

	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 Hindu in Britain today? (L2.8)	How do people from religious and non-religious communities celebrate key festivals?(L2.5a)	Why is Jesus inspiring to some people?(L2.3)	What can we learn from religions about deciding what is right and wrong?(L2.9)
KEY FAITHS	Hinduism	Christianity, Hinduism	Christianity	Christianity, Hinduism, Judaism
LEARNING OUTCOMES	<ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus 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"> Describe how the way some people celebrate festivals might show something about their beliefs (A2). Identify some differences in the way festivals (e.g. 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). 	<ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). 	<ul style="list-style-type: none"> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of ways in which some inspirational people have been guided by their religion (B1). Discuss their own and others' ideas about how people decide about right and wrong (C3).
LINKS TO LEARNING	F5 Where do we belong? 1.7 What does it mean to belong to a faith community? L2.6/7 What does it mean to be a Hindu in Britain today? 3.8 What is good and challenging about being a teenage Hindu in Britain today?	F4 Which times are special and why? 1.6 How and why do we celebrate sacred and special times? U2.5 Is it better to express beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts?	F2 Which people are special and why? L2.3 Why is Jesus inspiring to some people? 3.3 What is so radical about Jesus?	1.8 How should we care for others and the world, why does this matter? U2.7 What matters most to Christians and Humanists? 3.10 Does religion help people to be good?
VOCABULARY	Hindu, Brahman, Karma, Reincarnation, Brahma, Shiva, Vishnu, Holi, Diwali, River Ganges	Festival, Celebrate, Diwali, Pesach, Christmas, Easter, Eid, Significant, Symbol, Tradition	Inspire, Gospel, Symbol, Easter, Resurrection, Incarnation, Salvation	Humanist, Religious tradition, Temptation Inspirational, Ten Commandments, The Fall, Talmud, Beatitudes, generosity