



# Hale CEVC Primary School

## RE Curriculum

	Autumn	Spring	Summer
EYFS	<p><u>Key question:</u> Why are some things special? <u>Focus question:</u> Special times: How and why do we celebrate? What times are special to different people and why?</p> <p>This unit enables pupils to give examples of special occasions and suggest features of a good celebration. Pupils should recall simple stories connected with Christmas/Harvest/Diwali and Eid. They should say why festivals are special times for believers of different faiths.</p>	<p><u>Key question:</u> Why are some things special? <u>Focus question:</u> Special stories: Why are some stories special? What special messages can we learn from stories?</p> <p>This unit gives pupils the opportunity to talk about/ recall some religious stories e.g. through role play, art, model making. Pupils will be able to share features of a story that they like and explain why. They will identify a sacred text e.g. Bible, Qur'an. The unit also enables pupils to recognise that the Bible and Qur'an are special.</p>	<p><u>Key question:</u> Why are some things special? <u>Focus question:</u> Special places: What buildings and places are special to different people? OR What is special about our world?</p> <p>This unit enables pupils to talk about their special place and explain why it is special while being aware that some Christians, Muslims and Hindus have places that are special to them. Pupils will know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu. This unit enables pupils to identify some significant features/ objects found inside and outside a Church or Mosque. They will identify new vocabulary and talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque. Pupils will also talk about the wonders of the natural world. the unit gives pupils the opportunity to express ideas about how to care for animals and plants and they will re tell stories to explain Christian and Muslim ideas about Creation and the natural world. Pupils talk about ways in which people can harm the natural world and ways in which people can look after the natural world.</p>
Year 1	<p>Christianity (God) <u>Key question:</u> What do people say about God? <u>Focus question:</u> Why do Christians say that God is a 'Father'?</p> <p>This unit enables pupils to explore Christian use of the term 'father' to address God, especially in prayer (Our Father...). In Hebrew, the term Abba best translates as 'daddy', suggesting a loving and personal relationships with God. Pupils should consider the importance of prayer in Christian life. They should reflect on the human need for loving relationships, comfort and someone to talk to – both in good times and bad.</p>	<p>Judaism <u>Key question:</u> What do people say about God? <u>Focus question:</u> Why might some people put their trust in God?</p> <p>In this unit, children will have the opportunity to explore Jewish beliefs about God, with a focus on why religious people put their trust in God and how this might be expressed. They will learn about the story of Noah and the symbol of the rainbow as God's promise never to send a flood to destroy the world again. They will investigate the festival of Sukkot as an annual reminder to the Jewish community to be thankful to God for all he has done. Pupils will also have opportunities to talk about why promises and trust are an important aspect of human life. They will think about how we know whether or not people are trustworthy and reflect on their own values about the importance of being someone who is trusted by others.</p>	<p>Hindu Dharma <u>Key question:</u> What do people say about God? <u>Focus question:</u> What do Hindus believe about God?</p> <p>This unit gives children the opportunity to explore the Hindu concept of one God (Brahman) who can be understood and visualised in many forms. This unit should build on their prior learning about the use of symbolism to express religious beliefs. Children should be able to talk about how images of the deities in Hinduism are a visual representation of beliefs about God. Children should also have opportunities to think about the complexity of identity and how people may be seen in different ways according to their role and relationship. There will be opportunities for children to develop self-awareness of their own identity and roles.</p>
	<p>Christianity (Jesus) <u>Key question:</u> What do people say about God? <u>Focus question:</u> Why is Jesus special to Christians?</p> <p>This unit gives children the opportunity to explore the Christmas nativity story and to gain an understanding of why Jesus is believed to be a special baby. They should begin to think about why Christmas is a special</p>	<p>Islam <u>Key question:</u> What do people say about God? <u>Focus question:</u> How might beliefs about creation affect the way people treat the world?</p> <p>This unit enables pupils to examine the Muslim belief in</p>	<p>Christianity (Church) <u>Key question:</u> What do people say about God? <u>Focus question:</u> How might some people show that they 'belong' to God?</p> <p>In this unit children will explore how the rite of baptism shows that Christians belong to Gods' family - the Church. They will identify symbols, items and people linked to baptism and will reflect on why, in some</p>

	<p>religious time for Christians (as opposed to simply a cultural tradition of exchanging gifts). The focus of Jesus as a 'gift' will introduce children to the concept of the incarnation. They should also consider how, when and why humans might be vulnerable and in need of help. They should particularly focus on the idea that some people might not be able to help themselves and why helping those in need might be an important shared human value.</p>	<p>Allah as creator. The focus is to encourage pupils to consider Allah's role in creating and sustaining the world, and humankind's response to Allah. Pupils should think about and reflect on their responsibility towards creation. They should begin to develop an understanding of how Muhammad (pbuh) is seen as a role model for Muslims and how the teachings of the Prophet might influence how and why a Muslim might care for the natural world. The experiences of the life of the prophet in this unit this should be explored through story. Pupils should have opportunities to discuss and demonstrate their understanding in a variety of ways. Pupils should also have opportunity to personally reflect on their own beliefs and values about the importance of caring for the natural world. They should consider their own responsibility and how they could actively contribute towards caring for the planet.</p>	<p>Christian communities, parents choose to have their baby baptised. This will build on their prior learning about Christian belief in God the Father and how religious beliefs might be expressed through symbolic images and actions. The focus of the enquiry is on belonging, sharing and learning within the practice of baptism and in pupils' lives.</p>
<p>Year 2</p>	<p>Christianity (God) <u>Key question:</u> How do we respond to the things that really matter? <u>Focus question:</u> Does how we treat the world matter?</p> <p>In this unit, pupils will look at Christian beliefs about God as creator and sustainer, and consider how these beliefs might influence Christian attitudes towards the planet. They should be able to retell the creation account in Genesis 1. Discussions might extend thinking by considering different ways that this story might be interpreted (as literal truth or as a myth containing religious messages). They will explore how Christians might express their beliefs and values through acts of stewardship and/or through harvest festivities. Pupils should also discuss their own ideas and values in regards to the importance of caring for the planet. They should consider this as a human value, not just a religious one. This is an opportunity to discuss their own concerns about environmental issues and what they can do to make a difference.</p>	<p>Judaism <u>Key question:</u> How do we respond to the things that really matter? <u>Focus question:</u> What aspects of life really matter?</p> <p>In this unit pupils will examine Jewish beliefs and practices linked to the Sabbath (Shabbat). Opportunities are provided for pupils to explore the significance of the Sabbath and why Jewish people keep the day holy. Within this, they will discuss the importance of holy days and how these might unite families and give time to spend together. Children should have opportunities to reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends. Making time is a way of showing that we are thankful to have these people in our lives. In Year 1 children will have learnt about Noah, and why he is important to Jewish People. In this unit children will build on that understanding by learning about other important Jewish figures.</p>	<p>Christianity (Church) <u>Key question:</u> How do we respond to the things that really matter? <u>Focus question:</u> What unites the Christian community?</p> <p>In this unit, children should explore the core beliefs and symbols of Christianity. They should know that belief in one God and Jesus Christ unite the Christian community and that the cross is an important Christian symbol. This should build on their previous learning about symbolism contained in the idea of Jesus as 'the light of the world'. They should learn about the importance of the church as a place to bring together the community for worship and Christian fellowship. Children should be able to talk about key aspects of worship such as prayer, use of music and readings from the Bible. Children should also have opportunities to consider why people might want to be part of a community and the shared values and interests that bring people together. They should be able to talk about communities that they belong to and what unites them with others.</p>
	<p>Christianity (Jesus) <u>Key question:</u> How do we respond to the things that really matter? <u>Focus question:</u> Why do Christians say Jesus is the 'Light of the World'?</p> <p>This unit enables pupils to explore the use of light to and how it might be used in religious communities to indicate the presence of God and as a description for Jesus as God incarnate. Pupils should be able to make links between the imagery and symbolism of light in the Christian context and significant events in their own lives. This unit should build on the Y1 unit 'Why is Jesus special to Christians?' – Pupils should be encouraged to recall information about why the birth of Jesus is important to Christians and why Jesus is seen as a gift to the world.</p>	<p>Islam <u>Key question:</u> How do we respond to the things that really matter? <u>Focus question:</u> Why do Muslims believe it is important to obey God?</p> <p>In this unit pupils will examine Islamic beliefs and practices linked to prayer. Opportunities are provided for pupils to explore the significance of prayer as one of the Five Pillars of Islam and to consider the purpose of prayer for religious people. Within this, they will discuss the importance of rituals and how these might unite communities and give a sense of order, security and belonging to individuals. Children should have opportunities to reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends. Making time is a way of showing that we are thankful to have these people in our lives.</p>	<p>Hindu Dharma <u>Key question:</u> How do we respond to the things that really matter? <u>Focus question:</u> How might people express their devotion?</p> <p>This unit enables pupils to explore the purpose of and some of the practices associated with Hindu worship. The focus includes beliefs about Brahman, family, community and Worship. Opportunities are provided for pupils to investigate ways that Hindus might express their devotion to God through worshipping the deities. They should know that Hindus believe in one God with many forms and so whichever deity is worshipped, it is ultimately a way of worshipping God. They should have opportunities to discuss the concept of being devoted to something/someone – and the various ways in which human beings might show their devotion through clothing, special words or songs, rituals and actions.</p>
<p>Year 3</p>	<p>Christianity (God) <u>Key question:</u> Who should we follow? <u>Focus question:</u> How (and why) have some people served God?</p> <p>This unit enables pupils to explore Christian teachings and examples of people who have followed the word of God. They will investigate the</p>	<p>Christianity (Jesus) <u>Key question:</u> Who should we follow? <u>Focus question:</u> What does it mean to be a disciple of Jesus?</p> <p>This unit enables pupils to explore what it means to be a follower of Jesus – both at the time of Jesus and today. References should be made to</p>	<p>Christianity (Church) <u>Key question:</u> Who should we follow? <u>Focus question:</u> What do Christians mean by the 'Holy Spirit'?</p>

	<p>prophets of the Old Testament and consider why these people chose to listen to God and how they put their beliefs into action. Pupils will also explore ways in which Christians today might follow God's word and live a life of service – serving God and the community. They might look at inspiring Christians such as Dr Barnardo, Archbishop Desmond Tutu, William Booth and the work of the Salvation Army. Children should have opportunities to discuss role models in their own lives and how/why some people have inspired them. They may also consider the idea that all people are inspired by others in some way – that the people they look up to will in turn look up to and follow someone who inspires and guides them. They should be encouraged to make links with prior learning about the Christian concept of a God who has a special relationship with humanity; that God is described as creator and sustainer. One way that God is believed to sustain the world is through revealing his messages to the Prophets.</p>	<p>previous learning about Jesus – ie. That Jesus is special to Christians and is described as a 'light to the world', someone who brought hope to the world. This may be a good opportunity to introduce the work Messiah when talking about why some people at the time decided to devote their lives to following Jesus. This should then lead into an exploration of how Christians today might try to follow the example and teachings of Jesus – What does it mean to be a true follower? Within this unit, pupils will reflect on the qualities that good leaders have and the idea that some people have a 'charisma' that attracts followers.</p>	<p>In this unit pupils will explore the Church as a community of people inspired by the Holy Spirit. This should build on their prior learning about the beliefs, values and symbols that unite the worldwide Christian community and the importance of worship. Pupils will learn about what Christians mean by the Holy Spirit and how this might inspire Christians to express their beliefs and values in different ways. There are also opportunities to explore how and why creative abilities such as music and art might be used to express ideas and talents. Pupils should also reflect on their own unique skills/talents/qualities and how they use these. They should recognise that these 'gifts' are often inspired by someone or something.</p>
	<p>Sikhism  <u>Key question:</u> Who should we follow?  <u>Focus question:</u> Why are the Gurus important to Sikhs?</p> <p>This unit gives pupils the opportunity to explore the Sikh tradition and its origins with the teachings and example of Guru Nanak and Guru Gobind Singh. Pupils should consider the importance of commitment within Sikhism and how this might be expressed (they will explore these expressions in greater depth in Year 4). Pupils should understand what is meant by the term 'guru' and why the gurus are important role models for Sikhs. They should learn about the Guru Granth Sahib and how/why it is treated with great respect by Sikhs and within the Gurdwara. There should be a range of opportunities for pupils to reflect on and develop their own understanding of the value of commitment. They should consider how being committed can be both a challenge and a source of meaning and purpose.</p>	<p>Islam  <u>Key question:</u> Who should we follow?  <u>Focus question:</u> Why is the Prophet Muhammad (pbuh) an example for Muslims?</p> <p>This unit enables pupils to explore and examine the origins of Islam. The focus is on founders and leaders, using stories and teachings to identify how the values contained within them can inspire and influence a believer today. Pupils should develop an understanding of why Muhammad is seen as a role model to Muslims and should have a basic understanding of the how his example influences a Muslim life. The experiences of the life of the prophet are directly linked with the treatment of other people, in this unit this should be explored through acts of charity. Students should be able to explain the third pillar of Islam (Zakat) and why it is an obligatory act (one of the Five Pillars). Pupils should have opportunities to discuss any charitable acts or events they have been involved in and why they believe it is important to help others. Pupils should discuss their own values and link these with role models in their own lives, explaining how/why some people have inspired them.</p>	<p>Hindu Dharma  <u>Key question:</u> Who should we follow?  <u>Focus question:</u> Why is family an important part of Hindu life?</p> <p>In this unit, learners will know that following dharma (religious duty) is a part of Hindu life. They will reflect on the impact of belief in dharma. Particularly the belief that there are three 'debts'. Children will learn about why Hindu's might celebrate Raksha Bandhan. They will learn to identify the religious teachings contained within a Hindu story. They will identify sources of authority and inspiration. Pupils will also reflect on their own duties- to themselves, their families, and their communities.</p>
<p>Year 4</p>	<p>Hindu Dharma  <u>Key question:</u> How should we live our lives?  <u>Focus question:</u> What might a Hindu learn through celebrating Diwali?</p> <p>This unit gives pupils the opportunity to revisit the story of Rama and Sita (they will have been introduced to this story in Y3) and to explore the theme of good overcoming evil – just as light overcomes darkness. Pupils should deepen their understanding of Hindu beliefs about God by learning about Rama as an avatar of Vishnu. They should be able to connect this with the Diwali theme – Rama is a deity and therefore represents goodness. As an avatar of Vishnu, it is his role to uphold dharma and fight evil. This is exemplified in the story of Rama and Sita which is celebrated at Diwali. Pupils should know that Diwali is a popular Hindu festival and be able to explain the deeper meaning of festival celebrations such as the lighting of diva lamps, fireworks, decorating homes with rangoli patterns. They should reflect on</p>	<p>Christianity (Jesus)  <u>Key question:</u> How should we live our lives?  <u>Focus question:</u> Is sacrifice an important part of religious life?</p> <p>The unit is designed as an introduction into Sikhism in Key Stage 2. The children will focus on 'believing' in Sikhism and they will look at the early life of Guru Nanak, the central figure and founder of Sikhism. They explore the story from Guru Nanak's birth through to the beginning of his travels that saw his message spread. There will be an emphasis on what it means to 'belong' to the Sikh faith and a gurdwara (place of worship), in particular.</p>	<p>Sikhism  <u>Key question:</u> How should we live our lives?  <u>Focus question:</u> How do Sikhs express their beliefs and values?</p> <p>This unit gives pupils the opportunity to explore how Sikhs convey their beliefs and commitments in the way they live their lives and through symbols which are observable expressions of faith. In their preaching and example, the Gurus revealed a way of life which was God centred. It is a life of religious, moral and social commitment. In outward and visible signs, Sikhs show themselves to be committed to following the teachings of the Gurus. Sikhs are expected to demonstrate their commitment to their beliefs in the way they live their daily lives. Sikh belief perceives the world as the abode of God and as the place in which to practice Sikh dharam (religious, moral and social commitment). Sikhism teaches that all human beings should engage themselves in righteous actions and behaviour and work for a just social order. Foremost amongst Sikh principles are:</p>

	<p>the symbolism of light within all human cultures, and consider how light might be a universal symbol of goodness and hope.</p>		<ul style="list-style-type: none"> <li>• the complete equality of men and women everywhere; • sewa: service to God, to the community of Sikhs and to the community at large;</li> <li>• kirat karna: earning one's living by one's own efforts and by a livelihood which is honest;</li> <li>• vand chakna: sharing one's time, talents and earnings with the less fortunate.</li> </ul> <p>How these influence the Sikh way of life will be explored within this unit. Pupils should also have opportunities to reflect on important questions such as how humans show commitments to their values and communities, and issues of equality and justice.</p>
	<p>Christianity (God)  <u>Key question:</u> How should we live our lives?  <u>Focus question:</u> How and why might Christians use the Bible?</p> <p>This unit investigates how and why Christians use the Bible today and why the Bible is seen as a source of inspirations and authority by many Christians. Pupils should understand that the Bible is not one book but a collection of books, written by different people at different times. They should know that the Bible contains two main sections – the Old Testament (which is the Jewish scriptures) and the New Testament (about Jesus and the early Church). Pupils should explore the idea that the Bible has authority for Christians because it is 'the Word of God', but that Christians have different views about what this means – some take it as a literal truth, whereas others take the liberal view that it contains truths about God and how God wants people to live but that the stories themselves may not be literally true. Pupils should be able to recognise and use specialist terms such as Gospel, parable, literal and liberal. They should also develop their skills in reading and interpreting religious texts. Pupils should also learn about other sources of wisdom and authority that may guide Christians in making moral decisions.</p>	<p>Islam  <u>Key question:</u> How should we live our lives?  <u>Focus question:</u> Why do Muslims fast during Ramadan?</p> <p>This unit enables pupils to examine the structures that underpin Islamic beliefs and practices in greater depth. Through a study of Ramadan, opportunities are provided for pupils to understand the key values of Islam of submission to Allah and service to God through charitable life and actions. They will consider the role of commitment as part of religious life and reflect on the wider human value of being committed to ideas, to self-improvement or to other people. Pupils will have opportunities to think about their own commitments and the extent to which these have a positive impact on their lives.</p>	<p>Christianity (Church)  <u>Key question:</u> How should we live our lives?  <u>Focus question:</u> What does 'love your neighbour' really mean?</p> <p>This unit investigates the Christian teaching of agape- a selfless love of others. Pupils will explore how important messages and guidance can be passed on through stories and will focus on Christian teachings contained in the parables that Jesus told to his followers. They will then discover examples of how modern Christians show a love for their neighbour and reflect on what they message they would want to pass on to future generations.</p>
<p>Year 5</p>	<p>Christianity (God)  <u>Key question:</u> Where can we find guidance about how to live our lives?  <u>Focus question:</u> Why is it sometimes difficult to do the right thing?</p> <p>This unit enables pupils to explore Christian beliefs and teachings about sin and temptation and introduce core Christian concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation. Pupils should be encouraged to make links with prior learning about the creation story in Genesis 1 (particularly the point that God made the world 'and saw that it was good') and with their knowledge of baptism. They should have the opportunity to analyse and ask questions about the story found in Genesis 3, not simply retell it. Pupils should deepen their understanding of how and why Christians use the Bible by exploring different Christian interpretations of the text – literal and metaphorical – and how this might impact on a believer's attitude towards sin and temptation in the world today. Pupils should investigate the importance of forgiveness within the Christian faith and the way this might be put into action by both individuals and communities. They should be able to make links with teachings found in the Lord's Prayer and other aspects of Christian worship such as prayers of</p>	<p>Judaism  <u>Key question:</u> Where can we find guidance about how to live our lives?  <u>Focus question:</u> Do people need laws to guide them?</p> <p>This unit enables pupils to explore the importance of the Torah to Jewish people as a guide to life and faith. This unit has links with the Year 2 unit 'What aspects of life really matter?' and pupils will have opportunities for revisiting prior learning on how the Torah was given to Moses. Pupils will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. They will explore how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue. Pupils will then have time to reflect upon how they personally make decisions and who or what can have influence over this.</p>	<p>Christianity (Jesus)  <u>Key question:</u> Where can we find guidance about how to live our lives?  <u>Focus question:</u> What do we mean by a miracle?</p> <p>This unit enables pupils to explore what the Christian belief in Jesus as 'fully human and fully divine' means. They will build on their prior learning about the incarnation and to consider why some people regard the miracles of Jesus as signs of his divine nature. They might also reflect on what miracles such as healing the sick and feeding people reveal about the humanity of Jesus. Pupils should have opportunities to discuss why some people believe in miracles and why others do not. In the context of Christianity, they should understand the importance for many Christians, of believing in the possibility of miracles and in belief in the resurrection of Jesus. Pupils will investigate why some Christians might want to travel to a place associated with a miracle. They should reflect on the impact of bringing beliefs to life by standing in the place where an important event is believed to have happened. They should consider the meaning of the word faith and the experiences that might strengthen the faith of a believer.</p>

	<p>penance, confession and reconciliation. Pupils should reflect on things that might be seen as ‘temptations’ in modern life. They should be able to consider the role of greed and selfishness in leading people astray from doing the right thing – and ask questions about why we/they do things that we/they know are wrong. They should also be able to talk about their own views about the role of forgiveness: Why might it be important? Should we always forgive? Is it important to say sorry if you want to be forgiven? Why might it sometimes be difficult to forgive?</p>		
	<p>Hindu Dharma  <u>Key question:</u> Where can we find guidance about how to live our lives?  <u>Focus question:</u> What might Hindus learn from stories about Krishna?</p> <p>This unit enables pupils to examine how Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures. Opportunities are provided for pupils to explore some forms of Hindu literature and the beliefs and practices associated with a key story. Pupils will need to revisit prior learning – in order to understand this unit, they need to know that Hindus believe in one God in many forms (Brahman) and that Vishnu is a popular form of Brahman as he is seen as the protector and preserver. One way that Vishnu fulfils this role is through avatars. They will already be aware of one of Vishnu’s avatars (Rama) through learning about Diwali and the story of Rama and Sita. Pupils should also be encouraged to consider whether there are links between the ‘truths’ and values revealed in the story and their own beliefs, values and experiences.</p>	<p>Islam  <u>Key question:</u> Where can we find guidance about how to live our lives?  <u>Focus question:</u> Why is the Qur’an so important to Muslims?</p> <p>This unit enables pupils to explore and examine the origins and role of the Qur’an as a source of wisdom and authority for Muslims. They should gain an understanding of the importance of revelation within Islam and how this impacts on the way that the Qur’an is viewed and treated. Pupils should make links with prior learning about the night of power (Laylat Ul-Qadr), not only knowing what happened, but also why it is important for Muslims and how it is remembered. They should develop knowledge and understanding of the Prophet Muhammad and how/why he is a role model and source of guidance for Muslims. This is an opportunity to pull together prior learning about the life of the Prophet. Pupils should have opportunities to discuss what is meant as ‘Ultimate Authority’ and should recognise how this may differ for different members of society – including religious and non-religious individuals and communities. They should be able to link this with their learning about the Qur’an as the word of God and ultimate source of authority for Muslims.</p>	<p>Christianity (Church)  <u>Key question:</u> Where can we find guidance about how to live our lives?  <u>Focus question:</u> How do people decide what to believe?</p> <p>This unit enables pupils to explore Christian beliefs and teachings contained in the Apostle’s Creed and how shared beliefs unite the worldwide Church. Pupils should know what is meant by the idea of one God in Trinity and be able to explain the role of each person of the Trinity. They should be able to explain these concepts using subject specific vocabulary and make connections between beliefs, teachings and practices. Pupils will begin to explore diversity within Christianity by looking at differences in worship. They should consider different ideas about diversity within a community – and the importance of being respectful of difference. Pupils should know that there is one worldwide Christian community - the Church – but that there are many types of Christians and churches that belong to this. Pupils will have opportunities to explore the question of how people can live together well in modern Britain – and the value of being united in diversity.</p>
<p>Year 6</p>	<p>Christianity (Church)  <u>Key question:</u> Is life like a journey?  <u>Focus question:</u> How do Christians mark the ‘turning points’ on the journey of life?</p> <p>This unit enables pupils to explore what it is that Christians believe gives their lives purpose and meaning. This builds on their prior learning about how Christians are guided to live. Pupils will learn about the effect that belief in salvation brought about by Jesus’ death and resurrection has. They will discover how the act of confessing sins and seeking reconciliation and forgiveness restores relationships with others and with God in the eyes of the believer, leading to faith in life after death. Pupils should have opportunities to reflect on the importance of forgiveness to them.</p>	<p>Christianity (Jesus)  <u>Key question:</u> Is life like a journey?  <u>Focus question:</u> Why do Christians believe Good Friday is ‘good’?</p> <p>This unit enables pupils to explore the events of Holy Week and Easter Sunday in the Christian religion. This builds on their prior knowledge of Lent, the Easter Story and the concept of Jesus’ sacrifice. They will focus on Christian beliefs about suffering and how these are responded to and commemorated through the events of Holy Week. Through study of Eucharist in different denominations, pupils will identify how Christians view the death and resurrection of Jesus as a source of guidance and comfort. They should have opportunities to reflect on whether suffering can make a person stronger and who or what they can turn to when facing difficulties.</p>	<p>Buddhism  <u>Key question:</u> Is life like a journey?  <u>Focus question:</u> What do we mean by a ‘good life’?</p> <p>This unit will enable pupils to explore the concept of a good life through considering what Buddhism teaches makes someone truly happy. They will find out about the life experiences that started Prince Siddhartha’s journey to becoming the Buddha and will reflect on how the teachings of the Four Noble Truths and the Eightfold Path impact the spiritual journeys and daily lives of Buddhists. They will have the opportunity to experience meditation and to reflect on their own life and happiness as they prepare for the change of leaving primary school. This unit will build on their prior learning about life as a journey and deepen their understanding of how people might cope with change and difficulties in life. They should be able to make reference to other religions and worldviews that they have studied when discussing how beliefs and values might give people guidance and support to enable them to live a ‘good’ life.</p>
	<p>Hindu Dharma  <u>Key question:</u> Is life like a journey?  <u>Focus question:</u> Is there one journey or many?</p>	<p>Islam  <u>Key question:</u> Is life like a journey?  <u>Focus question:</u> What is Hajj and why is it important to Muslims?</p>	<p>Christianity (God)  <u>Key question:</u> Is life like a journey?  <u>Focus question:</u> If life is like a journey, what’s the destination?</p>

This unit enables pupils to explore Hindu beliefs about reincarnation and consider how these beliefs might impact on a Hindu's view about the purpose of human existence. Pupils should be able to build in their prior learning about the concept of 'dharma' within Hinduism. They should develop an understanding of the belief that dharma can change during the course of life and that the religious duties of a child are seen as different to those of an adult with family responsibilities or an elderly person. They should be able to explain how performing dharma would have an impact on a person's karma – and how this then links with Hindu beliefs about the cycle of life, death and rebirth. Pupils should have opportunities to explore Hindu beliefs about reincarnation of the soul and the ultimate aim of Moksha (liberation from rebirth).

This unit enables pupils to explore the Five Pillars of Islam and how these beliefs and values impact on the life of a Muslim. Pupils should have opportunities to deepen their understanding by considering the pilgrimage to Mecca and completing Hajj. They should explore what it means to be a Hajji, reflecting on the personal journey a Muslim will make both physically and spiritually. They should be able to explain how a journey might change someone even after the journey itself is over. Pupils will also consider their own life experiences and suggest how their lives have changed. They should consider the challenges that people may face during the journey of life and the support that may be needed as they move through their own life journey.

This unit enables pupils to explore the church as a community of believers and to examine how rites of passage reflect their commitment and relationship with God. The focus is on 'is life like a journey' so through this unit students will analyse beliefs, teachings and values and how they are linked by exploring the key sacraments in a Christian's life. They should consider different dominations reflecting upon the importance of child baptism, confirmation and adult baptism. This can then be developed by students demonstrating a self-awareness of their own personal development by considering their own life journey and the changes they will make as they make as they progress through life. Pupils should be able to apply their understanding of the Christian concept of God from previous years. They should be able to make meaningful links with Christian beliefs about God as 'Father', a God who became incarnate in order to teach and save, a God who is both transcendent and personal.