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| **EYFS Cycle 1** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **All About Me**  **Autumn** | **Light and Dark**  **Winter**  **Christmas**  **Diwali** | **Superheroes**  **Chinese New Year** | **Traditional Tales**  **Spring** | **Holidays**  **Summer** | **Growing** |
| **Development Matters** | **3-4 years**  Continue developing positive attitudes about differences between people  **Reception**  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways | **3-4 years**  Continue developing positive attitudes about differences between people  **Reception**  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways | **3-4 years**  Continue developing positive attitudes about differences between people  **Reception**  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways | **3-4 years**  Continue developing positive attitudes about differences between people  **Reception**  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways |  |  |

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| **EYFS Cycle 2** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Travel and Transport**  **Autumn** | **Pets**  **Winter**  **Christmas**  **Diwali** | **People who help us**  **Chinese New Year** | **Fantasy and adventure**  **Spring** | **Recycling and the environment**  **Summer** | **Dinosaurs** |
| **Development Matters** | **3-4 years**  Continue developing positive attitudes about differences between people  **Reception**  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways | **3-4 years**  Continue developing positive attitudes about differences between people  **Reception**  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways | **3-4 years**  Continue developing positive attitudes about differences between people  **Reception**  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways | **3-4 years**  Continue developing positive attitudes about differences between people  **Reception**  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways | **Reception**  Understand that some places are special to members of their community |  |

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| **Year 1** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Harvest of Hands** | **Here Comes Christmas!** | **New Beginnings** | **Easter** | **Our Planet** | **Our Planet** |
| **Religion** | **Christianity** | **Christianity** | **Christianity** | **Christianity** | **Christianity** | **Christianity** |
| **Transferable Questions** | What is so special about giving? | Why is Christmas important to us?  Who celebrates Christmas? | Who made the world and everything in it? | Who celebrates Easter and why?  Should Christians celebrate Easter? | How was the world created? | How can we work together to build a just and fair world? |
| **Big Ideas** | **Words & Beyond**  Harvest  **The Big Picture**  Jesus is a special person for Christians.  Jesus is the Son of God. | **Making Sense of Life’s Experiences**  Stories about Jesus’ birth | **The Big Picture**  God is the Father who loves, cares, has authority and is Creator.  He cares for the world and expects people to care for the world. | **Words & Beyond**  Easter  The death of Jesus  **Continuity, Change & Diversity**  Christians follow Jesus. Worship, this may  include: reading the Bible, listening to stories, singing, prayer, people worshipping  with others or alone. | **The Big Picture**  God is the Father who loves, cares, has  authority and is the Creator.  **A Good Life**  Jesus’ teachings about love and forgiveness | **A Good Life**  Christians believe that everyone is important  and of equal value. Christians try to follow  the example of Jesus especially his teachings  above love and forgiveness. |
| **Main Focus** | Understand what a ‘community’ is.  Know why harvest is commemorated around the  world.  Harvest hymns, songs and prayers. | Know the story of Jesus’ birth; why it is celebrated and how it is celebrated (traditions) | Noah’s Ark  New Year’s resolutions  Chinese New Year | What is Easter?  The Easter Story  How and why Christians celebrate Easter. | The Story of Creation  Friendship and  forgiveness (Adam and Eve) | Protecting and caring for our environment.  Treating people respectfully. |
| **Key Vocabulary** | God, Jesus, Christian, Christianity, Christmas, Christian, Bible, Old Testament, New Testament, Nativity, Bethlehem, innkeeper, shepherd, Wise Men, King Herod, Jerusalem, Creation (Story), Adam, Eve, Garden of Eden, serpent, devil, Easter, religion, died, rose, sins, new life, crucified, Good Friday, tomb, resurrection, Shrove Tuesday, Genesis, temptation | | | | | |
| **General Key Vocabulary** | celebrate, community, belong, s  hare, gather, crops, gifts, thankful, donate, charity, foodbank, hunger, journey, man-made, natural, steward, environment, symbol, emotions, sad, happy, excited, angry, confused, worried, nature, first, second, third, fourth, fifth, sixth, seventh, world, Earth, rules, laws, government, fairness, right, wrong, pedestrian, punished, disobeyed, beautiful, natural, destroy, pollution, climate change, habitat, endangered, litter, reduce, reuse, recycle, compost, model | | | | | |

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| **Year 2** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Festivals – Diwali** | **Festivals – Christmas** | **Special Places** | **Easter** | **Me, Families & Friends** | **Me, Families & Friends/Special Places** |
| **Religion** | **Hinduism** | **Christianity** | **Christianity** | **Christianity** | **Christianity** | **Christianity** |
| **Transferable Questions** | Why is light important in religion? | Is it only Christians who celebrate Christmas? | What makes a place  ‘special’?  Is a church /temple  the only place  Christians/Hindus  can worship? | What is so important about new life? | Why are families important to us? | What makes a house a home?  Do you have to earn love? |
| **Big Ideas** | **Making Sense of Life’s Experiences**  Stories about Rama and  Krishna: e.g. Rama’s exile  and return, the childhood  of Krishna.  The importance of  Krishna, Rama and Shiva.  **Words & Beyond**  Diwali  Festival food | **Words & Beyond**  Christmas  **The Big Picture**  Jesus is a special person for Christians. Jesus is the Son of God | **Influence, Community, Culture & Power**  The Church (a building) but more importantly, a group of believers.  Some people have specific roles in the church (e.g. minister, priest, elder). | **Word & Beyond**  Palm Sunday. Good Friday, Easter | **A Good Life**  Christians believe that everyone is important  and of equal value. Christians try to follow  the example of Jesus especially his teachings  above love and forgiveness. | **A Good Life**  Christians believe that everyone is important and of equal value.  Christians try to follow the example of Jesus especially his teachings above love and forgiveness. |
| **Main Focus** | The Diwali Festival and what it means to Hindus around the world.  How Diwali is celebrated. Creating diva lamps and rangoli patterns and understanding how they’re  used during the festival. | Know that Christmas is a festival.  Learn about how Christmas is celebrated around the world. | Understand what the word ‘special’ means.  Think about the places that are special to us. Understand that churches are special places to Christians as temples (Mandirs) are to Hindus | Revise the Easter Story. Learn about Palm  Sunday, Ash Wednesday, Maundy Thursday,  Last Supper, Jesus’ crucifixion and  resurrection. | Think about the members of our families and the roles they have in our lives. | Describe our houses. Understand how a house is different to a home.  Think about why we are loved and if we have to do  anything to be loved. |
| **Key Vocabulary** | Hinduism, Hindu, India, Puja, Mandir, Diwali, Ramayana, Rama, Sita, Ravanna, Hanuman, diva lamp, Rangoli, Brahman, Vishnu, Shiva, God, Goddess, Raksha Bandhan, rakhi, deities, aarti, Ganesha, shrine, murti, prasad, bindi, | Christianity  light, dark, Advent, wreath, candle, Christingle, Mary, Joseph, census, worship, ceremony, headstone, spire, steeple, altar, lectern, pulpit, font, stained glass, Lent, Ash Wednesday, wilderness, Satan, Holy Week, disciple, Palm Sunday, Maundy Thursday, Easter Sunday, Holy, crucifixion, parable, prodigal, repentance, sinner, baptism, dedication, John the Baptist, christening, font, cross, church, bell tower, stained glass window, pew, organ, font, Senses | | | | |
| **General Key Vocabulary** | sign, represent, tradition, special, important, turn over a new leaf, religion, house, home, family, flat, detached, semi-detached, terraced, bungalow, caravan, forgiveness, obedience, humility, righteous, jealousy, ritual, Special place, home, family, safe, possessions, earn, love, school, sad, friendly, thoughtful, calm, persuade, symmetry, siblings, incense, garlands | | | | | |

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| **Year 3** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Sikhism** | **Angels at Christmas** | **Care & Concern** | **Special People/Easter** | **Care & Concern** | **Responsibility** |
| **Religion** | **Sikhism** | **Christianity** | **Humanism** | **Christianity** | **Christianity** | **Christianity** |
| **Transferable Questions** | What is the best way for Sikhs to show commitment to God? | What part did angels  play in the Christmas  story?  What are angels?  What do angels do?  Are angels always good? | How is care and  concerned expressed  by someone?  What  does it mean to us?  Why are words not always enough to express feelings? | What makes someone special?  Who is special to you?  Are you special?  Who was special to Jesus?  Why is Easter special to Christians? | What does Christianity teach about the environment?  Is it important to look after our environment? | What is a ‘responsible’ person’?  Does everyone have  responsibilities?  Are they the same or do  they differ? |
| **Big Ideas** | **Making Sense of Life’s Experiences**  Stories about Guru Nanak and the importance of the Guru Granth Sahib to  Sikhs.  **Continuity, Change & Diversity**  The 5 Ks  **The Big Picture**  There is one God. He’s the creator of all things. All humans are equal before God.  **Community, Culture & Power**  The family and worship  together in the Gurdwara, the role of parents in bringing up their children in the Sikh faith. | **Making Sense of Life’s Experiences**  Key features of the life  of Jesus  **Words & Beyond**  Christmas  **The Big Picture**  Evidence of God | **Community, Culture & Power**  Personal relationships and responsibility to others | **Making Sense of Life’s Experiences**  Key features of Jesus’ life as told in the Gospels.  **Words & Beyond**  Lent, Holy Week, Ascension  **The Big Picture**  Jesus is God’s son – he suffered, died and rose from the dead – he is still alive and special to Christians | **Continuity, Change & Diversity**  The effect of Jesus on the lives and behaviour of individuals (this may include a study of  the lives of contemporary  and/or historical Christians). | **Community, Culture & Power**  Personal relationships and responsibility to others. |
| **Main Focus** | Understand what ‘commitment’ means.  Who founded Sikhism and where.  Know what the 5Ks, the Guru Granth Sahib and  the Gurwara are and what they mean to Sikhs. | Know that ‘angel’ means ‘messenger’.  Know who Angel Gabriel is. Understand the importance of the angels in the Christmas story – evidence of God’s presence.  Be able  to retell the Christmas Story (Nativity) | Understand what ‘care and concern’ mean.  Explain how we show care and concern to others. Understand ways we can express our emotions if we can’t use words. | Revise the Easter Story and what it means to Christians. Understand why Easter is a  special time for Christians. Explain who is special in our lives and why? | Know that Christians believe the Earth  belongs to God and they are taking care of it  for him (stewardship). Understand why it is  important to look after the world we live in.  Be able to explain how we can look after the world. | Understand what ‘responsibility’ means and  its importance in daily life. Look at ways we can be responsible and the responsibilities we have. |
| **Key Vocabulary** | Sikhism, Sikh, Khanda, kirpan, Guru Nanak, Punjab, Chakkar, leader, Guru Angad, Guru Amar Das, Guru Ram Das, Guru Arjan, Guru Hargobind, Guru Har Rai, Guru Har Krishnan, Guru Teg Bahadar, Singh, Kaur, warriors, martyr, kachera, kesh, kanga, kara, kirpan, Guru Granth Sahib, Gurdwara, Nam japna, Kirt Karna, Vand Chhakna | Messenger, Nativity, Angel Gabriel, Annunciation, Saviour, Messiah, City of David |  | missionaries, minister, vicar, priest, Archbishop, miracle, incarnation, sin, disciples,  Saint (Francis), Satan, God first, | | |
| **General Key Vocabulary** | warning, grace, favour, announcement, contemporary, congregation, care, traits, carer, concern, poor, betray, humanity, world, responsibility, eternal, exist, partnership, abuse, climate change, respect, precious, promise, charity, responsibility, poverty, climate change, injustice, equality, actions, scenario, chore, irresponsible, consequence, respect, self-control, lacks, peer pressure, duties, profound, righteous, faith, compassion, hope, integrity, values | | | | | |

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| **Year 4** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Journeys** | **Shepherds at Christmas** | **Buddhism** | **Forgiveness/Easter** | **Special Places** | **The Bible** |
| **Religion** | **Christianity** | **Christianity** | **Buddhism** | **Christianity** | **Buddhism** | **Christianity** |
| **Transferable Questions** | Which places are special to you?  Which places are special to others? | How important are the shepherds in the Christmas story?  If you had been a shepherd would you have been frightened by the angels’  message? | Can anybody be a  Buddhist Monk?  Can everyone be happy  all of the time?  Does being rich make a  person happy? | Is self-discipline important?  What makes some people  give everything for other people?  Why should we be sorry?  Should we forgive people for doing wrong? | What makes a place  special?  What helps to make a place  special?  Does everyone have a  special place? | What happens after death? Does God answer prayers?  How can stories and teachings that are so old still be applicable today? |
| **Big Ideas** | **Continuity, Change & Diversity**  Personal events - Pilgrimages | **Making Sense of Life’s Experiences**  Key features of the life of Jesus.  **Words & Beyond**  Christmas  **The Big Picture**  Evidence of God | **Making Sense of Life’s Experiences**  Stories about Gotama Buddha and his teachings.  **A Good Life**  Helping to alleviate suffering.  **Community, Culture & Power**  All Buddhists try to follow the example of Buddha’s life and live by the teachings. | **Making Sense of Life’s Experiences**  Key features of the life of Jesus as told in the  Gospels: His baptism and temptation, disciples, followers and friends.  **Words & Beyond**  Lent, Holy Week, Ascension  **The Big Picture**  Jesus is God’s son - he suffered, died and rose from death - is still alive and special to Christians. God loves and forgives. | **Community, Culture & Power**  Special places in religions – church, synagogue, mosque, gurdwara, mandir,  temple | **Words & Beyond**  Use of the Bible |
| **Main Focus** | Think about the places that are special to us and give reasons why that place/those places are special.  Feelings when travelling  to our special place.  Know what a pilgrimage is. Research Christian pilgrimages. | Look at the role of shepherds in biblical times.  Understand their role in the Christmas story.  Discuss why people why aren’t religious still celebrate Christmas. | Think about what makes us happy/unhappy.  Understand when, where and who started  Buddhism – Story of Buddha.  Look at the  role of the 8-Fold Path. | Understand what discipline means and the affect it can have on our daily lives.  Look at the story of Peter and his relationship with Jesus. | Understand why we have our own special places and the reasons we feel these places are special.  Look at special places in religion and why these places are special. | Understand what ‘sacred’ means.  Know what the bible is who wrote it and when.  Understand how Christians use the bible and why it is still so important to them after thousands of years. |
| **Key Vocabulary** | Shepherds, hillside, angels, visitation, caring, responsibility, stable, manger, bible, chapter, verse, quote, Old Testament, New Testament, | | Buddha, enlightenment, Siddharta, noble truths, Dukkha, Samudaya, nirodha, nirvana, Magga, 8 fold path, Right View, Right Intention, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness, Right Concentration | bible, chapter, verse, quote, Old Testament, New Testament, | Murti, puja, Lord Krishna, Lord Ganesh, worship, symbol, diva lamp, incense, purifies, aroma, respect, prashad, Kum Kum powder, temple, vihara, mandir, mosques, synagogue, gurdwara, Muslim, Mosque, Mecca, Qiblah Wall, mihrab, Imam, minbar, Khatib, prophet, minaret, prayer mat | bible, chapter, verse, quote, Old Testament, New Testament, |
| **General Key Vocabulary** | Special, exceptional, remarkable, outstanding, unique, distinctive, individual, peculiar, suffering, material possessions, greed, desire, liberated, delusion, hatred, compassion, caring, responsibility, influence, impact, forgive, forgiveness, betrayal, betray, mercy, loyalty, loyal, disloyal | | | | | |

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| **Year 5** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Islam** | **Judaism** | **Christianity (compared to other religions)** | **Christianity**  **(and Jesus)** | **Precious** | **The Natural World** |
| **Religion** | **Islam** | **Judaism** | **Christianity** | **Christianity** | **Christianity** |  |
| **Transferable Questions** | Are Islamic views different from those of other cultures and religions?  How do our beliefs affect our daily lives? | How do the Ten Commandments affect how Jews live their lives? | How is Christianity similar/different to other religions?  Why is Christianity the world’s most popular religion? | Who is Jesus?  Why is he special?  Why do some stories and  traditions affect the  behaviour and views of different people? | What is precious?  To whom am I precious?  What makes something precious? | How did life begin?  How has life shaped Earth and Earth shaped life? Would it matter if religions  disappeared? |
| **Big Ideas** | **Making Sense of Life’s Experiences**  Messengers of Allah, especially The Prophet  Mohammed, stories about his life, revelations, family and children, stories of  other prophets may be included.  Books of guidance in Islam, Qur’an, Hadith.  **Continuity, Change & Diversity**  The Five Pillars of Islam – basic outline.  **Community, Culture & Power**  Social life - the importance of good manners, how the family prepares for and celebrates festivals, respect and kindness to guests, the  importance of honesty | **Making Sense of Life’s Experiences**  The Torah - symbolism of the structure of the scroll and materials used, the work of the scribe, stories should be covered including  those about the beginning of the world and the people of Israel.  **A Good Life**  The Ten Commandments. Sayings which express values e.g. ‘love your neighbour as yourself’.  **Continuity, Change & Diversity**  The Jewish home - the Mezuzah, Shabbat and the Friday night meal.  Laws and rules by which people should live e.g. the Ten Commandments and sayings which express  values e.g. ‘love your neighbour’.  Distinctive  clothing such as kippah, tefillin, Tallit or tallith. | **A Good Life**  The Ten Commandments in Christianity – Judaism.  **The Big Picture**  God is One which is why everything in the world inter-relates (Judaism – Christianity). | **Continuity, Change & Diversity**  Jesus in Christian experience.  The effect of Jesus on the lives and behaviour of  individuals. | **The Big Picture**  Jesus is God’s son – he suffered, died and rose from death - is still alive and special to Christians. | **Community, Culture & Power**  and responsibility to others. |
| **Main Focus** | Understand some keys facts and basic history of Islam.  Look at the main beliefs of  Islam and how they differ to the beliefs of other religions (Christianity plus one other). | Understand some key facts and basic history of Judaism.  Consider the importance of what promises are and what  they mean to us.  Become familiar with the  ten commandments and their importance to Judaism  Identify and recognise artefacts of importance in Judaism.  Think about and identify what objects are important in my life.  Understand how Christianity grew from Judaism. | Revise how Christianity grew from Judaism.  Research how Christianity and Judaism differ. Understand how and why  Christianity has grown to be the biggest religion in the world. | Know why Jesus is special to Christians.  Understand why many Christians still lead  their lives today according to his teachings. | Understand what ‘precious’ means and why we have people and things that are precious to us and the role that these precious things  play in our lives. | Revise the Story of Creation from the Bible.  Understand that this isn’t the only belief of how the world came into being.  Understand what life has done to the Earth and what has the Earth has done to life upon it.  Research how religion has changed the world and the impact no religion would  have. |
| **Key Vocabulary** | Qur’an, holy book, sacred, Arabic, Hafiz, Allah, Muhammad, 5 pillars of Islam, Shahada, Salah, Zakat, Sawm, Hajj | Abraham, Judaism, Jews, Jewish, Palestine, Israelites, covenant, Sabbath, Synagogue, tallith, kippur, teffillin, phylacteries, Torah scrolls, Yad, idols, menorah, Star of David, Mezuzah, Yarmulke, Hebrew |  |  |  |  |
| **General Key Vocabulary** | Respect, empathy | | | | | |

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| **Year 6** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Judaism** | **Islam** | **Christianity (and Faith)** | **Christianity (and**  **Society)** | **Promises/Choices** | **Memories** |
| **Religion** | **Judaism** | **Islam** | **Christianity** | **Christianity** | **Christianity** |  |
| **Transferable Questions** | How can you be Jewish if you don’t believe Jesus was the Son of God? | Do Muslims believe in Jesus?  Is Jesus important to Muslims?  Why do people follow Islam  (or other religions)? | Can faith be influenced? Why do people have a faith?  What does ‘lead a good life’ mean to different people? | How do biblical texts apply to modern society?  Why do some non-religious  people wish to mark important steps in their lives with a religious ceremony? | What helps me make good choices?  Do we need rules?  Is ‘leading a good life’ the same everywhere or might  a ‘good life’ in one community be criticised in another? | Why do we need  memories?  What makes a memory?  How do memories impact our lives? |
| **Big Ideas** | **Making Sense of Life’s Experiences**  The Torah - symbolism of the structure of the scroll and materials used, the work of the scribe, stories should be covered including  those about the beginning of the world and the people of Israel.  **The Big Picture**  God is One which is why everything in the world inter-relates. Poems in the Tenakh e.g. Psalm 8 and 148. God’s love for His creation. | **Making Sense of Life’s Experiences**  Messengers of Allah, especially The Prophet  Mohammed, stories about his life, revelations, family and children, stories of  other prophets may be included. Books of  guidance in Islam, Qur’an, Hadith.  **The Big Picture**  Allah - the Islamic name for the One True God.  Allah - is the Creator, provides all good things,  His attributes are revealed in the Qur’an, human beings as the best of His  creation on Earth,  His guidance through  Messengers and the Qur’an - the revealed  book for Muslims, which is treated with respect. | **A Good Life**  The Ten Commandments (brief outline).  The Greatest Commandments. Love God with all your heart, soul and mind and strength. Love your neighbour as you love yourself (Matt 22:37-39). Christian principle of Grace (John 13:34, 15:12) | **Making Sense of Life’s Experiences**  Key features of the life of Jesus as told in the Gospels: His baptism and temptation, disciples, followers and friends. Teaching about the Kingdom of God in parables and miracles.  **Continuity, Change & Diversity**  Jesus in Christian experience. The effect of  Jesus on the lives and behaviour of individuals | **The Big Picture**  Evidence of God.  Ways of understanding God are revealed and confirmed through the Bible, the teaching of the Church, human experience.  God loves and forgives. Jesus is God’s son - he suffered, died and rose from  death - is still alive and special to Christians.  **A Good Life**  The Ten Commandments (brief outline).  The Greatest Commandments. Love God with all your heart, soul and mind and strength. Love  your neighbour as you love yourself (Matt 22:37-39). Christian principle of Grace (John 13:34, 15:12). | **The Big Picture**  Human experiences. |
| **Main Focus** | Understand how Jews become Jews.  Research the roles that Jesus and God played in the history of Judaism. | Understand the role of Jesus in Islam and whether he is revered or not by Muslims.  Revise the key facts and basic history of Islam and make assumptions as to why Muslims follow Islam and/or why Christians  follow Christianity etc. | Understand what ‘faith’ is and whether it can be changed.  Look at what ‘leading a good life’ means and make decisions as to whether it is important to lead a good life at all times | Look at how some bible stories relate to life  today.  Understand reasons as to why people who don’t usually practise a religion  still use religion to mark important steps in their lives (weddings, funerals, baptisms etc) | Look at when choices have been made and rules have been followed in the Bible. Give reasons as to why rules are important/not  important.  Understand why some people choose to ‘lead a good life’ and the impact it  has on them and those around them. | Understand why memories are sometimes good and sometimes bad and how these memories can impact upon our lives in positive and negative ways. |
| **Key Vocabulary** | Abraham, Judaism, Jews, Jewish, Palestine, Israelites, covenant, Sabbath, Synagogue, tallith, kippur, teffillin, phylacteries, Torah scrolls, Yad, idols, menorah, Star of David, Mezuzah, Yarmulke, Hebrew | Statement of belief, messenger, prophet, Day of Judgement, Anti-Christ, miracles, Qur’an, holy book, sacred, Arabic, Hafiz, Allah, Muhammad, 5 pillars of Islam, Shahada, Salah, Zakat, Sawm, Hajj | Promise, pledge, word, vow, oath, assurance, covenant | | | |
| **General Key Vocabulary** | Memory, recollection, reminiscence, reminder, influence, memorials, achievements | | | | | |