

**Subject Pathway – RE – Cycle A**

Cycle A	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6				
<b>Autumn 1</b>	<p>Religions: Christianity, Judaism</p> <p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p><u>British Values:</u> Individual Liberty Rule of Law (10 commandments) Mutual Respect Tolerance of those of different faiths and beliefs.</p> <p>Looking at religions and cultures across the world. Look at pictures of people from different religions.</p>	<p><u>KEY VOCAB</u> Special God Christianity Role model Jewish Jesus Miracle Bible Moses</p>	<p>YEAR 1 Religion: Christianity</p> <p>Learning Objectives: We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p> <p>Theme: Creation Story</p> <p>Concept: God/Creation</p> <p>Key Question: Does God want Christians to look after the world?</p> <p><u>British Values:</u> Rule of Law (Not to damage others property)</p>	<p><u>KEY VOCAB</u> God Creation Stewardship Environment</p>	<p>YEAR 3- Religion: Hinduism</p> <p>LO: We are learning what happens during the festival of Divalli and whether the celebration brings sense of belonging to Hindus.</p> <p>Theme: Divalli</p> <p>Key Question: Would celebrating Divalli at home and in the community bring a feeling of belonging to a Hindu child?</p> <p><u>British Values:</u> Rule of Law Individual Liberty</p>	<p><u>KEY VOCAB</u> Message Symbols Divallil Community Rangoli Diva Puja</p>	<p>Religion: Hinduism LO: We are learning to understand how Hindus show their commitment to God and to evaluate if there is a best way.</p> <p>*Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p><u>British Values:</u> Rule of Law (Vedas) Individual Liberty</p>	<p><u>KEY VOCAB</u> Prayer Worship Puja</p>
<b>Autumn 2</b>	<p>Religion: Christianity</p> <p>Theme: Christmas</p> <p>Key Question: What is Christmas?</p> <p><u>British Values:</u> Mutual Respect</p>	<p><u>KEY VOCAB</u> Mary Birth Bethlehem Nativity Shepherds Saviour Angels</p>	<p>YEAR 1 Religion: Christianity</p> <p>Learning Objectives: We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.</p> <p>Theme: Christmas Concept: Incarnation</p> <p>Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p><u>British Values:</u> Mutual Respect</p>	<p><u>KEY VOCAB</u> Christmas Incarnation Jesus Bethlehem</p>	<p>Religion: Christianity</p> <p>LO: We are learning what the true meaning of Christmas is to Christians and compare to what Christmas means to us.</p> <p>Theme: Christmas Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p><u>Mutual Respect</u> Tolerance of those of different faiths and beliefs.</p>	<p><u>KEY VOCAB</u> Meaningful Nativity Wise men Jesus Christians Gift to the world Joy</p>	<p>Religion: Christianity</p> <p>LO: We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.</p> <p>Theme: Christmas Concept: Incarnation</p> <p>Key Question: Is the Christmas story true?</p> <p><u>Mutual Respect</u> Tolerance of those of different faiths and beliefs.</p>	<p><u>KEY VOCAB</u> Truth Eye-Witness accounts Saviour</p>
<b>Spring 1</b>	<p>Religions: Hinduism</p> <p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p><u>British Values:</u> Individual Liberty Mutual Respect</p>	<p><u>KEY VOCAB</u> Resolutions Chinese new year Animal Astrology New year Persia Nowruz Iran Holi</p>	<p>YEAR 1 Religion: Christianity</p> <p>Learning Objectives: We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult</p> <p>Theme: Jesus as a friend</p> <p>Concept: Incarnation</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p><u>British Values:</u> Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs.</p>	<p><u>KEY VOCAB</u> Zacchaeus Lazarus Friendship</p>	<p>Religion: Christianity</p> <p>LO: We are learning to re-tell Bible stories when miracles have happened and question whether Jesus really did perform them.</p> <p>Theme: Jesus' Miracles</p> <p>Concept: Incarnation</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p><u>Mutual Respect</u> Tolerance of those of different faiths and beliefs.</p>	<p><u>KEY VOCAB</u> Miracles Bible Incarnation Heal</p>	<p>Religion: Sikhism</p> <p>We are learning to understand the relevance of Sikh stories today.</p> <p>*Theme: Beliefs and moral values Key Question: Are Sikh stories important today?</p> <p>OR</p> <p>Religion- Hindu LO: We are learning to understand the Hindu belief that there is one God with many different aspects. *Theme: Beliefs Key Question: How can Brahman be everywhere and in everything?</p> <p><u>British Values:</u> Rule of Law (Guru Granth Sahib)</p>	<p><u>KEY VOCAB</u> Guru Granth Sahib Sikhs Last Guru Guru Nanak</p> <p>OR</p> <p>Unique Creator Preserver Destroyer Lakshmi</p>
<b>Spring 2</b>	<p>Religion: Christianity</p> <p>Theme: Easter Concept: Salvation</p> <p>Key Question: What is Easter?</p> <p><u>British Values:</u> Democracy Rule of Law Mutual Respect.</p>	<p><u>KEY VOCAB</u> Spring Easter Forgiveness Resurrection Cross Tomb Jerusalem</p>	<p>YEAR 1 Religion: Christianity</p> <p>Learning Objectives: We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p> <p>Theme: Easter - Palm Sunday Concept: Salvation</p> <p>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p><u>British Values:</u> Democracy Rule of Law Looking at religions and cultures across the world. Look at maps of the world Look at pictures of people from different religions.</p>	<p><u>KEY VOCAB</u> Palm Salvation Easter Last Supper The Messiah Celebrity</p>	<p>Religion: Christianity</p> <p>LO: We are learning to recall the key events of the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p> <p>Theme: Easter - Forgiveness Concept: Salvation</p> <p>Key Question: What is 'good' about Good Friday?</p> <p><u>Mutual Respect</u> Tolerance of those of different faiths and beliefs.</p>	<p><u>KEY VOCAB</u> Forgiveness Disciples Death Cross Bread/wine</p>	<p>Religion: Christianity</p> <p>LO: We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>Theme: Easter Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p><u>Mutual Respect</u> Tolerance of those of different faiths and beliefs.</p>	<p><u>KEY VOCAB</u> Judas Betrayal Holy Week</p>
<b>Summer 1</b>	<p>Religions: Christianity, Islam, Hinduism, Sikhism</p> <p>Theme: Stories</p> <p>Key Question: What can we learn from stories?</p> <p><u>British Values:</u> Mutual Respect Tolerance of those of different faiths and beliefs.</p>	<p><u>KEY VOCAB</u> Shabbat Islam Hinduism Bible stories Sikhism Priest</p>	<p>YEAR 1 Religion: Judaism</p> <p>Learning Objectives: We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p> <p>Theme: Shabbat Key Question: Is Shabbat important to Jewish children?</p> <p><u>British Values:</u> Rule of Law (Shabbat Rules) Individual Liberty</p> <p>Religion: Judaism</p> <p>Learning Objective: We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</p> <p>Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>	<p><u>KEY VOCAB</u> Shabbat Jew Judaism Jewish</p>	<p>Religion: Hinduism</p> <p>LO: We are learning to understand the Hindu belief that there is 1 God with many different aspects.</p> <p>*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Or Religion: Sikhism LO: We are learning how Sikhs beliefs affect their ways of life and the importance they place on sharing.</p> <p>*Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? <u>British Values:</u> Rule of Law (Share with those in need) Show a world religion map. Countries around the world where Hinduism is the main religion. What different religions are found in our local community?</p>	<p><u>KEY VOCAB</u> Brahma Vishnu Shiva Faith Gods/Godesses</p> <p>Or</p> <p>Sharing Gurdwara Karah Parshad Holy Book</p>	<p>Religion: Sikhism</p> <p>LO: We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.</p> <p>*Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Or</p> <p>Religion: Hinduism LO: We are learning to understand the impact of certain beliefs on a Hindu's life</p> <p>*Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p><u>KEY VOCAB</u> Debating Commitment Christian Aid Week Mother Theresa Holy Communion</p>	<p><u>KEY VOCAB</u> Commitment The 5ks of Sikhism</p> <p>OR</p> <p>Karma Samsara Moksha Choice Reincarnation</p>
<b>Summer 2</b>	<p>Religions: Christianity, Islam, Judaism</p> <p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p><u>British Values:</u> Individual Liberty Mutual Respect.</p>	<p><u>KEY VOCAB</u> Church Mosque Synagogues</p>	<p><u>British Values:</u> Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs.</p>	<p><u>KEY VOCAB</u> Rosh Hashanah Yom Kippur</p>	<p>Religion: Hinduism</p> <p>LO: We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.</p> <p>Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Sikhism LO: We are learning to understand different ways that Sikhs show their commitment to God. Theme: Sharing and Community Key Question: Do Sikhs think it is important to share?</p> <p><u>British Values:</u> Mutual Respect Tolerance of those of different faiths and beliefs.</p>	<p><u>KEY VOCAB</u> River Ganges Pilgrimage Varanasi</p> <p>Worship Prayer Commitment Mool Mantar</p>	<p><u>British Values:</u> Rule of Law Mutual Respect Tolerance of those of different faiths and beliefs.</p> <p>How do Sikhs celebrate in our local community? Visit to Gurdwara Temple</p> <p>Religion: Christianity</p> <p>LO: We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.</p> <p>Key question: What is the best way for a Christian to show commitment to God?</p> <p>Theme: Do religious people lead better lives?</p> <p><u>British Values:</u> Mutual Respect</p>	<p>Religion: Christianity</p>



**Subject Pathway – RE – Cycle B**

Cycle B	EYFS	Year 1 & 2 YEAR 2 POS	Year 3 & 4	Year 5 & 6				
Autumn 1	<p>Religions: Christianity, Judaism</p> <p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p><a href="#">British Values:</a> Individual Liberty Rule of Law (10 commandments) Mutual Respect</p> <p>How are Jewish festivals celebrated around the world?</p>	<p><b>KEY VOCAB</b> Special God Christianity Role model Jewish Jesus Miracle Bible Moses</p>	<p>YEAR 2 Religion: Christianity</p> <p>LO: We are learning to re-tell Bible stories that show kindness and to explore how this makes Christians behave towards others.</p> <p>Theme: What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p><a href="#">British Values:</a> Individual Liberty</p>	<p><b>KEY VOCAB</b> Wisdom Kindness Conscience Good Samaritan Gospel</p>	<p>YEAR 4 Religion: Judaism</p> <p>LO: We are learning to understand the special relationship between Jews and God and the promises they make to each other.</p> <p>Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? OR</p> <p>Religion: Buddhism LO: We are learning about the life of the Buddha and exploring how he tried to be happy and stay happy.</p> <p>Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy?</p> <p><a href="#">British Values:</a> Rule of Law (The covenant/Torah) Individual Liberty. OR Individual Liberty</p>	<p><b>KEY VOCAB</b> Covenant/Agreement/Promise The book of Genesis Abraham Moses Torah scroll Mezuzah</p>	<p>Year 6 Religion: Islam</p> <p>LO: We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way</p> <p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p><a href="#">British Values:</a> Rule of Law (5 pillars) Individual Liberty</p> <p>Islam in the local community? Map of the world showing countries where Islam is the main religion. Case study of chn in different countries who follow Islam</p>	<p><b>KEY VOCAB</b> Commitment Ramadan Pillars of Islam Pray Fasting Affirmation</p>
Autumn 2	<p>Religion: Christianity</p> <p>Theme: Christmas Concept: Incarnation</p> <p>Key Question: What is Christmas?</p> <p><a href="#">British Values:</a> Mutual Respect Tolerance of those of different faiths and beliefs.</p>	<p><b>KEY VOCAB</b> Mary Birth Bethlehem Nativity Shepherds Saviour Angels</p>	<p>Year 2 Religion: Christianity</p> <p>LO: We are learning to reflect on the Christmas story and the reasons for Jesus' birth.</p> <p>Theme: Christmas - Jesus as gift from God Concept: Incarnation</p> <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p><a href="#">British Values:</a> Mutual Respect Tolerance of those of different faiths and beliefs.</p> <p>Visit to the local church Christianity in the local community. Important black Christians - Martin Luther King</p>	<p><b>KEY VOCAB</b> Save/Rescue Testament Miracle</p>	<p>YEAR 4- Religion: Christianity</p> <p>LO: We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p> <p>Theme: Christmas Concept: Incarnation</p> <p>Key Question: What is the most significant part of the nativity story for Christians today?</p> <p><a href="#">British Values:</a> Mutual Respect Tolerance of those of different faiths and beliefs.</p>	<p><b>KEY VOCAB</b> Symbols Cultural symbols The Incarnation of God Precious gifts Christingles</p>	<p>Year 6 Religion: Christianity</p> <p>LO: We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.</p> <p>Theme: Christmas Concept: Incarnation</p> <p>Key Question: Is the Christmas story true?</p> <p>OR</p> <p>Religion: Christianity LO: We are learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.</p> <p>Theme: Christmas Concept: Incarnation</p> <p>Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p><a href="#">British Values:</a> Mutual Respect Tolerance of those of different faiths and beliefs.</p> <p>Research Gardener Taylor – minister of the Christian faith. Important black Christian-Mary Seacole/ Rosa Parks</p>	<p><b>KEY VOCAB</b> Miracle Virgin birth Jesus Virgin Mary</p> <p>OR</p> <p>Celebrations Jesus as the Son of God Incarnation</p>
Spring 1	<p>Religions: Hinduism</p> <p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p><a href="#">British Values:</a> Individual Liberty Mutual Respect</p>	<p><b>KEY VOCAB</b> Resolutions Chinese new year Animal Astrology New year Persia Nowruz Iran Holi</p>	<p>YEAR 2- Religion: Judaism</p> <p>LO: We are learning to understand how celebrating Passover helps Jews show God they value their special relationships with Him.</p> <p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>OR</p> <p>Religion: Islam LO: We are learning to explain what commitment means to us and to Muslims by knowing how Muslims pray five times a day.</p> <p>Theme: Prayer at home</p> <p>Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life?</p> <p><a href="#">British Values:</a> Rule of IAW (Pssover rules) Individual Liberty.</p>	<p><b>KEY VOCAB</b> Love/Respect Consequences Festival of Passover Exodus from Egypt Israel The Seder Plate</p> <p>OR</p> <p>Muslim Prayer Routine Prayer mats</p>	<p>YEAR 4 Religion: Judaism</p> <p>LO: We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p> <p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do? OR</p> <p>Religion: Buddhism LO: We are learning about the teachings of the Buddha and exploring what he taught about change.</p> <p>Theme: The 8-fold path</p> <p>Key Question: Can the Buddha's teachings make the world a better place?</p> <p><a href="#">British Values:</a> Rule of Law Individual Liberty</p> <p>Places in the world that practise Buddhism.</p>	<p><b>KEY VOCAB</b> Passover Forbidden Special Resect Gods authority Seder meal Mezuzah Sabbath Kosher</p> <p>OR</p> <p>Compassion Positive Selfish Greedy Siddhatta Suffering</p>	<p>Year 6- Religion: Christianity</p> <p>LO: We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.</p> <p>Theme: Beliefs and Meaning Concept: Salvation</p> <p>Key Question: Is anything ever eternal?</p> <p><a href="#">British Values:</a> Mutual Respect Tolerance of those of different faiths and beliefs.</p>	<p><b>KEY VOCAB</b> Eternal Resurrection Commandments Forgiveness Humanist</p>
Spring 2	<p>Religion: Christianity</p> <p>Theme: Easter Concept: Salvation</p> <p>Key Question: What is Easter?</p> <p><a href="#">British Values:</a> Democracy Rule of Law Mutual Respect.</p>	<p><b>KEY VOCAB</b> Spring Easter Forgiveness Resurrection Cross Tomb Jerusalem</p>	<p>Year 2- Religion: Christianity</p> <p>LO: We are learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians..</p> <p>Theme: Easter - Resurrection Concept: Salvation</p> <p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p><a href="#">British Values:</a> Rule of Law</p>	<p><b>KEY VOCAB</b> Crucifixion Resurrection Life after death</p>	<p>YEAR 4 Religion: Christianity</p> <p>LO: We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</p> <p>Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians?</p> <p><a href="#">British Values:</a> Rule of law Individual Liberty (Jesus willingly gave his up)</p>	<p><b>KEY VOCAB</b> Forgiveness The Lords Prayer Anger Love for enemies The unforgiving servant</p>	<p>Year 6 Religion: Christianity</p> <p>LO: We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.</p> <p>Theme: Easter Concept: Gospel</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p><a href="#">British Values:</a> Democracy Rule of Law Individual Liberty</p>	<p><b>KEY VOCAB</b> Inflential Festivals Charity Significance</p>
Summer 1	<p>Religions: Christianity, Islam, Hinduism, Sikhism</p> <p>Theme: Stories</p> <p>Key Question: What can we learn from stories?</p> <p><a href="#">British Values:</a> Individual Liberty Mutual Respect</p>	<p><b>KEY VOCAB</b> Islam Hinduism Bible stories Sikhism Priest</p>	<p>YEAR 2- Religion: Judaism</p> <p>LO: We are learning to understand the special relationship between Jews and God and the promises they make to each other.</p> <p>Theme: The Covenant Key Question: How special is the relationship Jews have with God? OR</p> <p>Religion: Islam LO: We are learning to understand why muslims visit the mosque and to explore whether this gives them a sense of belonging. Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging?</p> <p>YEAR 2- Religion: Judaism</p> <p>LO: We are learning to show how Jews shows their commitment to God.</p> <p>Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? OR</p> <p>Religion: Islam LO: We are learning to understand what happens during Hajj and to explore the importance of this to muslims.</p> <p>Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim?</p> <p><a href="#">British Values:</a> Rule of Law (The Covenant) Individual Liberty OR Rule of Law (Prayer in the Qur'an/ Pillars of Islam) Rule of Law (613 rules) Individual Liberty Rule of Law (Hajj as a pillar of Islam)</p>	<p><b>KEY VOCAB</b> Covenant Trust Agreement Abraham Affirmation Ten Commandments</p> <p>OR</p> <p>Community Belonging Grand Mosque</p> <p><b>KEY VOCAB</b> Synagogue Shabbat Fesitvals Milestones Bar Mitzvah Commitments</p> <p>OR</p> <p>Hajj Journey</p>	<p>Year 4- Religion: Judaism</p> <p>LO: We are learning to understand different ways that Jews show their commitment to God, comparing their practices in order to explore Which shows the most commitment.</p> <p>Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment?</p> <p><a href="#">British Values:</a> Mutual Respect Tolerance of those of different faiths and beliefs.</p> <p>Religion: Buddhism</p> <p>LO: We are learning how Buddha's teachings make a difference to how Buddhists choose to live.</p> <p>Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? OR</p> <p>Religion: Christianity LO: We are learning to understand how important going to church is to show someone is a Christian.</p> <p>Theme: Prayer and Worship</p> <p>Key Question: Do people need to go to church to show they are Christians?</p> <p><a href="#">British Values:</a> Rule of Law (The covenant/Torah) Individual Liberty.</p>	<p><b>KEY VOCAB</b> Responsibility Religion Traditions Kashrut Torah Seder Tu B'Shevat Commitment</p> <p><b>KEY VOCAB</b> Harm/Right/Wrong Compassion 8 fold path The Noble 8 fold path Leading a good life</p> <p>OR</p> <p>John the Baptist River Jordan Confession Vicar Jesus Safety</p>	<p>YEAR 6NB: This enquiry is taught in 2 sections over the term</p> <p>Religion: Islam LO: We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p> <p>Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? tian to show commitment to God?</p> <p><a href="#">British Values:</a> Mutual Respect Tolerance of those of different faiths and beliefs.</p> <p>YEAR 6 NB: This enquiry is taught in 2 sections over the term</p> <p>Religion: Islam LO: We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</p> <p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><a href="#">British Values:</a> Democracy Rule of Law Individual Liberty</p>	<p><b>KEY VOCAB</b> Akhirah Allah Life after Death Greater Jihad</p> <p><b>KEY VOCAB</b> Open mindedness Motivation Influences Stereotyping Holy war Phophet Muhammad.</p>
Summer 2	<p>Religions: Christianity, Islam, Judaism</p> <p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p><a href="#">British Values:</a> Individual Liberty Mutual Respect.</p>	<p><b>KEY VOCAB</b> Church Mosque Synagogues</p>	<p>YEAR 2- Religion: Judaism</p> <p>LO: We are learning to show how Jews shows their commitment to God.</p> <p>Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? OR</p> <p>Religion: Islam LO: We are learning to understand what happens during Hajj and to explore the importance of this to muslims.</p> <p>Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim?</p> <p><a href="#">British Values:</a> Rule of Law (The Covenant) Individual Liberty OR Rule of Law (Prayer in the Qur'an/ Pillars of Islam) Rule of Law (613 rules) Individual Liberty Rule of Law (Hajj as a pillar of Islam)</p>	<p><b>KEY VOCAB</b> Synagogue Shabbat Fesitvals Milestones Bar Mitzvah Commitments</p> <p>OR</p> <p>Hajj Journey</p>	<p>Year 4- Religion: Judaism</p> <p>LO: We are learning to understand different ways that Jews show their commitment to God, comparing their practices in order to explore Which shows the most commitment.</p> <p>Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment?</p> <p><a href="#">British Values:</a> Mutual Respect Tolerance of those of different faiths and beliefs.</p> <p>Religion: Buddhism</p> <p>LO: We are learning how Buddha's teachings make a difference to how Buddhists choose to live.</p> <p>Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? OR</p> <p>Religion: Christianity LO: We are learning to understand how important going to church is to show someone is a Christian.</p> <p>Theme: Prayer and Worship</p> <p>Key Question: Do people need to go to church to show they are Christians?</p> <p><a href="#">British Values:</a> Rule of Law (The covenant/Torah) Individual Liberty.</p>	<p><b>KEY VOCAB</b> Harm/Right/Wrong Compassion 8 fold path The Noble 8 fold path Leading a good life</p> <p>OR</p> <p>John the Baptist River Jordan Confession Vicar Jesus Safety</p>	<p>YEAR 6NB: This enquiry is taught in 2 sections over the term</p> <p>Religion: Islam LO: We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p> <p>Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? tian to show commitment to God?</p> <p><a href="#">British Values:</a> Mutual Respect Tolerance of those of different faiths and beliefs.</p> <p>YEAR 6 NB: This enquiry is taught in 2 sections over the term</p> <p>Religion: Islam LO: We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</p> <p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><a href="#">British Values:</a> Democracy Rule of Law Individual Liberty</p>	<p><b>KEY VOCAB</b> Akhirah Allah Life after Death Greater Jihad</p> <p><b>KEY VOCAB</b> Open mindedness Motivation Influences Stereotyping Holy war Phophet Muhammad.</p>