Escrick COE Primary School

Religious Education Long Term Plan

'Every person is an individual and also part of a community' 1 Corinthians 12:12-27

Helping Each Child to Flourish

At Escrick CE Primary School, our Religious Education curriculum is firmly rooted in our Christian vision and values. Our school is committed to providing a nurturing and inclusive environment where children can flourish academically, emotionally and spiritually. Religious Education has a core and central place within our curriculum and all our school values: Friendship, Learning, Opportunity, Unique, Respect, Resilience, Included, Solve Problems and Happy help each child to flourish.

Our curriculum celebrates diversity and promotes respect for all individuals, encouraging children to develop empathy, kindness and a strong sense of community. Through a rich and diverse curriculum, we celebrate the uniqueness of each child, promoting curiosity, creativity and critical thinking while nurturing their faith and encouraging them to explore their place in the world. We believe that everyone in our school is an important piece of the Escrick Jigsaw and together we grow and learn. The Christian values of Wisdom and Joy underpin our ethos, and we value and respect everyone allowing us to make a difference to the world.

What does Religious Education look like at Escrick?

At Escrick CE Primary School, our children and their families can expect a high quality RE curriculum that is rich and varied, enabling our children to acquire a thorough knowledge and understanding of a range of faiths and world views therefore developing children's religious literacy. This will enable them to hold balanced and informed conversations about religion and belief. Through carefully planned enquiry, pupils build a secure knowledge of beliefs, practices, and values, while also learning to think critically about how people make sense of the world. By exploring religion through theology, philosophy, and the human and social sciences, we support pupils in becoming respectful, informed, and reflective individuals, equipped to live well in a diverse society. Children learn that people have different cultures, beliefs and opinions and that this should be respected and accepted by everyone within our school. As a church of England school, and in line with the statement of entitlement for RE, Central to our religious education is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. Links with our school vision, and support for our children's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on our children. Key aspects of our approach to Religious Education include:

- The teaching of weekly RE lessons according to the North Yorkshire agreed syllabus for Religious Education (2024-2029)
- Using an enquiry approach to explain each religion and world view
- Learning that is very carefully planned to build on previous knowledge and skills
- Visitors are invited into school to share their beliefs and practices with our children
- Visits to places of worship that are planned throughout the school year to link to children's learning
- Strong links with organisations in the community that provide religious workshops for our children

Golden Threads Overview in RE Long Term Plan

This document maps out where the five key 'Golden Threads' appear across the RE Long Term Plan by year group and unit. The 'Golden Threads' referred to in our curriculum represent a core theme or concept that runs consistently through the entire curriculum across all year groups. These threads help to:

- Connect learning over time**,** allowing pupils to revisit, deepen, and build upon their understanding as they progress.
- Provide coherence across different religions and worldviews.
- Support big-picture thinking so pupils understand key ideas that underpin religious belief and practice.

The threads include:

Practices and Worship

This thread explores how people of different faiths express their beliefs through daily practices, rituals, and forms of worship. It includes places of worship, prayer, symbols, ceremonies, and how these practices help followers connect with the divine and live out their faith.

Festivals and Celebrations

This thread looks at the special times in religious calendars, focusing on key festivals and celebrations. It covers their origins, meanings, traditions, and how communities come together to observe them. This helps children understand the joy, reflection, and significance behind each festival.

Morality and Values

This thread focuses on the ethical teachings of different religions and worldviews, helping pupils explore questions about right and wrong, fairness, compassion, forgiveness, and justice. It encourages reflection on personal values and how religious teachings influence moral choices.

Community and Belonging

This thread highlights how religion or having a world view helps build a sense of identity, community, and belonging. It explores how religious and world view communities support each other, the roles of leaders, shared responsibilities, and how faith shapes relationships within and beyond the community.

Beliefs and Sacred Texts

This thread delves into the key scriptures, stories, and teachings that are foundational to different religions. It looks at how these texts guide beliefs and practices, and how stories are used to teach lessons, pass on traditions, and inspire followers.

RE Curriculum Content

At Escrick CE Primary School, our RE curriculum is structured to follow an enquiry-based approach aligned with the North Yorkshire Agreed Syllabus and supported by the Understanding Christianity resource. Our curriculum builds progressively across year groups, revisiting key concepts through the five golden threads to deepen understanding and ensure continuity. In line with our school values and community context, we include learning about Hindu and non-religious worldviews alongside Christianity, Islam, and Judaism. This reflects the diverse beliefs and identities within our school and the wider society. Including Hindu and non-religious perspectives helps our pupils develop a respectful, inclusive outlook and equips them to engage thoughtfully with a range of faiths and worldviews.

Religious traditions are to be studied as follows. Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:		
Key Stage	Locally Agreed Syllabus	The Escrick Way
EYFS	Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Christians, Muslims and Hindu people.
KS1	Christianity and Muslims or Jewish people.	Christians, Muslims, Jewish, Hindus and Non-Religious people.
KS2	Christians, Muslims, Hindus and Jewish people	Christians, Muslims, Hindus, Jewish and Non-Religious people.

Disciplinary Approaches in Our RE Curriculum

Our Religious Education curriculum is thoughtfully planned to go beyond simply learning about religious facts and practices. We aim to develop pupils' ability to think deeply about religion and worldviews by introducing them to a range of academic disciplines that shape the way religion is studied. These include **theology**, **philosophy**, and the **human and social sciences**. To support clear understanding and planning, opportunities for engagement with each discipline are clearly marked throughout this document using three icons:

- 🔍 Theology
- 🔍 Philosophy
- 🔍 Sociology

Theology

Theological enquiry invites pupils to explore how people of faith understand and talk about God, ultimate reality, and sacred texts. It examines beliefs from the "insider" perspective — how believers make sense of their own traditions, practices, and scriptures.
In our curriculum, theology includes:

- Exploring sacred texts and what they reveal about belief.
- Understanding religious rituals and their meaning for believers.
- Asking: *What do people believe? Why do they worship? What do their scriptures say?*

Philosophy

Philosophy helps pupils explore big questions about life, morality, truth, and existence. It encourages reasoned argument, reflection, and respectful debate on ethical and metaphysical issues. In our curriculum, philosophy includes:

- Discussing moral dilemmas and concepts of right and wrong.

- Debating what truth means and how we know what we know.
- Asking: *What is right? How do we know something is true? What makes a good life?*

Sociology

This discipline explores how religion and worldviews are lived out in communities and cultures. It focuses on practices, diversity, identity, and the impact of belief on daily life. In our curriculum, human and social sciences include:

- Learning about festivals, symbols, and places of worship.
- Exploring how religion shapes identity and influences community life.
- Asking: *How do people live out their beliefs? What does religion look like in different cultures?*

By integrating these three disciplines across our curriculum, we ensure that pupils not only acquire substantive knowledge of religions and worldviews, but also develop the disciplinary skills to think critically, reflect respectfully, and engage meaningfully with the diversity of belief in the world around them.

The Big Frieze

The "Big Frieze" visually represents seven central themes in Christianity, telling the Bible's overarching story through the Understanding Christianity resource. These themes are Creation, The Fall, People of God, Incarnation, Salvation, Gospel, and Kingdom of God. The frieze is designed to help children see how different parts of the Bible connect to form one unified narrative.



Here's a summary of each theme:

- **Creation:** The beginning of everything, where God creates the universe and humanity.
- **The Fall:** Humanity's decision to turn away from God, bringing sin and separation.
- **People of God:** The story of God's chosen people, featuring key figures like Abraham, Moses, and David.
- **Incarnation:** God becoming human in the person of Jesus Christ.
- **Salvation:** God's plan to save humanity from sin through Jesus' death and resurrection.
- **Gospel:** The good news of Jesus' life, death, and resurrection, offering forgiveness and restored relationship with God.
- **Kingdom of God:** God's vision for a renewed world where his will is fully realized and life is transformed.

Escrick COE Primary School Religious Education Long Term Plan

Blue = Understanding Christianity

Orange = North Yorkshire Agreed Syllabus 2024-2029

Year Group: EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Questions	F5. Being Special: Where do we belong?	UC F2 Why is Christmas special for Christians?	UC F1 Why is the word God so important to Christians?	UC F3 Why is Easter special to Christmas?	F3 What places are special and why?	F1 What times/stories are special and why?
Unit Summary	Children explore what it means to belong by looking at family, friendship, and religious ceremonies such as baptisms and baby naming traditions.	Children learn the nativity story and explore why Christians celebrate Christmas, linking to themes of giving and love.	Children explore Christian ideas about **God**, thinking about what **God** might be like and why **God** is important to believers.	Children explore the Easter story and its importance to Christians through storytelling and creative activities.	Children investigate special places in their lives and compare them with places of worship such as churches and mosques.	Children explore a variety of religious stories and festivals, learning what makes them meaningful to different faiths.
Key vocabulary and definitions	**Belong** – to be part of a group or family. **Family** – the people who take care of us and love us. **Friend** – someone we like and play with. **Love** – a strong feeling of care for someone. **Special** – something or someone important and unique. **Name** – what we are called.	**Christmas** – a special Christian celebration of Jesus' birth. **Jesus** – the baby Christians believe is God's son. **Nativity** – the story of Jesus being born. **Mary** – Jesus' mother. **Joseph** – Jesus' earthly father.	**God** – who Christians believe made and loves everything. **Creator** – someone who makes things; Christians believe God made the world. **Love** – a strong feeling of care; Christians believe God loves everyone. **Prayer** – talking to God. **Church** – a special place where Christians go to learn	**Easter** – a special Christian celebration about Jesus. **Jesus** – who Christians believe is God's son. **Cross** – a symbol of Jesus' death. **Love** – caring deeply for others; Christians believe Jesus showed great love. **Sad** – how people felt when Jesus died. **Happy** – how Christians feel because Jesus came back to life.	**Special** – something important or meaningful. **Place** – a space or location. **Home** – where we live and feel safe. **Church** – a special place where Christians go to pray and worship. **Mosque** – a special place where Muslims go to pray.	**Story** – something we read or listen to that tells us what happened. **Special** – important or meaningful. **Festival** – a happy time when people celebrate something special. **God** – who many people believe made the world and cares for them.

	Ceremony – a special event or celebration. **Baptism** – a Christian ceremony to welcome a baby. **Welcome** – to greet someone kindly into a group. **Tradition** – something people do regularly as part of their culture or religion.	**Gift** – something we give to show love or kindness. **Love** – a strong feeling of care for someone. **Star** – a bright light in the sky that guided people to baby Jesus. **Angel** – a messenger from God in the nativity story. **Celebrate** – to do something special for a happy event.	about and worship God. **Christian** – a person who believes in God and follows Jesus. **Worship** – showing love and respect to God. **Important** – something or someone that really matters. **Believe** – to think something is true. **Kind** – being nice and caring; Christians believe God is kind.	**Alive** – living; Christians believe Jesus came back to life. **Resurrection** – when Jesus came back to life. **Hope** – believing something good will happen. **Celebrate** – to do something special for an important event.	**Worship** – showing love and respect to God. **Quiet** – peaceful and calm; special places are often quiet. **Prayer** – talking or listening to God. **Belong** – to feel part of a place or group. **Respect** – being kind and careful in special places.	**Celebration** – doing something fun for a special time. **Religion** – a way people believe in and worship God. **Pray** – to talk or listen to God. **Happy** – how people often feel during special times. **Thank you** – what people say to show they are grateful. **Learn** – to find out new things, especially about others and their stories.
Unit has opportunities for pupils to engage with the following disciplines:	Theology Sociology	Theology	Philosophy	Theology Sociology	Sociology	Sociology
Substantive and disciplinary knowledge **Opportunities for personal knowledge**	Community and Belonging To share and record occasions when things have happened in their lives that made them feel special.	Morality and Values To share and discuss why friends are important to us.	Morality and Values To share and record how we should look after animals and plants.	Festivals and Celebrations To talk about special occasions like birthdays, weddings, and religious **festivals**, and to suggest what makes a good celebration – such as having family and friends, food, music, special clothes,	Community and Belonging To create a special place in the inside / outside area or wider school grounds. A space for quiet reflection, peace, calmness and	Beliefs and Sacred Texts To look at different children's Bibles and talk about how they are the same or different – noticing things like the pictures, the stories

	Beliefs and Sacred texts To re-tell religious stories making connections with personal experiences - Tell the story of children wanting to see **Jesus**: the disciples tried to stop them until **Jesus** himself made time to welcome them (Mark 10:13–16). To respond imaginatively and expressively to stories about new babies. Practices and Worships To name and describe simply what happens during a traditional Christian infant baptism and dedication, including key actions (such as the pouring of water or anointing with oil), words (like promises made by parents and godparents), symbols (such as the sign of the cross and white garments), and the roles of those involved (e.g. minister, parents, godparents, congregation). To talk about what happens when a baby is welcomed into a Hindu family, like choosing the baby's name, saying special prayers, and having a happy time with family and friends.	Community and Belonging To share, record and discuss why family are important to us. Beliefs and Sacred Texts To recall stories about special people and talk about what we can learn from them. To recall and talk about stories of **Jesus** being a friend to others, such as when he helped people who were sick, shared food with others, and showed kindness to those who were lonely or left out. Examples: Jesus heals a blind man (John 9:1–12) – showing care for someone who was ignored Jesus and Zacchaeus (Luke 19:1–10) – being	Beliefs and Sacred Texts To learn and talk about the Christian story of **Creation**, including how **God** made the world in 7 days – making light and dark, sky and sea, animals, plants, and people – and to think about how we can look after the world **God** made. Morality and Values To talk about things, they find interesting about the world around them.	decorations, and happy feelings. Festivals and Celebrations To learn why Easter is a special time for **Christians**, including that it remembers the story of **Jesus** dying and coming back to life, and to explore how **Christians** celebrate with **church** services, Easter eggs, and symbols of new life and hope. Festivals and Celebrations To learn about why Diwali is important for Hindu people, including the story of Rama and Sita, and to explore how Diwali is celebrated with lights, candles (diyas), colourful patterns (rangoli), special food, and time with family.	friendship. This can work well for any school, drawing on Forest School practice and ideas. Children can plan to decorate and use the space. Practices and Worship To recognise two different places of **worship**. Consider examples – include at least two; the **church** building as a special place for **Christians**, a **mosque** as a special place for **Muslims**, a synagogue as a special place for **Jewish** people. To visit a local place of **Worship** To talk about things that are special and important in places of **worship**, like candles, prayer mats, holy books, symbols, and quiet spaces, and to say why they matter to the people who go there.	included, the size and shape of the books, and the way they help children learn about **God** and **Jesus**. Beliefs and Sacred Texts To share a Bible story from a suitable children's Bible, e.g., 'Butterworth and Inkpen' series; SPCK The Big Bible Storybook. Beliefs and Sacred Texts To listen to and explore stories from the Bible – including stories **Jesus** told (like the Good Samaritan or the Lost Sheep) and stories from **Jesus**' life (like His birth, miracles, and Easter) – and to talk about what they mean and how they make people feel. To hear examples can include David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); **Jesus** as friend to the

		kind to someone others didn't like Jesus feeds the 5,000 (John 6:1–14) – sharing and helping people in need				friendless (Zacchaeus, Luke 19) <u>Beliefs and Sacred Texts</u> To hear a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths, e.g., Moses in the Bulrushes; Prophet Muhammad and the Night of Power.
Summative assessment Opportunities	Create a family photo collage showing 'where we belong' and explain it to the class.	Perform a simple nativity or Christmas story role-play.	Create a short verbal reflection about how God wants us to look after the world.	Make an Easter card depicting a key event and share why it's important.	Build a model or draw a picture of a special place and explain its significance.	Create a mini storybook or picture sequence of a favourite religious story.
Religions Covered	Christians, Hindus and Muslims	Christians	Christians	Christians/Hindus	Christians, Muslims	Christians, Hindus and Muslims
Why this? Why now?	An introduction to key R.E. questions and themes as a way of introducing the concept of faith, religion and faith communities.	This unit builds on key themes within the classroom and lives of our pupils at this point in the year (Christmas), following the needs and interests of our pupils.	Pupils will build on their knowledge from unit UC F2, deepening their understanding and disciplinary knowledge	This unit builds on key themes within the classroom and lives of our pupils at this point in the year (Easter), following the needs and interests of our pupils.	This unit is timed to allow pupils to draw on prior learning, comparing places that are special to them and places that are special to those of other faiths.	Pupils can draw on prior learning, comparing times and stories that are special to them, with stories and times that are special to those of other faiths.

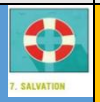
Year Group:1	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Big Questions	UC 1.1 What do Christians believe **God** is like?	1.7 What does it mean to belong to a faith community?	1.3 Who is Jewish and what do they believe?	UC 1.2 Who do Christians say made the world?	1.8 How should we care for the world and for others, and why does it matter?
Unit Summary	Children explore Christian beliefs about **God** through parables like the Lost Son and Jonah.	Children examine how Christians, Muslims, and Jewish people show belonging through rituals and celebrations.	Children are introduced to Judaism through special items, home traditions, and festivals like Shabbat and Chanukah.	Children learn the Christian **creation** story from Genesis and reflect on how Christians believe they should care for the world.	Children explore Christian and Jewish teachings on kindness and responsibility through moral stories and role models.
Key vocabulary and definitions	**God** – who Christians believe loves and cares for everyone. **Love** – caring deeply for someone. **Forgive** – to stop being angry and say it's okay after someone does something wrong. **Parable** – a special story Jesus told to teach something important. **Jesus** – God's son, who told stories to help people understand God. **Father** – a name Christians sometimes use for God. **Kind** – being nice and caring to others.	**Belong** – to be part of a group where you feel accepted and included. **Faith community** – a group of people who share the same religion and worship together. **Baptism** – a special Christian ceremony that welcomes someone into the church family. **Aqiqah** – a Muslim celebration to welcome a new baby, often including naming, prayers, and giving to charity. **Synagogue** – a place where Jewish	**Jewish** – someone who follows the religion of Judaism. **Judaism** – the religion Jewish people follow, which teaches about one God and living a good life. **Synagogue** – a special place where Jewish people gather to pray, learn, and celebrate. **Torah** – the Jewish holy book, which contains important teachings and stories. **Mezuzah** – a small case on the doorpost of Jewish homes that holds a scroll with words from the Torah. **Shabbat** – a day of rest and prayer for Jewish people, from Friday evening to Saturday evening. **Chanukah** – a Jewish festival that celebrates a miracle of light and is remembered by lighting candles. **Rabbi** – a teacher and leader in the Jewish faith who helps people understand the Torah.	**Christian** – someone who follows the teachings of Jesus and believes in God. **Creation** – the act of making something; Christians believe God created the world. **Genesis** – the first book of the Bible, where the Christian creation story is found. **Bible** – the holy book for Christians that contains stories and teachings about God. **God** – the creator in the Christian faith, who made the world and everything in it.	**Care** – looking after people, animals, or the world with love and responsibility. **Kindness** – being friendly, helpful, and caring towards others. **Responsibility** – doing what is right and helping to take care of others and the world. **Christian** – someone who follows Jesus and learns from stories in the Bible. **Jewish** – someone who follows Judaism and learns from the Torah.

	Pray – talking to God. **Lost** – not knowing where you are or feeling far from others (like in the story of the Lost Son). **Return** – to come back, like the Lost Son did in the story.	people gather to pray, learn, and celebrate together. **Church** – a place where Christians go to worship God and be with their faith community. **Mosque** – a place where Muslims gather to pray and learn more about their faith. **Celebrate** – to enjoy a special event or time, often with family, friends, or the faith community. **Worship** – showing love and respect to God, often through prayers, singing, or ceremonies. **Tradition** – something special that people in a family or faith community do regularly, often passed down through generations.	**Tradition** – something special that families and communities do regularly, often passed down through generations. **Celebrate** – to enjoy a special event or time, often with family, food, and activities.	**World** – the Earth, including land, animals, people, and nature. **Care** – looking after something or someone with love and responsibility. **Respect** – treating people, animals, and the world kindly and thoughtfully. **Nature** – the plants, animals, and environment around us. **Thankful** – feeling happy and grateful for what we have, including the world Christians believe God made.	**Moral** – knowing what is right or wrong and choosing to do good. **Role model** – a person who shows others how to behave through their kind and caring actions. **Tzedekah** – the Jewish practice of giving to help others and do what is right. **Zakat** – the Muslim practice of giving to charity to help people in need. **Creation** – the world and everything in it; many religious people believe we must look after it because it is a gift from God.

Unit has opportunities for pupils to engage with the following disciplines:	🔍 Theology 🔍 Philosophy	🔍 Sociology	🔍 Theology 🔍 Sociology	🔍 Theology	🔍 Theology
Substantive and disciplinary knowledge 👓 **Opportunities for personal knowledge**	<u>Beliefs and Sacred Texts</u> To understand the message of the parable 'The Lost Son' and talk about what it teaches **Christians** about forgiveness and love – including how the father welcomes his son back, even after he made mistakes, and how this shows **God**'s love and forgiveness. <u>Beliefs and Sacred Texts</u> To explore the message of the story of 'Jonah' and understand what it teaches about listening to **God** and trusting Him – including how Jonah tried to run away, what happened to him, and how he learned to listen and follow **God**'s plan. <u>Beliefs and Sacred Texts</u> To learn how **Christians** describe **God**, even though they believe He is invisible – including that **God** is loving, powerful, kind, a creator, and always with them, even though they can't see Him.	<u>Morality and Values</u> 👓 To talk about the groups we belong to, like family, school, or clubs, and why they are important to us. <u>Practices and Worships</u> To learn about symbols that show someone belongs to a religion, such as crosses or baptismal candles in Christianity, and other symbols from different religions. <u>Practices and Worships</u> 👓 To find out how babies are welcomed into religious families through special	<u>Community and Belonging</u> 👓 To talk about special and precious items we have at home and why they matter to us. <u>Festivals and Celebrations</u> 👓 To celebrate a special occasion in the classroom and explore how music, food, and fun help make it meaningful. 👓 To understand that remembering important things can help people feel thankful and thoughtful. <u>Beliefs and Sacred Texts</u> To learn that **Jewish** people believe in one **God** who created and cares for the world, as described in the Shema prayer. <u>Practices and Worships</u> To find out what a mezuzah is, learn what is inside it (a special prayer from the Torah called the Shema), and understand why **Jewish** people place it on their doorposts – to remind them to love **God** and live by His words every day. To think about words that are important to us and what we might want to display in our homes. To learn how **Jewish** families prepare for and celebrate Shabbat – including lighting candles, saying blessings,	<u>Morality and Values</u> 👓 To use words to describe how we feel when we experience nature. <u>Beliefs and Sacred Texts</u> To explore the story of **Creation** in Genesis 1 and understand what it tells **Christians** about the world – including that **God** made the world in 7 days, that everything **God** made is good, and that **Christians** believe people should care for the world as part of **God**'s **creation.** To think about how **Christians** believe they should care for the world **God** made.	<u>Morality and Values</u> To understand that everyone is unique and special, and that some religious stories teach that **God** values every person – including how **Jesus** welcomed and blessed children, how **God** cares for birds and people (Matthew 6:26), and how Psalm 8 says people are important to **God**'s **creation.** <u>Morality and Values</u> 👓 To explore how friendships and caring for others help us know what is right and wrong, using stories like the Good Samaritan and **Jesus**' friends. 👓 To recognise that we all have special gifts that we

	Children will explore how **Christians** use stories, songs, and symbols to talk about what **God** is like. Morality and Values  To think about what makes us feel safe or comforted and why that is important.	ceremonies like baptism, Aqiqah, or **Jewish** naming ceremonies. Practices and Worship  To explore how people show they belong to each other through wedding promises, rings, and special traditions in Christian and **Jewish** weddings. Community and Belonging  To understand that people from different religions — and people with no religion — can belong to communities and work together for good causes.	sharing special food like challah and grape juice, and taking time to rest and be together as a family. To understand why **Jewish** people, call Shabbat a 'day of delight' and learn why having rest is important – including how Shabbat is a special time for family, food, prayer, and rest from work, helping people feel peaceful, thankful, and close to **God**. Festivals and Celebrations To explore how **Jewish** people celebrate special **festivals** like Sukkot, Chanukah, and Passover, and understand what these times mean – such as remembering important stories from the **Torah**, spending time with family, lighting candles, sharing special meals, and saying thank you to **God**. To use play, stories, artefacts, and pictures to explore and ask questions about **Jewish** life and celebrations.	Morality and Values  To reflect on how we can look after the world and show respect for nature.	can use to help others and learn how different religions encourage kindness and giving. ***(E.g., Zakat in Islam, tzedekah in Judaism)***  To learn how religious people have been inspired to care for others and how we can do something kind as a group to help or thank others. ***(E.g., planning a thank-you tea party)*** Beliefs and Sacred Texts To explore religious stories about creation and how they inspire people to look after the world. ***(Genesis 1 and 2)***

Summative Assessment Opportunities	Illustrate a modern version of the parable of the Lost Son with a sentence of description.	Create a mini poster showing symbols of belonging in different religions.	Make a 3D model of a Mezuzah and explain its meaning.	Create a storyboard showing the **Creation** story from Genesis.	Design a charity poster encouraging care for others and the environment OR create an area in Forest or school as the Year 1 class garden.
Religions Covered	Christians	Christians and Muslims.	Christians and Muslims	Christians	Christians, Jewish and Non-Religious.
Why this? Why now?	Pupils will build on their knowledge from units UC F2, UCF1, UC F3 and F1, deepening their understanding of the connection between Christianity and **God**.	This unit connects to unit F5, building on prior learning of being special and where we belong, linking communities and religion. It will allow children to apply this knowledge to future learning.	Pupils will be introduced to Judaism, making links with what they have learnt about Christianity. This unit is placed in the Spring term as it allows pupils to draw on what they know already, making comparisons and connections with prior learning before they move on to exploring Christianity further in Summer 1.	This unit allows children to explore **creation**, strengthening their knowledge and deepening their understanding ready to begin unit 1.8.	Pupils will use all their prior learning to answer a big question about caring for the world and others. They will deepen their understanding of Christianity and Judaism, ready to progress through the golden threads in Year 2.

Year Group: 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	
Big Questions	1.2 Who is a Muslim and what do they believe? (Part 1)	UC 1.3: Why does Christmas matter to Christians? 	1.2: Who is a Muslim and what do they believe? (Part 2)	UC 1.5 Why does Easter matter to Christians? 	1.9 Who is a Hindu and how do they live?	1.5 What makes some places sacred?
Unit Summary	Children are introduced to Islam, learning about Allah, the Prophet Muhammad, and special stories and practices.	Children learn about the nativity and explore what Christmas means to Christians today.	Children deepen their understanding of Islam by exploring **prayer**, mosques, and festivals like Ramadan and Eid.	Children reflect on the events of Holy Week and Easter Sunday, exploring Christian beliefs about Jesus.	Children learn about Hindu beliefs, deities, festivals (Diwali, Holi), and daily practices.	Children compare sacred spaces such as churches and mosques and discuss respect for sacred items and music in worship.
	Muslim – someone who follows the religion of Islam. **Islam** – a religion that teaches there is one God, called Allah, and follows the teachings of the Prophet Muhammad. **Allah** – the Arabic word for God in Islam. **Prophet Muhammad** – the last and most important prophet in Islam, who taught people how to live a good life. **Qur'an** – the holy book of Islam, which contains the words and teachings of Allah.	**Christmas** – a special celebration for Christians to remember the birth of Jesus. **Christian** – someone who follows Jesus and believes he is the Son of God. **Jesus** – Christians believe he is God's Son, born on the first Christmas. **Nativity** – the story of Jesus' birth, told in the Bible. **Mary** – the mother of Jesus, chosen by God. **Joseph** – Mary's husband, who	**Muslim** – someone who follows the religion of Islam. **Islam** – a religion that teaches there is one God, called Allah, and follows the teachings of the Prophet Muhammad. **Allah** – the Arabic word for God in Islam. Muslims believe Allah is kind, powerful, and always watching over them. **Prayer** – Muslims pray five times a day to show love and respect to Allah. **Mosque** – a special place where Muslims go to pray, learn, and	**Easter** – a special Christian celebration that remembers when Jesus came back to life. **Christian** – someone who follows Jesus and believes he is the Son of God. **Jesus** – Christians believe he is God's Son who died and came back to life. **Holy Week** – the week before Easter that remembers the important events in Jesus' life, including his death. **Cross** – a symbol of Jesus' death; Christians believe he died to show God's love. **Resurrection** – when Jesus came back to life on Easter Sunday.	**Hindu** – someone who follows the religion of Hinduism. **Hinduism** – a religion that teaches there is one God in many forms, and that people should live with kindness and respect. **Deity** – a god or goddess; Hindus worship many deities who show different parts of the one God. **Rama** – a brave prince and hero in Hindu stories, known for doing what is right. **Sita** – Rama's wife, known for her	**Sacred** – something very special and holy, often used in worship or to feel close to God. **Place of worship** – a special building where people go to pray and show their faith, like a church or mosque. **Church** – a place where Christians go to worship, pray, and learn about God. **Mosque** – a place where Muslims gather to pray, learn, and worship Allah. **Synagogue** – a place where Jewish people

	Mosque – a special place where Muslims go to pray and learn about their faith. **Prayer** – talking to Allah; Muslims pray five times a day. **Shahadah** – the Muslim statement of faith, which says there is no god but Allah and Muhammad is his prophet. **Calligraphy** – beautiful writing used to decorate Islamic art, often with words from the Qur'an. **Respect** – treating people, books, and places that are special to Muslims with care and kindness.	looked after Mary and baby Jesus. **Bethlehem** – the town where Jesus was born. **Angel** – a messenger from God who told Mary she would have a special baby. **Gift** – something given to show love or kindness; Christians give gifts at Christmas to remember God's gift of Jesus. **Celebrate** – to do something special to remember or enjoy an important event, like Christmas.	be part of the faith community. **Ramadan** – a special month when Muslims fast during the day to grow closer to Allah. **Eid** – a joyful festival celebrated at the end of Ramadan with food, family, and giving. **Fasting** – choosing not to eat or drink during the day in Ramadan to show self-control and thankfulness. **Wudu** – washing in a special way before prayer to show respect to Allah. **Community** – a group of people who share the same faith and support one another.	**Easter Sunday** – the day Christians celebrate Jesus rising from the dead. **Disciples** – Jesus' close friends and followers who shared his teachings. **Forgiveness** – saying sorry and being given a new start; Christians believe Jesus offers forgiveness. **Celebrate** – to do something special to remember an important event, like Jesus' resurrection at Easter.	courage and kindness in the story of Diwali. **Brahma** – the Hindu deity who creates the world. **Vishnu** – the protector who keeps everything safe and balanced. **Shiva** – the transformer who brings change and new beginnings. **Lakshmi** – the goddess who brings wealth, luck, and happiness, especially celebrated at Diwali. **Ganesha** – the elephant-headed deity who helps remove problems and is worshipped at the start of new things. **Diwali** – the festival of lights, celebrating good winning over evil. **Holi** – the festival of colours, celebrating	go to worship and read the Torah. **Prayer** – talking or listening to God, often done in quiet and respectful ways. **Prayer mat** – a special mat Muslims use to pray on, facing the city of Makkah. **Torah** – the holy book of Judaism, read in the synagogue to learn about God's laws and stories. **Respect** – showing care and kindness to people, places, and things that are important to others. **Worship music** – special songs used in different religions to praise or feel close to God.

					joy, love, and the coming of spring.	
Unit has opportunities for pupils to engage with the following disciplines:	🔍 Theology 🔍 Sociology	🔍 Theology 🔍 Sociology	🔍 Sociology 🔍 Philosophy 🔍 Theology	🔍 Theology	🔍 Theology 🔍 Sociology	🔍 Sociology 🔍 Philosophy
Substantive and disciplinary knowledge 👓 **Opportunities for personal knowledge**	<u>Beliefs and Sacred Texts</u> To listen to and talk about stories that show what **Muslims** believe about **God** (Allah) and how they try to live – for example, learning from stories like the Prophet Muhammad and the cat, which show kindness, care for animals, and respect for all living things as part of their faith. To explore Muslim art, music, and **prayer** (e.g. calligraphy showing the 99names of **Allah**, nasheeds, the Shahadah, Call to **Prayer**) as ways of expressing belief in **God**. To describe one belief that **Muslims** hold about **God**, such as the belief in only one **God** (tawhid), and to understand that **Muslims** believe **God** (**Allah**) is the creator, caring, and knows everything.	<u>Festivals and Celebrations</u> 👓 To recognise signs that **Christmas** is coming, such as decorations, lights, and music, and to explore how people prepare for it in different ways – including buying gifts, spending time with family, and for **Christians**, getting ready to celebrate the birth of **Jesus**. <u>Beliefs and Sacred Texts</u> To look at pictures of baby **Jesus** and describe what they show us about who he is – such as being special, loved, sent by **God**, and cared for by Mary and Joseph. Children will explore how the images show that	<u>Beliefs and Sacred Texts</u> To learn the story of how **Muslims** believe the **Qur'an** was revealed to the Prophet Muhammad by the angel Jibril (Gabriel), and to understand why the **Qur'an** is special – because **Muslims** believe it is the word of **God** (**Allah**) and a guide for how to live. To recognise that **Muslims** read the **Qur'an** in Arabic, the original language it was revealed in, and understand that they try to follow its teachings in their daily lives – such as being kind, honest, respectful, and caring for others.	<u>Festivals and Celebrations</u> 👓 To think about the things in our lives that are worth celebrating and why they are special. To learn about what **Christians** celebrate at Easter and why it is an important time for them – including remembering the death and **resurrection** of **Jesus**, and how this shows **Christians** that **Jesus** is alive and gives hope, new life, and **God**'s love. <u>Beliefs and Sacred Texts</u> To explore the story of **Jesus**' last meal with his friends (the Last Supper) and understand what it means to **Christians** – including how **Jesus** shared bread and wine to help his friends remember him, and how **Christians** still do this today to feel close to **Jesus**	<u>Beliefs and Sacred Texts</u> To learn that most **Hindus** believe in one **God** who is shown in many ways through **god**s and goddesses – such as Brahma the creator, Vishnu the protector, Shiva the transformer, Lakshmi who brings good fortune, and Ganesha who helps overcome problems – and to understand that each one represents a part of **God**'s power. To explore Hindu stories about **god**s and goddesses and think about what these stories teach **Hindus** about life and **God** – for example, through the story of Rama and Sita**,** which teaches that good wins over evil,	<u>Practices and Worship</u> 👓 To talk about what makes something special, sacred, or holy, and to share special places or items from our own lives. 👓 To understand why it's important to respect other people's sacred or precious belongings, and how this is shown (e.g. clean hands, clothing). To explore what places of **worship** are like in Christianity and another religion, such as a **church** and a **mosque**, and to learn how they are used for

	To understand why **Muslims** do not draw pictures of **God**, because they believe **God** is beyond anything we can imagine, and to explore how they show respect through beautiful writing (calligraphy), patterns, and designs in their art instead.	**Jesus** is important to **Christians**. To learn about the birth of **Jesus** from the **Gospel** of Luke and talk about what happens in the story – including the angel visiting Mary, the journey to Bethlehem, **Jesus** being born in a stable, the shepherds visiting, and how **Christians** celebrate this special event. To explore why the story of **Jesus**' birth is important to **Christians** today – including that it shows **God**'s love, that **Jesus** is seen as a special gift from **God**, and that **Christians** celebrate his birth at **Christmas** to remember the beginning of **Jesus**' life and his message of hope and peace.  To reflect on how **Christmas** is celebrated and what	To talk to a Muslim person (or hear about their beliefs) and understand what **God** means to them. <u>Morality and Values</u>  To reflect on our own ideas and big questions about **God** and life and respond through discussion or creative writing.  To talk about what things are precious to us and explore why **Muslims** treat special objects – like the Qur'an, **prayer** beads, and **prayer** mats – with great respect, because they help **Muslims** feel close to **God** and remind them to pray, be thankful, and live good lives. <u>Festivals and Celebrations</u> To learn how and why **Muslims** celebrate special times like **Ramadan** and Eid – including	and remember his love and sacrifice. To understand what happened when **Jesus** was crucified and why this is a sad but important part of the Easter story for **Christians** – including that **Jesus** died on the cross, **Christians** believe he did this to show **God**'s love and to forgive people, and that it leads to the joyful news of his **resurrection**. To find out what **Christians** believe happened on Easter Sunday morning – that **Jesus** rose from the dead – and understand why this gives them hope, because it shows that love is stronger than death and that **Jesus** is alive, bringing new life and joy to **Christians**.	that being loyal, brave, and truthful is important, and that **God** helps and protects those who do what is right. <u>Festivals and Celebrations</u> To find out how **Hindus** celebrate **festivals** like Diwali and Holi, and what they learn from these celebrations – such as Diwali reminding them that light is stronger than darkness and good overcomes evil (through the story of Rama and Sita), and Holi teaching the joy of new beginnings, kindness, and the importance of good choices. <u>Practices and Worship</u> To discover how **Hindus worship** at home, including using a shrine with murtis (images of gods and goddesses), saying prayers (puja), offering food, light,	prayer and **worship** – including features like altars, crosses, pews, prayer mats, domes, and call to prayer, and how people show respect and come together as a community. To learn about the meanings of symbols, artefacts, and actions used in places of **worship**, like crosses, **Torah** scrolls, or prayer mats.  To reflect on the difference between something being 'special' and something being 'sacred' and think about what those words might mean in our own lives.

		it means to **Christians** and others.	fasting during **Ramadan**, praying, giving to others, and celebrating Eid with family, food, and gifts – and to understand how these show their love and obedience to **God** (**Allah**).		and flowers, and taking part in simple rituals that show love and respect for **God** as part of daily life. To talk about what is important in our own homes and lives and compare with Hindu celebrations and rituals.	
Summative Assessment Opportunities	Match key Islamic vocabulary with pictures or definitions.	Nativity Story Sequencing	Mosque Matching Activity	Nativity Story Sequencing	A one-page poster that showcases what each child has understood about Hinduism.	Children create a folded mini booklet comparing churches and mosques**.**

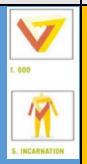
Year Group: 3	**Autumn 1**	**Autumn 2**	**Spring**	**Summer 1**	**Summer 2**	
Big Questions:	UC L2.1 What do Christians learn from the Creation story? 	UC L2.2 What is it like for someone to follow **God**? 	L2.4: Why do people pray?	L2.5: How do people from religious and non-religious communities celebrate key festivals?	UC L2.4 What kind of world did Jesus want? 	L2.9: What can we learn from religions about deciding what is right and wrong?
Unit Summary	Children explore the Christian belief in **God** as Creator and what that means for how people treat the world.	Children examine the story of Noah and explore what it means to trust and follow **God**'s instructions.	Children explore why and how people pray across Christianity, Islam, and Hinduism.	Children explore the meaning and traditions of festivals across multiple faiths.	Children explore **Gospel** teachings and how Jesus encouraged love, peace, and forgiveness.	Children examine religious and moral rules and stories to understand right and wrong.
Key vocabulary and definitions	**Creation** – the act of making something; Christians believe God created the world and everything in it. **Creator** – someone who makes things; Christians believe God is the Creator of the universe. **Genesis** – the first book of the Bible, where the Christian creation story is found. **Bible** – the holy book of Christians that contains stories and teachings about God. **God** – the all-powerful being Christians believe made and cares for the world.	**God** – the being Christians believe created the world and gives guidance to people. **People of God** - all the people who believe in God and try to live the way God wants them to. They are like one big family who care for each other, pray together, and try to do good things in the world. **Noah** – a man in the Bible who trusted God and built an ark to save his family and animals from a great flood.	**Prayer** – talking to God or a deity; people pray to give thanks, ask for help, or feel close to the divine. **Christian** – someone who follows Jesus; Christians often pray using words from the Bible. **Lord's Prayer** – a special prayer Jesus taught Christians, often said in churches and at home. **Muslim** – someone who follows Islam; Muslims pray five times a day facing Makkah.	**Festival** – a special time of celebration that often includes food, music, stories, and traditions. **Celebrate** – to enjoy and remember something important, often with family and community. **Tradition** – something people do regularly during festivals, often passed down through generations. **Community** – a group of people who share something in common, like beliefs or celebrations. **Religious** – related to belief in God or gods and practiced as part of a faith.	**Jesus** – Christians believe he is the Son of God who taught people how to live with love and kindness. **Gospel 1 –** A Greek word meaning 'good news' **2 -** The four books at the start of the New Testament which recorded the good news Jesus brought. **Sermon** – a talk or message given about God and how to live, often shared by Jesus and church leaders. **Love** – caring for others deeply, as	**Right** – doing what is good, fair, and kind to others. **Wrong** – doing something that hurts others or breaks rules. **Rules** – guidelines that help people know how to behave and treat others. **Moral** – a lesson about what is right and wrong, often found in stories or teachings. **Story of the Fall** – a Bible story about Adam and Eve making a wrong choice, which helps Christians think

	Stewardship – looking after the world carefully because it is God's creation. **Respect** – treating people, animals, and the environment kindly and thoughtfully. **Responsibility** – doing your part to care for the world and make good choices. **Nature** – the plants, animals, land, and sea that are part of God's creation. **Rest** – in the creation story, God rested on the seventh day, teaching people the importance of rest and reflection.	**Ark** – a large boat that Noah built, following God's instructions. **Flood** – a big covering of water; in Noah's story, it was sent to wash away wrongdoings in the world. **Obey** – to listen to and follow instructions; Noah obeyed God even when others did not. **Trust** – believing that someone will do what is right; Noah trusted God's plan. **Covenant** – a special promise; God made a covenant with Noah to never flood the whole earth again. **Rainbow** – the sign of God's promise to Noah and a reminder of God's love and faithfulness.	**First Surah of the Qur'an** – the opening chapter of the Qur'an, called Al-Fatihah, which Muslims recite in every prayer. **Makkah** – a holy city for Muslims; all Muslims face Makkah when they pray. **Hindu** – someone who follows Hinduism; Hindus pray in temples and at home using words and actions. **Gayatri Mantra** – a special Hindu prayer asking for wisdom and light, often recited daily. **Respect** – showing care and honour when praying or entering places of worship. **Faith** – strong belief in God or a higher power, shown through prayer and worship.	**Non-religious** – people who may not follow a religion but still take part in festivals to celebrate values like kindness or togetherness. **Chanukah** – a Jewish festival of lights that remembers a miracle and includes lighting the menorah, playing games, and eating special foods. **Diwali** – a Hindu festival of light that celebrates the victory of good over evil. **Christmas** – a Christian festival celebrating the birth of Jesus, often marked with nativity plays, giving gifts, and sharing meals. **Eid** – a Muslim festival celebrated after Ramadan with prayers, giving to charity, and joyful gatherings.	Jesus taught people to love everyone, even their enemies. **Peace** – living in harmony with others, without fighting or hurting one another. **Forgiveness** – letting go of anger and saying sorry or accepting someone's apology. **Kindness** – being caring and helpful, just as Jesus helped people in need. **Disciples** – Jesus' close followers who learned from him and shared his message. **Parable** – a story Jesus told to teach people about how to live a good life. **Compassion** – feeling care for others and wanting to help them, like Jesus did.	about temptation and responsibility. **Desmond Tutu** – a Christian leader from South Africa who spoke out against unfairness and believed in forgiveness and peace. **Martin Luther King Jr.** – a Christian pastor who stood up for equal rights using peaceful protest and love instead of hate. **Religion** – a belief system that often teaches people how to live good and caring lives. **Forgiveness** – choosing to let go of anger when someone has done something wrong. **Choice** – the ability to decide what to do; religions help guide people to make good choices.

		Faith – believing in God even when it's not easy to see or understand everything. **Follow** – choosing to live in a way that shows belief and trust in God, like Noah did.				
Unit has opportunities for pupils to engage with the following disciplines	🔍 Theology 🔍 Philosophy	🔍 Theology 🔍 Sociology	🔍 Theology 🔍 Sociology	🔍 Sociology	🔍 Theology	🔍 Theology 🔍 Philosophy 🔍 Sociology
Substantive and disciplinary knowledge **Opportunities for personal knowledge**	<u>Beliefs & Sacred Texts</u> 👓 To think about what is wonderful about the world, including nature, animals, and people. To retell the **Creation** story from the **Bible** and explain its main message: what **Christians** believe it tells them about **God** what **God** is like, and the meaning of humans being made in **God**'s image. To explore what instructions **God** might give to help people care for the world. <u>Morality & Values</u>	<u>Beliefs & Sacred Texts</u> To explore what the **Bible** is like: a collection of books, divided into chapters & verses; the difference between the Old & New Testaments, and why it is special to **Christians**. To retell the story of Noah and explain what **Christians** learn from it: why **God** chose Noah & **God**'s covenant with Noah. To understand what it might have been like for Noah and his	<u>Beliefs & Sacred Texts</u> To explore the meaning of key **prayers** from Christianity, Islam, and Hinduism: the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra. <u>Practices & Worship;</u> To learn that people pray in different ways (set and spontaneous **prayers**) and have different beliefs about how **God** hears **prayers**. To understand how some non-religious people express	<u>Festivals & Celebrations</u> 👓 To talk about special times, I celebrate and compare how my classmates celebrate too. To explore how and why people celebrate **Christmas** in different ways – including how it is celebrated in different countries and cultures (such as with food, music, and customs), how **Christians** celebrate at home (with Advent calendars, nativity scenes, and gift-giving) and at **church** (with carol services, nativity plays, and readings from the **Bible**), and to understand that while traditions may vary, **Christmas** is a time to remember the birth of **Jesus** and share love and joy.	<u>Beliefs & Sacred Texts</u> To know that the word **Gospel** means good news, and the four **Gospel** books in the **Bible** tell the life of **Jesus** and the good news he brought. To describe who **Jesus**' first disciples were and how they followed him in Matthew 4:18-19 - Calling of the first disciples. To explain how **Jesus** showed love and forgiveness through his actions, through the healing of the leper (Mark 1:40-44) and calling of the tax	<u>Beliefs & Sacred Texts</u> To explore and compare moral teachings in **Judaism**, Christianity, and Humanism, such as the Ten Commandments, the Two Commandments of **Jesus**, and the Humanist golden rule. To use religious stories to understand temptation and how people choose between right and wrong, including the story of the Fall and **Jesus** in the wilderness. <u>Morality & Values</u>

	To think about whether it is easier to live with or without rules and why. To reflect on what the **Creation** story teaches **Christians** about caring for the world.	family to follow **God**. <u>Practices & Worship; Community & Belonging</u> To find out about Christian ceremonies in which promises are made and what they mean to believers, and how these link to the story of Noah. To think about how stories and ceremonies help **Christians** show their faith, e.g. by asking and answering questions about key symbols in **baptism** and marriage.	thankfulness or take time to reflect without praying – for example, by writing in a journal, thinking quietly, spending time in nature, or showing gratitude through kind actions and words. To find out about symbols and practices used in prayer across different religions – including how **Christians** might use candles, crosses, or hands together; how **Muslims** use prayer mats, face Makkah, and pray five times a day; how **Hindus** might use a shrine, incense, and bell; and how these practices help people feel close to **God** or focus during prayer. To reflect on the impact of prayer or thankfulness and how it can help people feel calm, hopeful, or connected.	To ask people questions about how they celebrate **Christmas** and find out what matters most to them – such as spending time with family, giving and receiving gifts, going to **church**, helping others, or remembering the birth of **Jesus** – and to understand that different people may celebrate in different ways for different reasons. To learn about the **Jewish** festival of Chanukah and the Christian festival of **Christmas**, and compare how they are celebrated – including how Chanukah remembers the rededication of the Temple and the miracle of the oil, with traditions like lighting the menorah, playing dreidel, and eating fried foods; and how **Christmas** celebrates the birth of **Jesus**, with traditions like nativity scenes, **church** services, gift-giving, and decorating. Children will explore what these **festivals** mean to **Jewish** and Christian people and what is important to them during these special times. To think about why people celebrate and what **festivals** mean to different people	collector (Matthew 9:9-13). <u>Community & Belonging.</u> <u>Practices & Worship;</u> To learn that **Christians** believe **Jesus** brings good news by showing God's love and forgiveness – for example, in the story of The Lost Son (Luke 15:11–32), where the father forgives his son. To learn that **Christians** believe **Jesus** is a friend to people who are poor or left out – for example, when **Jesus** chooses to eat with Zacchaeus the tax collector (Luke 19:1–10). To learn that **Jesus**' teachings help **Christians** know how to live – for example, in the Sermon on the Mount (Matthew 5–7) where **Jesus** teaches people to be	To think about how people learn the difference between right and wrong, and how religious or non-religious guidance can help or be challenging; to explore how not everyone follows all the teachings of their religion. To learn how inspirational figures like Desmond Tutu and Martin Luther King Jr were guided by their beliefs in living a good life. To reflect on values such as love, forgiveness, honesty, and kindness, and how these influence behaviour and decision-making.

				today – such as spending time with family and friends, remembering important events or beliefs, showing thanks, having fun, or expressing their faith. Children will explore how different **festivals** (religious and non-religious) have special meanings and bring people together in different ways.	kind, humble, and forgiving.	
Summative Assessment Opportunities	Write a letter to God about how to care for the world today.	Act out the story of Noah, showing key moments of following God.	Create a prayer and/or reflection booklet showing different types of **prayers** and reflections from various religions/ spiritualities/non-religious worldviews.	Children create a Festival Celebration Booklet or Poster comparing two different key festivals – one from a religious community (e.g. Diwali, **Christmas**, Eid) and one from a non-religious or cultural celebration (e.g. New Year, Bonfire Night, Birthdays).	Role-play Jesus' teachings on forgiveness in modern/everyday scenarios.	Children create and present their own "Values Village" – a pretend community where the rules and daily life are guided by messages drawn from religions.
Religions Covered	Christians	Christians	Christians, Muslims and Hindus.	Christians, Jewish people and Hindus	Christians	Christians, Muslims, Jewish and Non-Religious.
Why this? Why now?	These units allow pupils to build on knowledge from UC unit 1.2 and the key areas of Christianity taught through previous years.	These units allow pupils to build on knowledge from UC unit 1.2 and the key areas of Christianity taught through previous years.	Pupils will deepen their understanding of both Islam and Christianity, using prior knowledge and exploration to connect reasons for why people pray.	This unit helps to consolidate learning from units 1.3, 1.7, 1.5 and 1.2, and extends on key points within the golden threads.	This unit builds on knowledge from units UC L2.1/2.2. Offering pupils the opportunity to explore big concepts in further detail.	This unit offers pupils an opportunity to begin comparing similarities and differences between all religions taught so far, discovering how each one promotes being a 'good person' and 'making positive choices and contributions.
Religions Covered	Muslims and Christians	Christians	Muslims and Christians	Christians	Hindus	Christians, Hindus and Muslims

Why this? Why now?	Pupils will begin the year by exploring a 'new' religion, developing an understanding of what Islam is and who a Muslim is.	Pupils will draw on key events in their personal lives and the school calendar, exploring the birth of Jesus.	Pupils will combine their knowledge from unit 1.2 part 1, with new knowledge about what a Muslim believes.	Pupils will draw on key events in their personal lives and the school calendar, exploring the golden thread of Jesus' death, crucifixion and resurrection.	Pupils will begin to explore the beliefs and festivals of Hinduism. This will be the first explicit topic on Hindus that children will encounter, preparing them for later units in KS2.	Pupils will begin to explore the similarities and differences between Islam and Christianity, drawing on their knowledge of the golden threads taught so far.
Year Group: Y4	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Big Questions	UC L2.3 What is the 'Trinity' and why is it important for Christians? 	L2.8: What does it mean to be Hindu in Britain today? Part 1	L2.8: What does it mean to be Hindu in Britain today? Part 2	UC L2.5 Why do Christians call the day Jesus died 'Good Friday'? 	UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost? 	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (C, H, NR)
Unit Summary	Children explore Christian belief in God as Father, Son, and Holy Spirit through the baptism of Jesus.	Children learn about Hindu worship, beliefs, and practices in a British context.	Children explore Hindu values, community roles, and challenges and joys of practicing faith in the UK.	Children explore the Easter story and Christian beliefs about **salvation**.	Children learn about the Holy Spirit and its role in the formation of the Christian Church.	Children explore key life milestones across Christianity, Judaism, and Hinduism.
Key vocabulary and definitions	**Trinity** – the Christian belief that there is one God in three persons: Father, Son, and Holy Spirit. **Father** – God as a loving parent and creator, one part of the Trinity.	**Hindu** – someone who follows the religion of Hinduism. **Hinduism** – a religion that teaches belief in one God in many forms and the importance of living a good and respectful life.	**Mandir** – a Hindu temple where people gather to worship, sing, and celebrate. **Respect** – showing care and honour; Hindus show respect in the mandir by removing their shoes before entering.	**Good Friday** – the day Christians remember Jesus' death on the cross; it is called "Good" because they believe his death brought forgiveness and hope. **Easter** – the Christian celebration of Jesus coming back to life after his death.	**Pentecost** – the Christian festival that remembers when the Holy Spirit came to Jesus' followers, giving them courage and power to share his message. **Holy Spirit** – God's invisible presence that helps, guides,	**Journey** – a path through life with different stages and experiences that help people grow and learn. **Milestone** – an important event in someone's life, such as a ceremony or celebration.

	Son – Jesus Christ, whom Christians believe is God's Son and part of the Trinity. **Holy Spirit** – God's invisible presence and power, helping and guiding Christians today. **Christian** – someone who follows the teachings of Jesus and believes in the Trinity. **Baptism** – a special ceremony where someone is welcomed into the Christian faith; Jesus was baptised to show his connection to God. **Jesus** – the Son of God in the Trinity, whose life and teachings are at the heart of Christianity. **Dove** – a symbol of the Holy Spirit, which appeared at Jesus' baptism. **Belief** – something a person accepts as true; Christians believe in the Trinity as a key part of their faith. **Relationship** – the connection between the Father, Son, and Holy Spirit,	**Puja** – a Hindu act of worship that includes prayers, offerings, and showing love to the deities, often done at home or in a mandir (temple). **Mandir** – a Hindu temple where people gather to worship and celebrate festivals. **Bhagavad Gita** – a sacred Hindu text that teaches about duty, choices, and devotion to God. **Ramayana** – a famous Hindu story that teaches about right and wrong through the lives of Rama and Sita. **Dharma** – doing the right thing and living a good life by following your duties and responsibilities. **Karma** – the belief that good actions lead to good outcomes, and bad	**Murti** – an image or statue of a Hindu deity that helps worshippers focus during prayer. **Offering** – something given to show love and devotion to God, such as flowers, fruit, incense, or prayers. **Bhajan** – a Hindu devotional song sung during worship to express love and joy for God. **Prashad** – blessed food that is shared after worship as a sign of God's love and blessing. **Moksha** – the goal of Hindu life, meaning freedom from the cycle of rebirth and becoming one with God. **Community** – Hindu communities in Britain support each other by worshipping together and celebrating festivals.	**Jesus** – Christians believe he is the Son of God who died to save people from sin. **Resurrection** – when Jesus came back to life on Easter Sunday, showing victory over death. **Salvation** – being saved from sin and given new life with God, which Christians believe Jesus made possible. **Jerusalem** – the city where the events of Holy Week, including Jesus' death and resurrection, took place. **Cross** – the symbol of Jesus' death; Christians believe he died out of love for all people. **Forgiveness** – letting go of anger and giving someone a new start; Christians believe Jesus offers forgiveness to everyone. **Hope** – the feeling that good things can happen; Jesus' resurrection gives Christians hope for eternal life. **Love** – at the heart of the Easter story, Christians believe	and strengthens Christians. **Disciple** – one of Jesus' close followers who continued his work after he returned to heaven. **Church** – the Christian community of believers; Pentecost is seen as the "birthday" of the Church. **Kingdom of God** – the idea of living the way God wants, with love, peace, justice, and kindness on Earth. **Ascension** – when Jesus returned to heaven after rising from the dead, promising to send the Holy Spirit. **Faith** – trusting in God and believing in his promises, even when they are not seen. **Mission** – being sent to do something; after Pentecost, Christians believed	**Baptism** – a Christian ceremony that welcomes someone into the faith, often when they are a baby or new believer. **Confirmation** – a Christian milestone where someone confirms their faith and chooses to follow God as they grow older. **Bar/Bat Mitzvah** – a Jewish coming-of-age ceremony where boys (Bar) at 13 and girls (Bat) at 12 take on religious responsibilities. **Reincarnation** – a Hindu belief that after death, the soul is born again in a new body, continuing its journey. **Humanist** – someone who does not follow a religion but believes in living a good life based on reason, kindness, and shared human values.

	showing love and unity in the Trinity.	actions lead to bad outcomes. **Family** – Hindu families often worship together, celebrate festivals, and pass down traditions. **Respect** – showing care for others, for deities, and for the world—an important value in Hindu life.	**Faith** – strong belief in God and a way of life that includes worship, kindness, and following Hindu values. **Joy** – the happiness many Hindus feel when practicing their faith, singing bhajans, and being part of their community.	Jesus' death was the greatest act of love.	they had a mission to share Jesus' message. **Community** – a group of people who support one another; after Pentecost, Christians gathered to learn, pray, and care for others. **Courage** – the strength to do something even when it's hard; the Holy Spirit gave Jesus' followers courage to speak about their faith.	**Ceremony** – a special event to mark a life change or celebration, such as a wedding or naming day. **Faith** – belief in something greater, often guiding how people mark life's big moments. **Identity** – who a person is, shaped by their beliefs, culture, and life experiences.
Unit has opportunities for pupils to engage with the following disciplines:	🔍 Theology 🔍 Sociology	🔍 Theology 🔍 Sociology		🔍 Theology 🔍 Sociology	🔍 Theology 🔍 Sociology	🔍 Philosophy 🔍 Sociology 🔍 Theology
Substantive and disciplinary knowledge 👓 **Opportunities for personal knowledge**	<u>Beliefs and Sacred Texts</u> To understand what **Christians** mean by the **Trinity** – that **God** is one but known as Father, Son, and Holy Spirit – and to explore why this is a core belief, showing that **God** is the loving creator (Father), came to earth as **Jesus** (Son), and is always with people today	<u>Practices and Worship</u> To identify key Hindu objects found in the home – such as murtis (images of **god**s and goddesses), a puja tray (which may include a bell, incense, light, and water), and the OM symbol – and to explain how these	<u>Morality and Values</u> To explore the four aims of Hindu life – **dharma** (doing the right thing), artha (earning and providing), kama (enjoying life), and **moksha** (freedom from the cycle of life and death) – and to compare these with pupils' own goals and values, such as being	<u>Beliefs and Sacred Texts</u> To retell the key events of the **Easter** story – including **Jesus**' arrival in Jerusalem (Palm Sunday), the Last Supper with his disciples, **Jesus**' arrest and crucifixion (Good Friday), and the **resurrection** on **Easter** Sunday – and to understand why these events are important to **Christians**, especially in their prayers,	<u>Beliefs and Sacred Texts</u> To explain what happened at Pentecost – including how the Holy Spirit came to **Jesus**' followers with a sound like wind and flames above their heads – and why it is an important event	<u>Beliefs and Sacred Texts</u> 👓 To explore the idea of life as a journey – identifying key milestones such as birth, starting school, making friends, and growing up – and using metaphors (like paths, mountains, or

	(Holy Spirit), helping and guiding them. To learn the story of **Jesus**' baptism (e.g. from Matthew 3:13–17 or Mark 1:9–11) and understand why it matters to **Christians** – including how **Jesus** was baptised by John the Baptist, how **Christians** believe this moment showed **Jesus** as **God**'s Son, and how it shows the presence of the **Trinity** (Father, Son, and Holy Spirit) together. To explore what **baptism** and **Trinity** texts mean to **Christians** today**,** using examples from the **Gospel**s and Christian **worship**. To know what the **Gospel**s are **–** the first four books of the New Testament (Matthew, Mark, Luke, and John**) –** and how they share the story of **Jesus**. <u>Practices and Worship</u> To describe how **Christians** show belief in the **Trinity** – for example, by making the sign of the cross, praying to **God** as Father, Son, and Holy Spirit, saying Trinitarian blessings (like "in the name of the Father, the Son and the Holy Spirit"), or singing hymns that talk about the three-in-one nature of **God**.	objects are used in **worship** and what they mean, helping **Hindus** show respect, focus during prayer, and feel close to **God**. To describe what Hindu families do during the week to show their faith – such as performing daily puja (**worship**) at a home shrine, offering and blessing food before meals, reading or listening to stories from holy texts like the Bhagavad Gita or Ramayana, and showing respect to elders and all living things as part of their beliefs. To compare Hindu family rituals and values with those from pupils' own homes, spotting similarities and differences. <u>Beliefs and Sacred Texts</u> To retell the story of Rama and Sita and	kind, working hard, enjoying hobbies, and thinking about what matters most in life. <u>Practices and Worship</u> To describe what **Hindus** do when they visit a mandir (temple) – including removing their shoes as a sign of respect, offering **prayers** and flowers to the murtis (images of deities), singing bhajans (devotional songs), making offerings like fruit or incense, and receiving prashad (blessed food) as a sign of **God**'s blessing. To recognise and interpret Hindu symbols and images that show different deities and their characteristics – for example, Ganesha with an elephant head showing wisdom and the removal of obstacles, Lakshmi with coins and lotuses showing wealth and good	**worship**, and celebrations at **Easter**. To explain why the Easter story is important to **Christians**, and what it shows about their beliefs – including the belief that **Jesus** died to forgive sins, that he rose again to bring hope of new life, and that **Easter** shows **God**'s love, power, and the promise of life after death for those who follow him. To understand the meaning of the Last Supper – when **Jesus** shared bread and wine with his disciples before his death – and how it links to Christian practices like communion, where **Christians** today remember **Jesus**' sacrifice, give thanks, and feel close to him by sharing bread and wine in **church**. <u>Practices and Worship</u> To describe how **Christians** show their beliefs in everyday life – through actions like helping others and giving to charity, through words such as praying or speaking kindly, and through choices like forgiving, being honest, and following **Jesus**' teachings at	for **Christians**, because it marks the beginning of the **Church** and reminds them that **God**'s Spirit gives them courage, guidance, and strength to share the good news of **Jesus**. To describe who the Holy Spirit is – the part of **God** that **Christians** believe is always with them – and how **Christians** believe the Holy Spirit was given at Pentecost, when **Jesus**' followers were filled with **God**'s power to speak boldly, share the good news, and begin the work of the **Church**. To explore the link between Pentecost, the Holy Spirit, and the Kingdom of **God** – including how **Christians** believe the Holy Spirit was sent at Pentecost to help **Jesus**' followers share **God**'s love, and how this began the work of building the Kingdom of **God**,	signposts) to describe life's experiences, challenges, and changes. Children will reflect on how people grow and learn through different stages of life. <u>Festivals and Celebrations</u> To learn about religious ceremonies that mark life stages**,** such as **baptism**, confirmation, bar/bat mitzvah, and sacred thread ceremonies, and understand their meanings and symbols. <u>Festivals and Celebrations</u> To compare how different religions and worldviews mark important life events – such as birth, coming of age, marriage, and death – including religious ceremonies like Christian **baptism**s, Hindu weddings, or Muslim naming ceremonies, as well as non-religious

		explain what it teaches **Hindus** about the battle between good and evil, the importance of duty (**dharma**), and devotion – including how Rama keeps his promises, how Sita stays loyal, and how their story is remembered during Diwali as a symbol of light overcoming darkness. To understand the Hindu belief in **karma** – the idea that good actions lead to good outcomes and bad actions lead to negative outcomes – and to explore how this belief guides how **Hindus** try to live. Children will link this to the game of snakes and ladders, where ladders represent good actions that help you move forward, and snakes represent bad actions that set you back.	fortune, and Shiva with a trident and drum representing power and **creation**. Children will explore how these symbols help **Hindus** understand and remember the qualities of each deity. To ask and answer questions about how Hindu children or teenagers show their faith in daily life – such as taking part in daily puja at home, joining in with **festivals** like Diwali and Holi, learning prayers or stories from sacred texts, visiting the mandir, showing respect to elders, and making kind or thoughtful choices based on Hindu values like ahimsa (non-violence). To learn about **Hindus** who made a difference in the world, such as Mahatma Gandhi, and explain how their	home, in school, and in their communities. <u>Morality and Values</u> To reflect on how Christian beliefs about **Easter** influence how believers live – including how the **resurrection** gives them hope, how **Jesus**' death encourages them to forgive others, and how **Easter** reminds them to live with love, kindness, and care for others, just as **Jesus** taught.	where people live with love, peace, and justice. Children will learn how **Christians** today try to continue this mission through **worship**, prayer, and caring for others. To understand what **Christians** mean by the 'Kingdom of **God**' – a way of describing **God**'s ideal world where people live with love, justice, and peace – and to explore how **Christians** believe they can help build this kingdom by following **Jesus**' teachings, caring for others, and standing up for what is right. <u>Practices and Worship</u> To describe how **Christians** show their belief in the Holy Spirit – through **worship** by singing and praying for guidance, through personal and group prayer asking for strength and comfort, and by living their	celebrations like Humanist naming days and civil weddings. Children will explore what these events mean to the people who take part in them and how they reflect their values and beliefs. <u>Morality and Values</u> To identify different commitments people make in life – such as promises in friendships, family responsibilities, joining a sports team, or following a religion – and to consider how these commitments shape a person's values, choices, and actions. Children will explore examples like **baptism**, prayer, marriage, or choosing to care for others, and reflect on the commitments they might make in their own lives. <u>Beliefs and Sacred Texts</u> To understand how beliefs about life after death influence how

			faith guided their actions.		lives with love, patience, kindness, and courage, which they believe are gifts of the Holy Spirit.	**Christians**, **Hindus**, and Jews mark the end of life – including Christian beliefs in heaven, Hindu beliefs in **reincarnation**, and **Jewish** beliefs in the soul and remembrance. Children will explore how these beliefs shape funeral practices and how each faith community supports people in times of grief through **prayers**, rituals, and acts of kindness
Summative Assessment Opportunities	Create a baptism invitation explaining the Trinity.	Produce a Hindu lifestyle guidebook for children in Britain.	Make a slideshow about Hindu festivals and values.	Write a reflective poem on Good Friday from a disciple's perspective.	Design a stained-glass window showing symbols of Pentecost.	Create a comparison chart of life journey milestones across religions.
Religions Covered	Christians	Hindus	Hindus	Christians	Christians	Christians, Jewish and Hindus
Why this? Why now?	This unit opens the year with an exploration of the golden thread of 'the Holy Trinity', offering an opportunity to revisit prior learning and explore new concepts, ready for pupils to extend their knowledge throughout UKS2.	This unit Introduces Hinduism to the LKS2 pupils, allowing them to begin drawing on their understanding of religion and faith in other communities and compare this with new knowledge.	This unit Introduces Hinduism to the LKS2 pupils, allowing them to begin drawing on their understanding of religion and faith in other communities and compare this with new knowledge.	This unit will allow pupils to deepen their understanding of Easter and its importance to Christians, following on from units UC 1.5, UC F3, F1 and L2.5.	This unit will allow pupils to deepen their understanding of Easter and its importance to Christians, following on from units UC 1.5, UC F3 and unit F1.	This unit begins to explore some of the concepts around life and death, allowing pupils to build on their knowledge of why each religion may have different views on this.

Year Group: Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Questions	UC U2.1: What does it mean if Christians believe God is holy and loving?	UC U2.4 Why do Christians believe Jesus was the Messiah?	U2.6 What does it mean to be a Muslim in Britain today?		U2.5: What would Jesus do?	Key Question (U2.7): What matters most to Christians and Humanists?
Unit Summary	Children explore Christian descriptions of God and how this influences worship and lifestyle.	Children explore prophecies in the Bible and how Christians see Jesus as the promised saviour.	Children study the Five Pillars of Islam and explore how Muslims live out their faith.		Children apply Jesus' teachings to modern ethical issues like generosity, justice, and forgiveness.	Children compare Christian and Humanist beliefs about morality, purpose, and how to live a good life.
Key vocabulary and definitions	**Christian** – someone who follows the teachings of Jesus and believes in one God. **God** – the all-powerful and caring being that Christians believe created the world and loves all people. **Holy** – completely pure, perfect, and set apart; Christians believe God is holy and worthy of deep respect. **Loving** – showing great kindness, care, and forgiveness; Christians believe God loves everyone unconditionally. **Worship** – showing honour, love, and thanks to God through prayer, music, and actions.	**Christian** – someone who follows the teachings of Jesus and believes he is the Son of God. **Jesus** – Christians believe he is the Messiah, the promised saviour sent by God. **Messiah** – a special person promised in the Bible who would save people and bring peace; Christians believe Jesus is this person. **Prophecy** – a message from God about something that will happen in the future; Christians believe	**Muslim** – someone who follows the religion of Islam and believes in one God, called Allah. **Islam** – a religion that teaches peace, kindness, and obedience to God's guidance through the Prophet Muhammad. **Allah** – the Arabic word for God; Muslims believe Allah is the one true God who is merciful and wise. **Five Pillars** – the five key duties every Muslim tries to follow: Shahadah (faith), Salah (prayer), Zakat (charity), Sawm (fasting), and Hajj (pilgrimage). **Shahadah** – the declaration of faith: "There is no god but Allah, and Muhammad is his messenger." **Salah** – prayer performed five times a day facing Makkah, showing devotion to Allah. **Zakat** – giving to charity to help those in need, usually a set percentage of savings.		**Jesus** – Christians believe he is the Son of God who taught people how to live with love, kindness, and fairness. **Teaching** – the lessons and messages Jesus gave to help people know how to live good and loving lives. **Parable** – a simple story Jesus told to teach a deeper meaning, often about kindness, forgiveness, or justice. **Generosity** – giving to others freely, not just with money, but with time, care, and kindness.	**Christian** – someone who follows the teachings of Jesus and believes in God. **Humanist** – someone who does not follow a religion but believes people can live good, kind, and meaningful lives using reason and empathy. **Moral** – knowing what is right and wrong and choosing to do what is good. **Values** – the beliefs and ideas that guide how people choose to live, such as honesty, kindness, and fairness. **Golden Rule** – the teaching to treat

	Prayer – speaking or listening to God, often to give thanks, ask for help, or seek guidance. **Praise** – showing joy and thankfulness to God, often through singing or words of worship. **Forgiveness** – letting go of anger or blame; Christians believe God forgives those who are truly sorry. **Bible** – the holy book of Christians that teaches about God's character and how to live a good life. **Lifestyle** – the way a person lives each day; Christians aim to show love, kindness, and fairness in their actions because of what they believe about God.	Jesus fulfilled many Bible prophecies. **Scriptures** – holy writings; for Christians, this includes the Bible, especially the Old and New Testaments. **Saviour** – someone who rescues or saves others; Christians believe Jesus came to save people from sin. **Resurrection** – when Jesus came back to life after dying on the cross, proving to Christians that he is the Messiah. **Salvation** – being saved from sin and given new life with God; Christians believe this is possible through Jesus. **Hope** – a strong belief that good things will happen; Jesus' life, death,	**Sawm** – fasting during the month of Ramadan from sunrise to sunset, to grow in self-control and thankfulness. **Hajj** – a special journey or pilgrimage to Makkah that Muslims try to make at least once in their life if they are able. **Faith** – strong belief in and commitment to God; for Muslims, faith shapes daily life, choices, and community actions.	**Justice** – treating everyone fairly and standing up for those who are treated unfairly. **Forgiveness** – letting go of anger when someone has done wrong and offering them a new chance, as Jesus taught. **Love** – caring deeply for others; Jesus taught people to love everyone, even their enemies. **Compassion** – feeling care for others and taking action to help them, especially those in need. **Golden Rule** – Jesus' teaching: "Treat others as you want them to treat you." **Ethics** – ideas about what is right and wrong; Christians look to Jesus' life and teachings to guide their choices today.	others as you would like to be treated; shared by Christians and Humanists. **Love** – a key Christian value; Jesus taught that loving God and others is most important. **Kindness** – treating others with care and respect; both Christians and Humanists believe this is an important part of a good life. **Purpose** – the reason for living; Christians may find purpose in serving God, while Humanists may find purpose in helping others and making the world better. **Conscience** – the inner voice that helps people decide what is right or wrong. **Responsibility** – being trusted to do the right thing and care for others and the world.

		and resurrection give Christians hope. **Faith** – trusting in God and believing in his promises, even when they can't be seen.			
Unit has opportunities for pupils to engage with the following disciplines:	Sociology Theology	Theology Sociology	Theology Philosophy Sociology	Theology Philosophy Sociology	Philosophy Sociology Theology
Substantive and disciplinary knowledge **Opportunities for personal knowledge**	Morality and Values To explore different ways we can find out about a person – by looking at what they say, how they behave, and what others say about them – and to apply this idea to understanding key religious figures such as **Jesus**, **Muhammad**, or the Buddha. Children will consider how stories, teachings, actions, and the views of followers help people learn about someone's character and beliefs.	Beliefs and Sacred Texts To identify times when people need help – such as when they are sad, sick, lonely, or facing a challenge – and to explore how different beliefs and stories show people receiving help. This could include religious stories like the Good Samaritan (Christianity), Krishna helping his	Beliefs and Sacred Texts To recall and share what pupils already know about Islam – such as key beliefs, practices, and **festivals** – and to use Census data to find out how many **Muslims** live in Britain and in the local area. Pupils will explore how Islam is part of the wider community and reflect on the importance of understanding and respecting different beliefs in a diverse society. Practices and Worship To understand the meaning and purpose of the **Five Pillars** of Islam– Shahadah (declaration of faith), Salat (daily prayer), Zakat (giving to charity), Sawm (fasting during **Ramadan**), and Hajj (pilgrimage to Makkah) – and to explain how these practices affect the daily and yearly lives of **Muslims**.	Beliefs and Sacred Texts To explore what **Jesus** taught about generosity and greed, using stories such as the Rich Fool (Luke 12:13–21) and the Widow's Offering (Mark 12:41–44). Pupils will learn that **Jesus** warned against storing up wealth selfishly and praised giving from the heart, showing that generosity, even in small amounts, is	Morality and Values To identify and rank different types of bad behaviour, using examples from stories, media, and real life, and explain why some actions seem worse than others. To explore why people, do good or bad things, and link this to Christian beliefs about humans being made in **God**'s

	<u>Beliefs and Sacred Texts</u> To consider how people describe **God** using words, images, and symbols – including descriptions from religious texts, art, songs, and **prayers**. Children will explore how different religions use symbols like light, water, a shepherd, or a king to express their understanding of **God's** nature and reflect on how these help people relate to and think about **God**. To learn how **God** is described in the **Bible** through stories, psalms, and names – such as Creator in Genesis, Shepherd in Psalm 23, and King in various parables and **prayers**. Children will explore what these names and images reveal about **God**'s character, and how they help **Christians** understand their relationship with **God**. To think about why **Christians**, believe **God** is worth **worship**ping, based on what the **Bible** says about **God**'s power, love, and goodness – for example, creating the world, caring for people like a shepherd, forgiving others, and helping those in need. Children will	devotees (Hinduism), or examples of people helping others in real life, inspired by their faith or values. To understand what happened at the end of the Old Testament, including the **Jewish** people's hopes and challenges – such as living under foreign rule, waiting for a promised **Messiah** or rescuer, and trying to remain faithful to God's laws during difficult times. To learn what **Jewish** people expected from the **Messiah** – such as a powerful leader chosen by God who would bring justice, peace, and freedom, restore Israel, and help people follow God's laws. Children will explore how these expectations were shaped by **Jewish** scriptures and the difficult	Pupils will explore how the **Five Pillars** guide **Muslims** in their routines, choices, celebrations, and relationships with others and with God. <u>Community and Belonging</u> To discuss the value and challenges of following the **Five Pillars,** and how they support the Muslim community (ummah). <u>Beliefs and Sacred Texts</u> To explore the Shahadah (the Muslim declaration of faith) and the 99 names of **Allah**, and to understand how these reflect the Islamic belief in tawhid – the oneness of God. Pupils will learn how the Shahadah expresses the core belief that there is only one God and that **Muhammad** is His messenger, and how the 99 names describe **Allah's** qualities, helping **Muslims** feel closer to God in **worship** and daily life. To learn about the **Qur'an** – how **Muslims** believe it was revealed to the Prophet **Muhammad** by the angel Jibril (Gabriel), how it is treated with great respect (such as being kept clean, placed on a stand, and never touched without washing hands), and how its teachings guide **Muslims** in how to live, pray, and treat others. To understand the role of the Sunnah and Hadith in providing guidance to **Muslims**, alongside the Qur'an. Pupils will learn that while the **Qur'an** is the main holy book in Islam, the Sunnah (the example of the Prophet **Muhammad**'s life) and the Hadith (his recorded sayings and actions) also help **Muslims** understand how to live, make decisions, and follow the teachings of Islam in daily life. <u>Morality and Values</u> To compare Islamic guidance – from the Qur'an, Sunnah, and Hadith – with the kinds of guidance pupils	valued by **God** more than how much is given. <u>Morality and Values</u> To understand how **Jesus**' teachings relate to real-life problems today – such as poverty, selfishness, or injustice – by exploring how stories like the Good Samaritan, the Rich Man and Lazarus, or the Sheep and the Goats encourage people to help others, share what they have, and stand up for what is right. Pupils will reflect on how **Christians** try to follow **Jesus**' example in responding to these challenges. To reflect on the question *"What would **Jesus** do?"* and apply his values – such as kindness, forgiveness, fairness, and compassion – to everyday situations.	image and the story of the Fall. To compare different 'codes for living', including Christian teachings (e.g. love **God** and neighbour) and Humanist values (e.g. honesty, kindness, fairness). To understand and reflect on key moral values, such as peace, honesty, and love, and explore how they guide behaviour in everyday life. To think about how people make difficult moral choices, especially when values clash, and reflect on how personal beliefs influence decisions.

	explore how these beliefs inspire **Christians** to pray, sing, give thanks, and live with kindness and trust in **God**. <u>Practices and Worship</u> To reflect on how people's ideas about **God** can shape the way they live and **worship** – for example, if they believe **God** is loving, they may try to be kind and caring; if they believe **God** is powerful, they may pray for help and guidance; they may show respect through rituals, songs, and special places of **worship**.	times the **Jewish** people experienced. To explore why **Christians** believed **Jesus** was the **Messiah**, using examples from the New Testament – such as his miracles, teachings about love and forgiveness, fulfilment of prophecies, and **resurrection**. Children will learn how these stories led **Jesus**' followers to believe he was the one sent by God to bring hope, **salvation**, and a new kind of kingdom based on peace and justice. To compare **Jewish** expectations of the **Messiah** with Christian beliefs about **Jesus** – understanding that many **Jewish** people expected a strong political or military leader to bring freedom and justice, while **Christians** believe **Jesus** fulfilled these hopes	use in their own lives, such as advice from family and friends, school rules, books, or personal beliefs. Pupils will explore how people make choices about right and wrong, and how different sources of guidance help shape values, actions, and decisions. <u>Practices and Worship</u> To explore Islamic art and calligraphy and explain how it reflects Muslim beliefs about God and **worship**. Pupils will learn that because **Muslims** believe God (**Allah**) cannot be pictured, they use beautiful patterns, geometric designs, and Arabic calligraphy – often including verses from the **Qur'an** or names of **Allah** – to express devotion, show respect, and create spaces that encourage reflection and **worship**. To investigate the features of a **mosque** and explain how its design, activities, and rituals reflect Islamic beliefs. Pupils will explore key features such as the prayer hall, mihrab (showing the direction of Makkah), minaret, prayer mats, and washing areas (wudu), and learn how these support the practice of prayer (salah), community **worship**, and the belief in cleanliness, unity, and submission to **Allah**.	Pupils will explore real-life examples and moral dilemmas, thinking about how **Jesus**' teachings and actions might guide choices about how to treat others and respond to challenges. To consider how people today try to live by **Jesus**' values – such as love, forgiveness, kindness, and justice – and what difference this can make in the world. Pupils will explore examples of individuals and organisations (e.g. charities, peacemakers, volunteers) who are inspired by **Jesus**' teachings, and reflect on how living by these values can help others and bring about positive change in communities.	

		in a different way through love, forgiveness, and spiritual **salvation**. Children will reflect on how these different views shaped the beginnings of Christianity and the differences between the two faiths.			
Summative Assessment Opportunities	Write a biography-style report on how Christians describe God.	Create an illustrated timeline showing prophecies and Jesus as the Messiah.	Design a Five Pillars board game to teach others about Islam.	Write a newspaper article about Jesus' teachings in a modern context such as helping the poor or charity work.	Hold a 'Values Debate'. A fun and thoughtful role play, or debate or panel show where children take on different roles and discuss important questions.
Religions Covered	Christians	Christians	Muslims	Christians	Christians and non-religious
Why this? Why now?	This unit builds on knowledge taught previously, pupils will begin to connect theology, and social sciences to explore the concept of God in a deeper way.	This unit builds on knowledge taught previously.	This unit builds on knowledge taught previously; pupils will begin to connect theology, philosophy, and social sciences to explore the golden threads in a deeper way	This unit allows pupils to return to previous learning from unit L2.9, and further explore 'right and wrong' in the context of Jesus lived his life and the parables within the Bible that demonstrate 'What Jesus would do'.	This unit allows pupils to begin making connections between religion and non-faith communities, drawing on their knowledge of the Golden threads for each religion, and learning from units L2.9 and UC U2.4 to understand the similarities and differences between Humanists and Christians.

Year Group: Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Questions	U2.1: Why do some people believe God exists?	UC U2.2  **Creation** and science: conflicting or complementary?	U2.9 What can be done to reduce racism? Can religion help?	UC U2.6 What do Christians believe Jesus did to 'save' people? 	UC U2.8 For Christians, what kind of King is Jesus? 	U2.3 What do religions say to people when life gets hard?
Unit Summary	Children explore philosophical questions about belief and non-belief in God.	Children examine Christian and scientific views on the origins of the universe.	Children explore how religious and non-religious teachings promote equality and challenge injustice.	Children reflect on Holy Week events and explore Christian beliefs about atonement.	Children examine parables and teachings about the Kingdom of God and what type of leader Jesus was.	Children reflect on religious and non-religious views about suffering, death, and hope.
Key Vocabulary and definitions	**Belief** – accepting something as true; many people believe in God even if they cannot see Him. **God** – a higher power or creator that some people believe made and cares for the world. **Theist** – someone who believes in God or gods. **Atheist** – someone who does not believe in God or any gods. **Agnostic** – someone who is unsure whether God exists or believes we cannot know for certain. **Faith** – trusting and believing in something beyond proof,	**Creation** – the belief that God made the world and everything in it, as described in the Bible. **Science** – the study of the natural world using observation, evidence, and investigation. **Genesis** – the first book of the Bible, which includes the Christian creation story. **Big Bang** – a scientific theory that explains how the universe began from a huge explosion around 13.8 billion years ago.	**Racism** – treating someone unfairly or unkindly because of their race or skin colour. **Equality** – the belief that everyone should be treated fairly and have the same rights and opportunities. **Justice** – making sure people are treated fairly and wrongs are made right. **Prejudice** – judging someone unfairly before knowing them, often based on appearance or background. **Discrimination** – treating someone differently in a	**Jesus** – Christians believe he is the Son of God who came to Earth to save people from sin. **Holy Week** – the week leading up to Easter, remembering the final days of Jesus' life, including his death and resurrection. **Crucifixion** – the death of Jesus on a cross; Christians believe he died to take the punishment for human sin. **Resurrection** – when Jesus came back to life on Easter Sunday, showing his power over death and offering hope to believers. **Salvation** – being saved from sin and its consequences; Christians believe Jesus offers salvation to all who trust in him.	**Jesus** – Christians believe he is the Son of God and a special kind of king who came to serve others, not to rule with power. **Kingdom of God** – Jesus' vision of a world where people live with love, peace, fairness, and kindness as God wants. **Parable** – a simple story Jesus told to teach deep lessons about life, God, and how to treat others. **Servant King** – the idea that Jesus is a king who leads by helping others and showing love, rather	**Suffering** – pain, sadness, or hardship that people experience in life. **Hope** – a feeling that things will get better; many religions offer hope during difficult times. **Funeral** – a special ceremony to remember someone who has died. **Resurrection** – the Christian belief that Jesus rose from the dead, giving hope of life after death. **Reincarnation** – a Hindu and Buddhist belief that the soul is

	often used to describe belief in God. **Philosophy** – thinking deeply about big questions like why we exist or whether God is real. **Evidence** – facts or reasons people use to support what they believe or don't believe. **Creation** – the idea that the world was made by a higher power; many theists see the world as evidence of God. **Wonder** – a feeling of amazement that can lead people to think about big questions, like whether there is a God.	**Evolution** – a scientific theory that living things have developed and changed over millions of years. **Conflict** – when two ideas seem to disagree, such as when creation and science are seen as opposites. **Complementary** – when two ideas work together or support each other; some people see science and faith as complementary. **Interpretation** – how someone understands a text or idea; Christians may interpret Genesis literally or symbolically. **Belief** – accepting something as true; beliefs about how the world began can be shaped by religion or science. **Wonder** – a feeling of awe that can	negative way because of who they are. **Religion** – belief systems like Christianity, Islam, and others that teach values such as love, respect, and fairness. **Golden Rule** – a teaching shared by many religions: treat others as you would like to be treated. **Role model** – a person whose actions set a good example for others, like Martin Luther King Jr. or Desmond Tutu. **Injustice** – when people are treated unfairly or denied their rights. **Respect** – valuing others, their beliefs, and their differences, and treating everyone with kindness.	**Atonement** – the idea that Jesus' death makes things right between God and people. **Sin** – actions or thoughts that go against God's ways; Christians believe sin separates people from God. **Forgiveness** – letting go of wrongs; Christians believe Jesus' death allows people to be forgiven by God. **Easter** – the most important Christian celebration, marking Jesus' resurrection. **Love** – Christians believe Jesus' actions during Holy Week show God's deep love for all people.	than by force or wealth. **Leader** – someone who guides others; Jesus led through compassion, truth, and example. **Power** – the ability to lead or make decisions; Jesus used his power to heal, forgive, and serve. **Love** – a central message in Jesus' teaching; Christians believe true leadership is based on love for others. **Justice** – fairness and doing what is right; Jesus taught that everyone matters and should be treated equally. **Peace** – a key part of the Kingdom of God; Jesus taught people to be peacemakers. **Hope** – Christians believe Jesus' teachings give hope for a better world	reborn into a new life after death. **Karma** – the belief that good or bad actions affect what happens in this life or future lives. **Grief** – the deep sadness people feel when they lose someone they love. **Prayer** – talking to God or a higher power, often for comfort, strength, or peace during hard times. **Comfort** – something that helps people feel better when they are sad or hurting; many find comfort in faith, family, or rituals. **Belief** – trusting in something greater, like God, an afterlife, or the power of kindness, especially in times of suffering.

		come from thinking about the universe, shared by both scientists and religious believers.			where love and justice rule.	
Unit has opportunities for pupils to engage with the following disciplines:	🔍 Philosophy 🔍 Sociology	🔍 Theology 🔍 Sociology 🔍 Philosophy	🔍 Theology 🔍 Sociology	🔍 Theology 🔍 Sociology	🔍 Theology	🔍 Theology 🔍 Philosophy 🔍 Sociology
Substantive and disciplinary knowledge 👓 **Opportunities for personal knowledge**	<u>Beliefs and Sacred Texts</u> To find out how many people believe or do not believe in **God** locally, nationally, and globally, using census and survey data. To understand the terms theist, atheist, and agnostic, and explain what they mean. Pupils will learn that a theist believes in **God** or **god**s, an atheist does not believe in **God**, and an agnostic is unsure or believes we cannot know for certain. They will explore how these different worldviews influence how people think about life, purpose, and big questions about belief. To explore what **Christians** believe **God** is like, using names and metaphors from the **Bible**. Pupils will investigate how **Christians**	<u>Beliefs and Sacred Texts</u> To explore the meaning and literary structure of Genesis 1:1–2:3 as a theological **creation** text. Pupils will examine how the structured pattern of **creation** over six days, followed by a day of rest, reflects key theological ideas such as order, purpose, and the goodness of **creation**. They will consider how this text expresses beliefs about **God** as a powerful and intentional creator, and how it continues to shape Christian understanding of	<u>Morality and Values</u> 👓 To understand key ideas about racism and religion by learning from people who have worked to reduce prejudice and hatred. Pupils will explore how racism can affect individuals and communities, and how some people of faith and non-faith backgrounds—such as Martin Luther King Jr, Malala Yousafzai, or local community leaders—have stood up for justice, equality, and respect. They will reflect on how religious and moral values can inspire action against	<u>Beliefs and Sacred Texts</u> To explore how different artworks show the story and emotions of **Jesus**' last days. Pupils will examine a range of paintings, sculptures, or stained-glass images that depict key moments such as the Last Supper, the Garden of Gethsemane, the **Crucifixion**, and the **Resurrection**. They will discuss how artists use colour, expression, and symbolism to show the emotions of **Jesus** and others and reflect on how these artworks help people connect with the meaning of the **Easter** story. To use drama to express the meaning and message of key moments in the **Easter** story. Pupils will explore scenes such as the Last Supper, **Jesus**' arrest, Peter's denial, the **Crucifixion**, and the	<u>Beliefs and Sacred Texts and Morality and Values</u> To explore the parables **Jesus** told about the Kingdom of **God** and understand what they mean. Pupils will study parables such as the Mustard Seed, the Lost Sheep, and the Good Samaritan, examining how **Jesus** used simple stories with deeper meanings to show what **God**'s Kingdom is like – a place of growth, inclusion, love, and justice. They will reflect on how these stories challenge people to live with kindness, compassion, and faith. To understand	<u>Morality and Values</u> 👓 To ask and explore big questions about life, death, suffering, and what matters most. Pupils will reflect on different religious and non-religious responses to these questions, including ideas about purpose, the afterlife, and how people find meaning in difficult times. They will discuss their own thoughts and listen to others' views respectfully, considering how beliefs, experiences, and values shape the way people respond to life's biggest challenges.

	describe **God** as Creator, King, Shepherd, Father, Light, and Rock, and how these images help believers understand **God**'s nature as powerful, caring, guiding, and dependable. They will reflect on how these metaphors influence Christian **worship**, prayer, and daily life. <u>Morality and Values</u>  To examine reasons why some people believe in **God** and others do not, including personal, philosophical, and scientific views. Pupils will explore why some people believe in **God** because of personal experiences, upbringing, or faith, while others may rely on science, question the evidence, or hold different worldviews. They will learn to consider different perspectives respectfully and reflect on their own thoughts and questions.  To consider how belief or non-belief in **God** might influence a person's daily life, values, and decisions. Pupils will explore how religious believers may be guided by teachings, prayer, or a sense	human responsibility and the value of the natural world. To learn about scientific ideas related to the **creation** of the universe, such as the Big Bang theory. Pupils will explore how scientists explain the origin of the universe through the Big Bang, examining key concepts such as expansion, time, and matter. They will consider how scientific explanations differ from religious **creation** stories and begin to reflect on how science and belief can offer different kinds of understanding about where the universe comes from. To ask and attempt to explore big questions about existence and life. To compare religious and scientific	discrimination and help build a more inclusive society. To learn in detail about the stories behind the statues of Edward Colston and John Wesley in Bristol. Pupils will explore who these historical figures were, what they are remembered for, and why their statues have become the focus of public discussion. They will examine Colston's role in the transatlantic slave trade and charitable giving, and Wesley's role as a Christian preacher and founder of Methodism. Pupils will reflect on how people's actions are remembered differently, and how communities today decide which stories and values should be celebrated or challenged in public spaces. To explore how music, film, prayer, and art have	**Resurrection**. Through role-play, freeze frames, or short performances, they will reflect on the emotions and choices of the characters, and consider how these events communicate Christian beliefs about forgiveness, sacrifice, and hope. To investigate who was involved in the events leading to **Jesus**' death and reflect on different points of view. Pupils will explore the roles of key figures such as **Jesus**, Judas Iscariot, the disciples, Pontius Pilate, the religious leaders, and the crowd. They will consider each person's actions, motivations, and emotions, and reflect on how different people might have understood or responded to the events of Holy Week. <u>Morality and Values</u> To understand Christian beliefs about why **Jesus** died and what his death means to them. Pupils will learn that many **Christians** believe **Jesus** died to take the punishment for human sin, to show **God**'s love, and to make a way for people to be forgiven and have a relationship with **God**. They will explore how **Jesus**' death is seen as a sacrifice and	what **Christians** can learn from the parable of the feast (Luke 14:15–24). To explain the message of the parable of the Unforgiving Servant (Matthew 18:21–35) and understand what it teaches about forgiveness. Pupils will explore how **Jesus** used this parable to show that people who are forgiven should also forgive others. They will reflect on the importance of mercy, fairness, and compassion, and consider how this teaching might influence Christian attitudes toward relationships and making peace. <u>Morality and Values</u> To think about the qualities that make a good king and why they matter. Pupils will explore characteristics such as fairness, courage, kindness, wisdom,	To recognise that different people and religions give different answers to difficult questions about life, death, suffering, and purpose. Pupils will explore how beliefs, traditions, and worldviews shape the way people respond to big questions, such as "What happens after we die?" or "Why do people suffer?" They will reflect on the importance of listening to a range of views with respect and curiosity and consider how these differences can help us learn from one another. <u>Community and Belonging</u> To understand how religious beliefs and communities support people during hard times. Pupils will explore how faith can provide comfort, hope, and strength through prayer, rituals, and teachings. They will also learn

	of purpose from **God**, while non-religious people may be guided by personal principles, humanist values, or scientific understanding. They will reflect on how different worldviews can shape choices about kindness, honesty, responsibility, and how we treat others.	explanations of **creation** and consider what we can learn from both. Pupils will explore how religious texts, such as Genesis, describe **creation** with purpose and meaning, while scientific theories like the Big Bang and evolution explain how the universe and life developed over time. They will reflect on how some people see these views as conflicting, while others – including many scientists who are also **Christians** – believe science and faith can work together, offering different kinds of truth about how and why we are here.	been used in the fight against racism. To examine how religious teachings encourage dignity, respect, and equality, and why these values are not always followed. Pupils will explore key teachings from religions such as Christianity, Islam, Hinduism, and others that promote treating all people as valuable and equal—for example, the idea that all are made in the image of **God** or that compassion and justice are central to a good life. They will also discuss why, in real life, these values are sometimes ignored or challenged and reflect on what can be done to stand up for fairness and inclusion.  To express personal responses to racism and equality through questions, discussion, and creative work. Pupils will reflect on their own thoughts	how this belief is remembered in **worship**, symbols, and celebrations such as **Easter**. <u>Beliefs and Sacred Texts</u> To reflect on the impact of the **Easter** story and what it can teach about forgiveness, sacrifice, and hope. Pupils will explore how **Christians** believe **Jesus**' death and **resurrection** show **God**'s forgiveness and love, and how these events give hope for new life. They will consider how these themes influence Christian behaviour and values today and reflect personally on what the story might teach people about facing challenges, showing compassion, and making selfless choices.	and justice, and discuss why these are important for leadership. They will compare these qualities with how **Jesus** is described as a king in the **Bible**, especially during events like Palm Sunday. To explore what kind of king **Jesus** was, and how he showed leadership through love and service. Pupils will examine key events such as the Triumphal Entry (Palm Sunday), the washing of the disciples' feet, and **Jesus**' actions during Holy Week. They will reflect on how **Jesus** led by example—through humility, compassion, and putting others first—and consider how this challenges common ideas of kingship and power.	how religious communities offer practical help, companionship, and encouragement, and consider examples such as funerals, **festivals** of remembrance, charity work, and pastoral care. <u>Beliefs and Sacred Texts</u> To learn what **Christians**, **Hindus**, and Humanists believe about life after death. Pupils will explore Christian beliefs in heaven and **resurrection**, Hindu beliefs in **reincarnation** and **karma**, and Humanist views that life ends at death, but that people can be remembered through their actions and impact. They will compare these beliefs and consider how they influence how people live their lives. To express ideas about the afterlife through art and

			and feelings about fairness, justice, and inclusion. They will ask thoughtful questions, take part in respectful dialogue, and use creative methods such as artwork, poetry, posters, or drama to explore and communicate their views on how everyone should be treated with dignity and respect, regardless of race, background, or belief.			reflect on how beliefs can bring comfort and hope. Pupils will create artworks inspired by different religious and non-religious views of life after death—such as heaven, **reincarnation**, or legacy—and discuss how these beliefs help people cope with loss, find meaning, and feel hopeful about the future.
Summative Assessment Opportunities	Have a group discussion: 'Why do people believe in God?'	Write a written response (typed or handwritten): 'Genesis vs. Big Bang – conflict or complement?'	Design an anti-racism campaign inspired by religious values.	Create a comic strip or storyboard depicting Holy Week events.	Write a script for a play: 'If Jesus were King today…'	Compose a reflective piece or podcast: 'What happens when life gets hard?' (multi-faith view)
Religions Covered	Christians and non-religious	Christians and non-religious	Christians, Muslims and non-religious ideas	Christians	Christians	Christians, Hindus, Muslims, Non-Religious
Why this? Why now?	This unit gives pupils the opportunity to draw comparisons between faith and non-faith communities. Starting the year with this unit allows for a recap of prior learning about Christianity and non-faith communities.	Pupils will begin to use their knowledge of the golden thread of **creation** to compare views and beliefs of Christians and scientific theories of creating. Identifying similarities and differences, and	Understand the challenges racism presents to human communities and consider different religious responses.	This unit is timed to allow pupils to explore topical themes of Easter and the stories around this. Pupils will use all prior learning and deepen their understanding.	This unit is timed to allow pupils to explore the golden threads of Christianity prior to using this knowledge to answer big questions.	This unit follows on from unit L2.6 and is timed to allow pupils to revisit prior learning and build on this knowledge further

		exploring the big question: Faith and Science: Collaboration or Conflict?				