist.</p>	<p><i>Mosque</i> <i>Church</i> <i>Vicar</i> <i>Priest</i> <i>Imam</i> <i>Altar</i> <i>Prayer Mat</i> <i>Prayers</i> <i>Surah</i> <i>The Lord's Prayer</i> <i>Bible</i> <i>Qur'an</i> <i>Easter</i> <i>Eucharist</i></p>
<p>Identity and belonging</p>	<p>Spring Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders.</p>	<p>I can list the five pillars of Islam and explain how they link to Muslim's belief. I can link the role and duties of historical and religious leaders (e.g.: Jesus, Muhammad, Imam, Vicar) on followers in their real lives. I can explain what it means to belong to a faith community.</p>	<p><i>Five Pillars</i> <i>Jesus</i> <i>Imam</i> <i>Vicar</i> <i>Muhammad</i> <i>Leader</i> <i>Faith</i> <i>Community</i></p>
<p>Ultimate questions</p>	<p>Summer Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer.</p>	<p>I can describe the attributes of God in different religions (eg: 99 names of Allah and the Trinity). I can explore and list the similarities and differences between the creation stories in Christianity and Islam. I can explain my own views on creation, God and Heaven.</p>	<p><i>Allah</i> <i>Holy Trinity</i> <i>Creation</i> <i>God</i> <i>Heaven</i></p>
<p>Human responsibility and values</p>	<p>Summer Demonstrate an understanding of the importance of showing care and responsibility for the world, identifying the</p>	<p>I can explain the similarities and differences that different communities have about caring for the world and/or each other. I can work together with my classmates to compile a moral values charter.</p>	<p><i>Moral Values</i> <i>Charter</i> <i>Responsibility</i> <i>Citizen</i> <i>Community</i></p>



	shared values in two communities.	I can discuss my responsibility for the world and each other and some religious and world view responses.	
Justice and fairness	Autumn Demonstrate a reflection of moral stories and why individuals make choices about what is right and wrong, just and fair.	I can discuss what justice and fairness means and how that links to religious charities (e.g.: Christian Aid, Islamic Relief). I can explore different faith stories that illustrate justice and fairness (e.g.: Zaccheus the Tax Collector and Widow's Mite) and reflect on what characters are 'right' and 'wrong'.	<i>Justice</i> <i>Fairness</i> <i>Charity</i> <i>Tax</i>

Oak: Cycle B

Areas of learning	Objective	Skill	Vocabulary
Beliefs and practices	Spring Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.	I can explain the similarities and differences between two religions (Hinduism or Sikhism and Christianity) and how they celebrate festival and important events in life. I can explain the inner meaning behind key practices in Sikh and Hindu birth traditions. I can explain why there are different ways of marking the same event around the world (Christmas, Eucharist, Advent and Diwali). I can explain why some religious people go on pilgrimage. I can explore Good Friday and explain why Christians believe Jesus died and was resurrected.	<i>Christmas</i> <i>Eucharist</i> <i>Advent</i> <i>Diwali</i> <i>Birth</i> <i>Pilgrimage</i> <i>Hajj</i> <i>Amristar</i> <i>Kumbha Mela</i> <i>Good Friday</i> <i>Resurrection</i>

Sources of wisdom	Autumn Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers.	I can explain what the Trinity is and how it links to Christian Christmas traditions.	<i>Holy Trinity Holy Spirit God Jesus</i>
Symbols and actions	Summer Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.	I can list the 5 K's in Sikhism and the importance of them to people of that religion. I can explain the relationships between Hindu's and their deities. I can explain the power of religious symbols in art, architecture and icons in Hinduism.	<i>Sikhism 5 K's (Kesh, Kara, Khanga, Kaccha, Kirpan) Deities Icons</i>
Prayer, worship and reflection	Autumn Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.	I can investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community or in the home (e.g. puja). I can examine ways in which architecture expresses how a community communicates through prayer, worship and reflection I can investigate the nature of prayer and different forms of worship including the Akhand Path for Sikhs.	<i>Puja Shrine Akhand Path Prayer Worship Reflection</i>
Identity and belonging	Spring Show an understanding of some of the challenges individuals face when belonging to a faith community.	I can identify and discover how some people identify and define themselves and what belonging means. I can investigate Sikh Khalsa and how that relates to community and belonging.	<i>Sikh Khalsa Community Easter Diwali Bandi Chor Divas Imam Vicar</i>



	<p>Demonstrate how it may help them.</p> <p>Explore how some religious people are guided by their religious leaders.</p>	<p>I can say how festivals (e.g.: Easter, Diwali, Bandi Chor Divas) brings communities together.</p> <p>I can say what makes a religious leader and how they impact on the lives of their followers.</p>	<p><i>Priest</i> <i>Monk</i> <i>Nun</i></p>
<p>Ultimate questions</p>	<p>Summer</p> <p>Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.</p>	<p>I can discuss and debate why there are different ideas about God.</p> <p>I can discuss the different responses to the creation story and the different ideas Christians have related to the story.</p>	<p><i>Hindu Trimurti</i> <i>Gods</i> <i>Goddesses</i> <i>Creation</i></p>
<p>Human responsibility and values</p>	<p>Autumn</p> <p>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.</p>	<p>I can discuss how Humanists show care and responsibility for others. I can consider why might there be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa - harmlessness)</p> <p>I can debate my own ideas about the treatment of animals.</p> <p>I can compile a 'moral values charter' applying different religious codes and world views.</p> <p>I can debate as to whether having a religious faith helps people to be 'good'.</p>	<p><i>Ahimsa</i> <i>Debate</i> <i>Pro / Con</i> <i>Humanists</i> <i>Responsibility</i> <i>Moral Values</i> <i>Charter</i> <i>Code</i> <i>World View</i></p>
<p>Justice and fairness</p>	<p>Spring</p> <p>Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.</p>	<p>I can discuss and apply my own ideas about justice and fairness through the work of development charities (e.g. Tear Fund, Red Nose Day, Khalsa Aid or local religious charity groups).</p> <p>I can discuss the importance of justice and fairness in faith stories (e.g. The Milk and the Jasmine Flower, How Ganesh</p>	<p><i>Justice</i> <i>Fairness</i> <i>Development Charity</i> <i>Langar</i> <i>Equality</i> <i>Debate</i></p>



		got the Elephant Head, The Emperor and the Langar) and other sources of wisdom. I can explore and debate ethical questions (e.g. does fairness mean everyone gets the same?) and Hindu responses to the concept of equality and the central role of the Langar in Sikh life.	
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Oak: Cycle C

Areas of learning	Objective	Skill	Vocabulary
Beliefs and practices	Autumn Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage.	I can explore what it means to live as a Christian/Jew today and relate that to internal diversity. I can compare the similarities and differences of celebrating the same festival. I can research responses to sacred rituals and (e.g.: Shabbat) and rites of passage in different traditions. I can explain and have an understanding of key Christian concepts (e.g.: incarnation), the life of Jesus and practices in the Church year. I can explain why religious people go on pilgrimage and why it is important to them.	<i>Diversity</i> <i>Advent</i> <i>Christmas</i> <i>Shabbat</i> <i>Incarnation</i> <i>Pilgrimage</i> <i>Hajj</i> <i>Mecca</i> <i>Bar Mitzvah</i> <i>Messiah</i>
Sources of wisdom	Autumn Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.	I can investigate and interpret a range of stories, sacred writing, people and artefacts and link that to what makes a 'source of wisdom' (holy book). I can interpret what sources of wisdom communicate to	<i>Lord's Prayer</i> <i>The Gospels</i> <i>The Torah</i> <i>Psalms</i> <i>The Vedas</i> <i>Bhagavad-Gita</i> <i>Jesus</i> <i>Muhammed</i> <i>Buddha</i>

		<p>their followers and assess their impact.</p> <p>I can research key religious figures in different traditions and their actions</p>	<i>Guru</i>
Symbols and actions	<p>Spring</p> <p>Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities.</p>	<p>I can compare the similarities and differences and how religious and symbolic artefacts are used in prayer and practice to express meaning.</p> <p>I can explain how and why artefacts are used in Jewish prayer to enrich experience.</p> <p>I can link religious faith to how it can be expressed and communicated through the creative arts.</p> <p>I can identify the common themes in the Easter Story and link them to Christian belief.</p>	<p><i>Torah</i></p> <p><i>Tallit (prayer shawl)</i></p> <p><i>Kippah/Kippot (skull cap)</i></p> <p><i>Menorah</i></p>
Prayer, worship and reflection	<p>Autumn</p> <p>Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.</p>	<p>I can investigate how some believers communicate through the physical space of a church/synagogue/temple, looking at the similarities and differences.</p> <p>I can debate as to whether prayer spaces are needed for a believer to connect with their God.</p> <p>I can question and explain how prayers (e.g. The Lord's Prayer, the Shema), might enhance worship.</p> <p>I can explain why yoga is an important part of a form of worship.</p>	<p><i>Temple</i></p> <p><i>Synagogue</i></p> <p><i>Church</i></p> <p><i>Prayer</i></p> <p><i>The Shema</i></p> <p><i>The Lord's Prayer</i></p> <p><i>Yoga</i></p> <p><i>Altar</i></p> <p><i>Rabbi</i></p> <p><i>Star of David</i></p>
Identity and belonging	<p>Spring</p> <p>Recognise the challenges of commitment for individuals belonging to a living faith. Raise</p>	<p>I can debate whether Jesus was the Messiah taking different points of view.</p> <p>I can compare and contrast the lives of key religious</p>	<p><i>Messiah</i></p> <p><i>Moses</i></p> <p><i>Kosher</i></p> <p><i>Shabbat</i></p> <p><i>Passover</i></p> <p><i>Seder</i></p>

	<p>questions on how faith today is shaped by identity, religious guidance and leadership both past and present.</p>	<p>leaders from contemporary life.</p> <p>I can explain how keeping ancient laws in the modern day may be hard for followers of that religion (e.g.: keeping Kosher and Shabbat).</p> <p>I can explore stories of Moses and Jesus through the lens of key events in History.</p> <p>I can compare the similarities between Easter and Passover and how they are connected.</p> <p>I know the main Christian and Jewish groups in Britain today.</p>	<p><i>Exodus</i> <i>Ten Plagues</i> <i>Matzah</i> <i>Israelites</i> <i>Haggadah</i></p>
<p>Ultimate questions</p>	<p>Summer</p> <p>Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups.</p>	<p>I can debate as to why there are different responses and ideas about the divine.</p> <p>I can consider both Christian and Jewish perspectives to what life might look like after death and give my own point of view.</p> <p>I can start to ask and answer my own questions through the use of creative arts.</p> <p>I can begin to ask what the role of 'God' may be in society.</p>	<p><i>Divine Creation Society</i></p>
<p>Human responsibility and values</p>	<p>Summer</p> <p>Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.</p>	<p>I can debate how people can live together for the wellbeing of all, taking into account social and environmental responsibilities.</p> <p>I can list, while comparing and contrasting, moral codes of conduct from Christian, Jewish and Humanist traditions.</p> <p>I can investigate why I should care about the community as a whole and what is</p>	<p><i>Tikkun Olam</i> <i>Humanist</i> <i>Secular</i> <i>Golden Rules</i></p>



		important and influences people's choices.	
Justice and fairness	Autumn Identify and describe how people with religious and worldviews make choices about what is right and wrong.	<p>I can debate about why people from a religious and secular background try to help people in need.</p> <p>I can link the work of various Christian Aid agencies with the life and teachings of Jesus.</p> <p>I can explain the Jewish concept of Tzedekah (charity) and the importance of supporting communal projects.</p> <p>I can evaluate different religious responses to justice and fairness.</p> <p>I can explain how the Ten Commandments can link to ideas about right and wrong.</p>	<p><i>Tzedekah</i></p> <p><i>Charity</i></p> <p><i>Secular</i></p>

Oak: Cycle D

Areas of learning	Objective	Skill	Vocabulary
Beliefs and practices	Autumn Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities	<p>I can explain some key Christian concepts and link that to how God can mean different things for different people.</p> <p>I can compare and contrast religious and secular ways of celebrating the same event (e.g.: Christians and Humanists).</p> <p>I can investigate why some festivals and events are valued by some and not others.</p>	<p><i>Annunciation</i></p> <p><i>Incarnation</i></p> <p><i>Temptation</i></p> <p><i>Resurrection</i></p> <p><i>Salvation</i></p> <p><i>Ascension</i></p> <p><i>Reincarnation</i></p> <p><i>Secular</i></p> <p><i>Humanist</i></p> <p><i>Symbolism</i></p> <p><i>Family Tradition</i></p>
Sources of wisdom	Spring Show awareness, respond to and interpret a range of	I can research the Easter story and say what Christians believe Jesus did to save human beings. I can interpret	<p><i>Dalai Lama</i></p> <p><i>Crucifixion</i></p> <p><i>Mother Theresa</i></p> <p><i>Wisdom</i></p>

	<p>stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.</p>	<p>and respond to a range of stories, sacred writing and sources of wisdom from the heart of different traditions and communities. I can link stories and images to the inspiration for religious belief. I can evaluate the contemporary relevance of key figures. I can evaluate the impact of key sources of wisdom on individuals and different communities.</p>	<p><i>Evaluate</i> <i>Relevance</i> <i>Interpret</i> <i>Inspiration</i> <i>Martin Luther King</i> <i>Absolve</i> <i>Pope Francis</i> <i>Evangelical</i> <i>Grand Mufti</i> <i>Ephraim Mirvis (UK Chief Rabbi)</i></p>
<p>Symbols and actions</p>	<p>Autumn Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.</p>	<p>I can compare and contrast the similarities and differences between how different religions express their beliefs through the arts. I understand how different artefacts and symbolic actions communicate a different meaning. I can link key symbols and artefacts to Buddhist teachings and actions. I can examine why Christians celebrate the same thing in different symbolic ways (e.g. The Last Supper, baptism).</p>	<p><i>Mudras (gestures)</i> <i>The Three Jewels (Buddha, Dharma and the Sangha)</i> <i>Dharma Wheel</i> <i>Lotus Flower</i> <i>Eucharist</i> <i>Maundy Thursday</i> <i>Jerusalem</i> <i>Font</i> <i>Godparents</i> <i>Thangka</i> <i>Butter lamp</i> <i>Mandala</i></p>
<p>Prayer, worship and reflection</p>	<p>Autumn Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.</p>	<p>I can explore the role and interpretations of prayer, reflection, meditation and stillness and the impact on individuals. I can design a multi-faith prayer space and consider what it may need to contain. I can explain why meditation, compassion and mindfulness are central to Buddhist belief and how they use nature to transmit prayers.</p>	<p><i>Meditation</i> <i>Multi-Faith</i> <i>Compassion</i> <i>Mindfulness</i> <i>Wheel</i> <i>Transmit</i> <i>Interpretation</i> <i>Reflection</i> <i>Nature</i> <i>Environmental</i></p>
<p>Identity and belonging</p>	<p>Summer</p>	<p>I can investigate what it means to live as a Christian</p>	<p><i>Christian</i> <i>Buddhist</i></p>



	<p>Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.</p>	<p>or Buddhist in Britain today considering internal diversity. I can compare and contrast the lives of two contemporary leaders and the qualities of their leadership. I can identify the impact of faith on how followers live (e.g. considering the Eightfold Path, how do Buddhists try to follow the Buddha's example?). I can identify modern day challenges to a faith's teaching and what might be the most difficult aspects of following that faith (Christian, Buddhist, Humanist). I can, through the Easter Story, explain why it is significant for Christians to have Jesus as their messiah.</p>	<p><i>Humanist</i> <i>Messiah</i> <i>Eightfold Path</i> <i>Intent</i> <i>Mindfulness</i> <i>Society</i> <i>Modern</i> <i>Contemporary</i> <i>Internal</i> <i>Diversity</i> <i>Sins</i> <i>Resurrection</i> <i>Bodhi Day</i> <i>Anglican</i> <i>Church of England</i> <i>Catholic</i> <i>Orthodox Christian</i></p>
<p>Ultimate questions</p>	<p>Summer Present a range of views and answers to challenging questions about belonging, meaning and truth.</p>	<p>I can debate the relationship/conflict between creation and science. I can explain the similarities and differences between different beliefs and perspectives about God and life after death in religious and nonreligious settings (e.g. what is meant by a 'soul'). I can say where non-religious people find answers to questions such as life after death.</p>	<p><i>Creation</i> <i>Soul</i> <i>Secular</i> <i>Conflict</i> <i>Perspective</i> <i>Eternity</i> <i>Dharmic</i> <i>Theory</i></p>
<p>Human responsibility and values</p>	<p>Spring Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use</p>	<p>I can use local and national census statistics to develop an understanding of the religious make up and diversity of their locality and of Britain. I can research what Jews, Humanists, Christians and Buddhists</p>	<p><i>Census</i> <i>Statistics</i> <i>Diversity</i> <i>Social Justice</i> <i>Community</i> <i>Respectful</i> <i>Moral responsibility</i> <i>Civic responsibility</i></p>

	<p>personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.</p>	<p>teach about how people can live together respectfully to create a perfect world. I can explain what social justice is and how it impacts on myself, and my community as a whole. I can say how human responsibility to the environment links with religious belief and teaching. I can debate how 'Golden Rule' is interpreted in the Humanist tradition and consider if following God can bring freedom and justice.</p>	<p><i>Ownership</i> <i>Duty</i> <i>Local/locality</i> <i>National</i> <i>Freedom</i> <i>Justice</i></p>
<p>Justice and fairness</p>	<p>Summer Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</p>	<p>I can debate why/why not the world isn't just and fair. I can examine how people decide what is right and wrong outside a religion. I can say why some people (from a religious and or non-religious background) try to help others (e.g. victims of poverty, prejudice, crime and those affected by war). I can debate how the Buddhist concepts of desire, suffering and compassion affect the choices of followers.</p>	<p><i>Kinder Transport</i> <i>Humanitarian</i> <i>Moral Choice</i> <i>Secular</i> <i>Concept</i> <i>Poverty</i> <i>Prejudice</i> <i>Compassion</i> <i>Desire</i> <i>Suffering</i> <i>Just/fair</i> <i>Choice</i> <i>Follower</i> <i>Reasonable</i> <i>Unjust</i> <i>Unreasonable</i></p>

