

	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 Muslim in Britain today? (U2.6)	If God is everywhere, why go to a place of worship? (U2.4)	Why do some people think God exists? (U2.1)	Green religion? How and why should religious communities do more to care for the Earth?(U2.10)
KEY FAITHS	Islam	Christianity, Hinduism, Islam	Christianity, Islam, Hinduism	Christianity, Hinduism, Islam, Judaism
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). 	<ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2) • Present ideas about the importance of people in a place of worship, rather than the place itself (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"> • Make connections between beliefs about the earth and activist behaviour in different religions (A1). • Understand the challenges facing the planet and responses from different religions (B2). • Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'Save the Earth' (C3).
LINKS TO LEARNING	FS Which times are special and why? 1.6 How and why do we celebrate special and sacred times? U2.3 What do religions say to us when life gets hard?	FS Which times are special and why? 1.6 How and why do we celebrate special and sacred times? U2.5 Is it better to express your beliefs in arts or architecture or in charity and generosity? 3.7 How can people express their spirit through the arts?	1.1-3 Who is a Christian/ Muslim/ Jewish and what do they believe? 3.1 Do we need to prove God's existence?	1.8 How should we care for others and the world and why does it matter? 3.11 What difference does it make to believe in...?
VOCABULARY	Allah PBUH, Muhammad, Qur'an, Five Pillars, Ramadan, Eid, Mosque, Prophet	Anglican, Baptist, Orthodox Synagogue, Reform Synagogue	Theist, Agnostic, Atheist, Eternal Creator Genesis, Humanist	God, Trinity, Allah PBUH, Vishnu, Shivam Bramha