

	AUTUMN 1 LIVING WHAT CAN WE LEARN ABOUT RELIGIOUS/NON- RELIGIOUS PRACTICES AND WAYS OF LIVING?	AUTUMN 2 EXPRESSING HOW ARE RELIGIOUS AND SPIRITUAL/MORAL BELIEFS EXPRESSED?	SPRING BELIEVING WHAT ARE THE SOURCES OF RELIGIOUS BELIEFS AND TEACHINGS /NON- RELIGIOUS IDEAS AND OPINIONS ?	SUMMER THE WIDER WORLD HOW DOES RELIGION PLAY A ROLE IN WIDER WORLD ISSUES?
KEY QUESTION	What does it mean to be a Christian in Britain today?(L2.7)	How do family life and festivals show what matters to Jewish communities?(L2.10)	What do different people believe about God?(L2.1)	Why do some people think that life is like a journey and what significant experiences mark this?(L2.6)
KEY FAITHS	Christianity	Judaism	Christianity, Hinduism, Muslim	Christianity, Hinduism, Islam
LEARNING OUTCOMES	<ul style="list-style-type: none"> To show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). 	<ul style="list-style-type: none"> Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3). Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1). Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1). 	<ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). 	<ul style="list-style-type: none"> Describe how the way some people celebrate festivals might show something about their beliefs (A2). Identify some differences in the way festivals (eg. Christmas) are celebrated within and between different religious and non-religious worldviews (A3). Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1). Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1).
LINKS TO LEARNING	F5 Where do we belong? 1.7 What does it mean to belong to a faith community? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and challenging about being a teenage Buddhist, Sikhs or Muslim in Britain today?	F5 - Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7/L2.8 What does it mean to be a Christian/Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and challenging about being a teenage Buddhist, Sikhs or Muslim in Britain today?	1.1-3 Who is a Christian/ Muslim/ Jewish and what do they believe? U2.1 Why do some people believe God exists? 3.2 Do we need to prove God's existence?	F5: Which times are special and why? 1.6 How do we celebrate special times and sacred times? U2.3 What do religions say to us when life gets hard?
VOCABULARY	Christian, Jesus Christ, Worship, Service, Holy Communion, Holy Bible, Mother Teresa, Rosa Parks	Talmud, Torah, Yom Kippur, Pesach/Passover, Rosh Hashanah, Shofar	Bible, Allah PBUH, Christ, Qur'an, Hindu Gods and Goddesses	Worship, Ritual, Ceremony, Sacred, Belonging, Bar Mitzvah, Bat Mitzvah, Dhama, Karma, Christening/Baptism.