

Key aims: Pupils enquire into Humanist values and ideas, gaining new words and using them accurately, particular focusing on values and ideas, develop ideas about the ways values help people to decide the point of living and the meanings of life explore their own values

Values: what matters most? Exploring right and wrong with Christians and Humanists

This unit will focus on Humanism and Christianity, identifying similarities and differences.

The children will learn about the values different people hold.

Strands and attitudes: Beliefs, teachings, sources Religious and non-religious practices and ways of life, values and commitments, sense of self, willingness to learn, respect for all, discussion and debate about values, demonstrate open-mindedness.

Strands and attitudes: Religious practices and ways of life, values and commitments, impact their behaviour can have on others, willingness to learn, engage in positive discussion and debate about what is right and wrong, good and bad.

What can we learn from religions about temptation?

Children will focus on stories of temptation and beliefs in both Islam and Christianity and look at similarities and differences between the different worldviews.

Key aims: link between stories and beliefs how we make our moral choices, challenges of commitment to living a good life, moral dimensions of religion - similarities and differences. Consider ways in which diverse communities can live together for the well being of all. Ask questions about temptation ethics.

Key aims: using a range of spiritual symbols and expressions (arts, architecture, music, beautiful writing) to show different ways beliefs and meanings are expressed, similarities and differences between the cultural expression, arts and architecture of 3 religions, present their own and others' views on varied cultural and spiritual expressions from the 3 religions, discuss ideas about diverse communities living together.

How do we express spiritual ideas through the arts?

This unit allows the children to use religious vocabulary to describe the events in the Christian calendar and discuss the art that links to these. They will also discuss and question the meanings and beliefs the art works carry.

Strands and attitudes: Beliefs, Values and Teaching, expressing meaning, Purpose and Truth, values and commitment, Open mindedness, Appreciation and wonder, creativity and imagination.

Strands and attitudes: Practices and ways of life, identity, diversity, values and belonging, self awareness, British Values, respect, open-mindedness

Exploring key leaders - Sikhs and Hindus

The children will learn about Guru Nanak (as well as other Gurus) and look at how his teachings influence Sikh people's lives. The children will also learn about influential Hindu leaders.

Strands and attitudes: practices and ways of life, questions of Meaning, Purpose and Truth, Values and Commitments, own ideas about inspiration and role models, Respect for all, willingness to learn from others

Strands and attitudes: Beliefs, values and teaching, commitment, self awareness of own and others behavior, open mindedness, generosity and kindness.

Key aims: describe and understand life stories of inspirational people, look at examples of people who have high significance in Sikh and Hindu communities, present own views, understand the challenges of commitment, discuss own ideas about leadership and values of inspirational figures.

Muslims and Christians: Who is inspiring? Inspirational founders and leaders.

The children will learn about the Prophet Muhammad (PBUH) and inspirational Christians, making links between stories and leaders.

Strands and attitudes: Beliefs, values and teaching, religious practices, questions of meaning, purpose and truth, values and commitments, self-awareness, respect.

Key aims: describe and understand the links between stories and leaders, discuss what makes a person inspiring, explain significance of people's lives, present their own and others' views, discuss ideas of justice, equality, kindness and love.

Religions in the local community What will make our town a more respectful place?

Children focus on the richness and religious diversity in the UK today, learning about the local area and asking questions.

Key aims: describe and make connections between our local area and religious worldviews. Reflect on own and others views, consider and apply ideas about living in a community, discuss what is just and fair in our area.

Strands and attitudes: Beliefs and practices, questions of values and commitment, fairness, respect

Commitments and meanings: what difference does it make to be committed to a religion:

Extra unit: finding reasons to care through religious stories

Christianity focus, children will learn about Jesus' teachings, in stories such as the Good Samaritan, linking the stories of Jesus and what Christians do today.

Key aims: describe and make connections between stories and reflecting thoughtfully on their own beliefs, links between texts and values, understand kindness and justice, similarities and differences in expressing care, ideas and ethical questions.

Beliefs and actions in the world: Can Christian aid, Khalsa aid and Islamic relief change the world?

Children will learn about two different charities and how this is rooted in religion.

Key aims: describe and make connections between charities and religion, understand different ways of expressing meaning, explain the values of religious work, understand challenges, ideas of community, values, respect, discuss own ideas about reducing poverty.

Strands and attitudes: Beliefs, values and teaching, commitment, empathizing with the plight of others, recognising the responsibility we have to others and that alleviating suffering can be a response to worship.

Commitment in Christian life, Islamic life and Hindu life

Children will learn about the impact of faith on Christian, Hindu and Muslim people. They will look at ideas of duty, choice, commitment and strength.

Key aims: explore the nature of commitment, develop ideas about the meaning of life, explore own commitments and talents

Key aims: describe and make connections between celebrations and worship, beliefs, symbols and actions, expressing meaning, identify examples of celebrations, challenges to commitment, own and others views - questions and belonging, ethical questions

Christian and Hindu answers to questions: What is God like? What matters most in life?

Christianity and Hinduism focus, children will learn about worship, celebrations and rituals and reflect on life as a journey.

Key aims: describe and make connections about celebrations, worship and pilgrimages, make links between stories and aspects of communities, challenges of commitment, similarities and differences between journeys in religions, questions on belonging and community.

Strands and attitudes: Self-awareness, becoming increasingly alert of their own beliefs, respect, learning from others' views, open-mindedness, big questions, appreciation

Learning from Islam keeping 5 pillars: What difference does it make?

Islam focus, children will identify the 5 pillars and explore what these are, suggesting meaning for these and how they impact Muslim people's choices and ways of life and practice.

Key aims: how Muslim belief is expressed in the pillars, values and commitments, understand rituals and why they matter, discipline, devotion and spirituality, routines and expressing beliefs

Strands and attitudes: Commitment, linking own commitments and discipline to Islamic practice, fairness, respect and tolerance.

What is it like to be a Hindu?

Hinduism focus, children will learn about Hindu worship at home and in a Mandir, exploring the beliefs, symbols and Gods/Goddesses who are part of the Hindu religion.

Strands and attitudes: Forms of religious expression, identity, diversity and belonging, confidence to share beliefs and identity, sensitive to ideas of others, reflection

Why do people make pilgrimages?

Focus on Hinduism and Islam. Children to study the Hajj pilgrimage and one Hindu pilgrimage such as the pilgrimage to Varanasi.

Key aims: describe and make connections, links between sacred texts and pilgrimages, similarities and differences, own and others views, belonging and commitment.

Strands and attitudes: Religious practices and ways of life, values and commitments, self awareness, respect for all, commitment

Extra unit: Jesus: why do some people think he is inspirational

Focus on Christianity - looking at key aspects of Jesus' teaching and the stories about Jesus

Key aims: understand links between Jesus and Christian beliefs today, explore how stories are used, look at examples of how teachings are used, understand challenges of commitment, discuss own and others' views, own and others' ideas about ethical questions in Jesus' teaching.

Strands and attitudes: Religious beliefs, teachings and sources, identity and belonging, values and commitments, expressing own beliefs

How and why are Holy books important?

This topic focuses on Christianity and Islam, references are made to Sikh.

and Hindu holy books linking back to the previous topic. Links made to use of holy books in sacred places

Key aims: understand difference between favourite and holy, focus on the Bible and Qur'an, links to how these books guide people's lives, children to retell a Bible story, identify at least two Muslim beliefs

What can we learn from visiting sacred places

This topic focuses on Christianity, Sikhism, Islam and Hinduism. The children will learn to identify some main features of sacred places and respond to the idea of special places having an importance.

Key aims: describe, make connections, explore a range of symbols, find similarities and differences, understand challenges of commitment to worship, discuss their own and others views, consider and apply ideas of respect

Strands and attitudes: religious practices and ways of life, expressing meaning, identity and diversity, values and commitments, being sensitive to others feelings, understanding of other people's views, curiosity and imagination, asking intelligent questions and developing critical attitudes.

Recap of KS1

Staff will assess what the children have learnt about Christianity, Islam, Sikhism alongside festivals and celebrations.

Can children recognize the symbols of each religion and remember key events celebrated?