**Year 3 Autumn Term -** What do Hindus believe that God is like?

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| **Vocabulary** | **Skills** |
| **Hindu** – a person who follows the religion of Hinduism  **Deity** - god  **Brahman** – God, the ultimate being, whose spirit is in everything  **Aum** – a Hindu symbol and sounds used to represent Brahman  **Trimurti** – refers to the 3 deities, Brahman, Vishnu and Shiva, who represent the circle of life. | Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today  Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas |

**Year 3 Spring Term-** What does it mean to be a Hindu in Britain today?

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| **Vocabulary** | **Skills** |
| **Dharma** – Hindu way of life  **Arti** - a Hindu ritual of worship where light is offered to gods  **Bhajan** – a Hindu song  **Mandir** – Hindu temple  **Diwali** – Hindu festival of light | Raise questions and suggest answers about what is good about being part of a community and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. |

**Year 3 Summer Term -** How do festivals and worship show what matters to a Muslim?

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| **Vocabulary** | **Skills** |
| **Five Pillars** – rules Muslims live their life by  **Salah** - prayer  **Sawm** – fasting  **The Qur’an** - Islamic holy book  **Mosque** – Muslim place of worship | Raise questions and suggest answers about the value of submission and self-control.  Discuss the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. |

**Year 4 Autumn Term -** How do festivals and family life show what matters to Jews?

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| **Vocabulary** | **Skills** |
| **Rosh Hashanah** – Jewish New Year  **Yom Kippur** – day of fasting and praying for forgiveness  **Pesach/Passover** - festival to remember the Exodus  **Ten commandments** - 10 rules followed by Jews and Christians, given by God to Moses  **Shabbat -** Judaism’s weekly day of rest | Raise questions and suggest answers about whether it is good to remember the past and look forward to the future.  Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas. |

**Year 4 Spring Term -** How and why do people mark the significant events of life?

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| **Vocabulary** | **Skills** |
| **Milestone** - a significant stage or event in someone’s life  **Ceremony -** a formal religious or public occasion, celebrating a particular event or achievement  **Commitment** - strong belief in something/a promise/dedication  **Baptism** - a Christian ceremony when a person becomes a member of the Church  **Marriage** - a ceremony where two people promise to spend their lives together | Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones  Make links between ideas of love, commitment and promises in religious and non-religious ceremonies  Give good reasons why they think ceremonies of commitment are or are not valuable today |

**Year 4 Summer Term -** How and why do people try to make the world a better place?

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| **Vocabulary** | **Skills** |
| **Guidance** - help and advice  **Tradition** - a custom or belief that has existed for a long time  **Contribution** - something done to make a difference  **Inspirational** - something or someone who provides you with inspiration  **Charity** - kindness and understanding towards other people; organisations that raise money to help people in need | Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better  Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas  Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. |

**Year 5 Autumn Term -** Why do Hindus try to be good?

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| **Vocabulary** | **Skills** |
| **Karma** – the Hindu law of cause and effect  **Samsara** – the Hindu cycle of life and death  **Moksha** – release from Samsara  **Reincarnation** – belief that living things are born again to become a new animal or human | Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus  Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. |

**Year 5 Spring Term -** What does it mean to be a Muslim in Britain today?

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| **Vocabulary** | **Skills** |
| **Mecca/Makkah -** a city in Saudi Arabia, which is the holiest city in Islam because the [Prophet](https://www.collinsdictionary.com/dictionary/english/prophet) Mohammed was born there.  **Pilgrimage** - a journey that someone makes to a place that is very important to them.  **Hajj** – Muslim pilgrimage to Mecca/Makkah  **Zakah/Zakat** – one of the Five Pillars of Islam – giving money to charity to help the poor and needy  **Hadith** - words, actions and instructions of the Prophet Muhammad reported by the people around him during his life | Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today  Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims |

**Year 5 Summer Term -** Why is the Torah so important to Jewish people?

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| **Vocabulary** | **Skills** |
| **Synagogue** - Jewish place of worship  **Torah** - Jewish holy text  **Orthodox** - traditional  **Mitzvot** – Jewish commandments  **Shema** – Jewish prayer said every day | Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today  Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. |

**Year 6 Autumn Term -** What matters most to Humanists and Christians?

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| **Vocabulary** | **Skills** |
| **Humanism** - is the belief that people can [achieve](https://www.collinsdictionary.com/dictionary/english/achieve) happiness and [live](https://www.collinsdictionary.com/dictionary/english/live) [well](https://www.collinsdictionary.com/dictionary/english/well) without religion.  **Morals** - principles and [beliefs](https://www.collinsdictionary.com/dictionary/english/belief) concerning right and wrong behaviour.  **Divine** - something that is provided by or relates to a god  **Samaritan** - someone who helps someone in difficulty  **Conscience** - doing what you [believe](https://www.collinsdictionary.com/dictionary/english/believe) is right [even](https://www.collinsdictionary.com/dictionary/english/even) though it [might](https://www.collinsdictionary.com/dictionary/english/might) be [unpopular](https://www.collinsdictionary.com/dictionary/english/unpopular), [difficult](https://www.collinsdictionary.com/dictionary/english/difficult), or [dangerous](https://www.collinsdictionary.com/dictionary/english/dangerous). | Raise important questions and suggest answers about how and why people should be good  Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. |

**Year 6 Spring Term -** Why do some people believe in God and some people not?

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| **Vocabulary** | **Skills** |
| **Theist** – someone who believes in God  **Atheist** – believes there is no God  **Agnostic** – cannot say if God exists or not | Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging  Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not  Make connections between belief and behaviour in their own lives, in the light of their learning. |

**Year 6 Summer Term -** How does faith help people when life gets hard?

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| **Vocabulary** | **Skills** |
| **Afterlife** - the afterlife is a life that some people [believe](https://www.collinsdictionary.com/dictionary/english/believe) [begins](https://www.collinsdictionary.com/dictionary/english/begin) when you [die](https://www.collinsdictionary.com/dictionary/english/die), for [example](https://www.collinsdictionary.com/dictionary/english/example) a life in [heaven](https://www.collinsdictionary.com/dictionary/english/heaven) or as another person or animal.  **Resurrection** - a [supposed](https://www.collinsdictionary.com/dictionary/english/suppose) act of a [dead](https://www.collinsdictionary.com/dictionary/english/dead) person [coming](https://www.collinsdictionary.com/dictionary/english/coming) [back](https://www.collinsdictionary.com/dictionary/english/back) to life; in [Christian](https://www.collinsdictionary.com/dictionary/english/christian) belief, the Resurrection is the [event](https://www.collinsdictionary.com/dictionary/english/event) in which [Jesus](https://www.collinsdictionary.com/dictionary/english/jesus) Christ [came](https://www.collinsdictionary.com/dictionary/english/came) back to life after he had been [killed](https://www.collinsdictionary.com/dictionary/english/kill).  **Reincarnation** - the [belief](https://www.collinsdictionary.com/dictionary/english/belief) that on the [death](https://www.collinsdictionary.com/dictionary/english/death) of the body the [soul](https://www.collinsdictionary.com/dictionary/english/soul) is born again in another body | Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these  Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. |