
























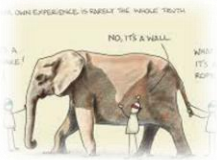
Autumn Conflict	Engages with debate	Vocabulary	Spiritual	Moral	Social	Cultural
KS1	Why should I say sorry?	Apology Acceptance Forgiveness Genuine	Children know that their actions have consequences. Study Jonah and the Whale – bible story and Sorry Really Sorry by Joanna Cotler 	Children can explain what good choices look like in relation to relationships. Children Explore why it is important to say sorry and mean it.	Children Understand that in a social situation you have to make good choices for a happy society. Consider school “rules” Respect, Ready, Safe	Look at how we say sorry in our culture. Cards, gifts , physical display (hug) etc. British Culture
LKS2	Should we always forgive?	Conscience Penance Repentance Penal reform Corporal Punishment Capital Punishment	Children consider if there are wrongs that can not be forgiven. What might they be? Teach the Parable of the Unmerciful Servant See Matthew 6:14-15	In our community are there wrongs that can not be forgiven without a price being paid eg prison? Do you agree with this?	In our society do we encourage forgiveness or does our justice system prevent that? Children know what Penal reform is and how our society tries to break the pattern of offending.	Does forgiveness look different in different religions compare two. Catholicism and Sikhism. 
UKS2	Should we all be equal?	Equality Persecution Holocaust Discrimination belief	Consider events that have happened in recent history that are related to religions . Holocaust, Israel and Gaza Strip. Why have Jews been persecuted throughout history? Children discuss why Religions and conflict are sometimes interwoven. Equality	Consider why political parties have a duty to prevent discrimination by religion. How do politicians do this in our country? I know about the Human Rights Act of 1998 and that I have a right to Freedom of religion and political belief.	How do we encourage integration of religion and culture in our society in a time of mass migration to our country? Leadership	Children understand what you have to do to apply for citizenship in the UK and look at the Life in the UK test. 

Spring Planet Earth	Engages with debate	Vocabulary	Spiritual	Moral	Social	Cultural
KS1	How do Christians believe the world began?	Creation Garden of Eden Genesis	Adam and Eve creation Children learn about the story of creation. 	Children Learn that this is not what everyone believes. Discuss big bang and tolerance of others' ideas.	Share the story of creation in a social way.	Children learn that our culture is made up of many faiths and cultures. These cultures all have their own stories of how the world began. British Culture
LKS2	If there is a God why do bad things happen in religious stories?		Study the story of Kisa Gotami From the Buddhist faith. Children understand that we all experience sad things from time to time. 	What lessons can be learnt from this story? Can you think of other religious stories already learnt that have the same message. Faith is a comfort and can be a great healer for some.	Consider the process of storytelling in children's own life . Why do we learn more from a story than from just being told something? Think about the story of the Prodigal Son – what do we learn from this? 	Consider how much our culture relies on religious stories – both through books, films plays and all forms of art. Look at this story and consider why it was chosen by Lloyd Webber to make a musical. 
UKS2	If there is a God why do bad things happen to people?	Imperfect world Multicultural Tolerance Diversity	Consider how faith helps people through times of difficulty. Consider the war in Israel and Gaza look at how religion has both caused problems and been people's salvation.	Learn about tolerance of others in a multicultural society. What do we do in this country to try to help this? British Culture Equality	Consider our laws in this country – freedom of speech and protest vs danger to minorities – consider antisemitic protests and marches going on at this time in London due to the Hamas invasion of Israel.	How can we learn about cultural differences and tolerance ? Listen to podcasts, watch tv shows , talk to people from other faiths and find out their opinions.

Britain Summer		Vocabulary	Spiritual	Moral	Social	Cultural
KS1	Are we all the same?	similarities differences compare contrast religious beliefs	Identify the things that are important in their own lives and compare these to religious beliefs British Culture	Ask questions about puzzling aspects of life Equality 	Children recognise some similarities and differences between each other Equality	Children begin to understand that children around the world value things differently British Culture
LKS2	Is it okay to be different?	differences festivals celebrations religion cleric compare contrast	Explain some of the religious practices of both clerics and individuals Leadership 	Children can explain how 2 different faiths are similar and different Children demonstrate an understanding of respect and diversity Equality	Children can compare different aspects of life <i>e.g. food, holidays etc.</i>  British Culture	Identify some of the main festivals or celebrations of a religion and compare these to a different religion. Suggest Muslim and Jewish Leadership
UKS2	What does it mean to be multicultural?	multicultural respect diversity beliefs religion faith tolerance	Explain how religious beliefs shape the lives of individuals and communities Explain how some teachings and beliefs are shared between religions Leadership	Understand and respect diversity Equality 	Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles Equality	What has made Britain multicultural British Culture

Autumn Humankind	Engages with debate	Vocabulary	Spiritual	Moral	Social	Cultural
KS1	Who is important to you?	Characteristic Moral Bible Samaritan Qualities	Children learn stories from The Bible relating to special people i.e. The good Samaritan Leadership 	Children can retell the Bible story that focuses on a special person	Children recognise, name and describe the characteristics of people who are important to them 	Children know people in their lives who are important and can name them e.g. <i>parents, teachers, doctors, nurses etc.</i> Children discuss what makes a particular person important
LKS2	Do all religions have an inspirational figure?	Sikh Sikhism Christian Christianity Similarities Difference	Different religions have figures who are considered inspirational Children learn the significance of 2 religious figures e.g. Jesus, Mohammed, Guru Nanek Leadership	Recall and retell stories about inspirational religious figures Legacy 	Children can compare two inspirational religious figures from different religions i.e. Jesus compared to Guru Nanek	Recognise, name and describe the characteristics of figures from different religions 
UKS2	Why are some people seen to be inspirational in religion?	spiritual inspirational Belief compare religion Leader 	Different religions have people who are considered spiritual leaders e.g. Mother Theresa, Dali Lama, Gandhi, Pope etc. Discuss why these people are considered inspirational Leadership	Recognise and express feelings about their beliefs. Relate these to religious beliefs and compare with those of spiritual leaders	Children can give reasons to explain which spiritual leader they most align with. 	Consider people in British culture that are leaders – compare these to spiritual leaders British Culture

Spring Inventio ns		Vocabulary	Spiritual	Moral	Social	Cultural
KS1	Where can we worship?	Christian Church Symbol Moral artefact	<p>Children experience going to a Christian Church – how does it make them feel? Know that Church is a symbol of Christian community.</p> <p>Recognise and name some religious symbols and artefacts.</p> <p>British Culture</p>	<p>What is a moral code and why should we live by one?</p> <p>Do we need to be in a religious building to live by a good moral code?</p>	<p>What does living by a good moral code look like in society – eg school or home or town?</p> 	<p>Are all parts of British Culture the same – if not why not? Children I begin to think about multi-cultural UK</p> <p>British Culture</p>
LKS2	Do all places of religious worship look the same?	Mosque Muslim Temple Prayer	<p>Try to visit a mosque or other religious building near by and talk to a leader from this religion – compare with what they know of the Christian Church.</p> <p>Equality</p>	<p>Children know what a moral code is – look at 10 commandments – is this a good moral code? Compare this to the moral code from a different religion – eg pillars of Islam Or Hindu – Sanatana Dharma How are these represented in our buildings?</p>	<p>Do other religious buildings offer more social opportunities than the Christian Church that we are familiar with?</p>	<p>In our religious buildings why are some ornate and some plain. Compare a Catholic Church and Quaker chapel</p> 
UKS2	Do you need a building to worship?	Meditate Sing Chant Serving others	<p>Children consider different kinds of worship and where they take place.</p> <p>Formal prayer Meditation Yoga Pilgrimage Serve others Music Sing</p>	<p>Children look at how worship informs religious belief – eg look at people who dedicate life to prayer – monks etc – would they be better serving the community or is prayer /worship important/ Consider giving thanks</p> <p>Legacy</p>	<p>Children know what a” sacred space is” and what this might look like for different religions Develop awareness of similarities and differences in religions.</p>	<p>Children consider what different kinds of worship they have seen, and what if any they would like to participate in and why.</p> <p>Look at Judaism and how this faith believes in prayer at home as well as the synagogue</p>

Summer Civilisations	Engages with debate	Vocabulary	Spiritual	Moral	Social	Cultural
KS1	What stories are in the bible?	Fiction Non-Fiction Literature Bible	Children learn about key bible stories eg Noah's Ark, David and Goliath, Crucifixion and resurrection of Jesus , Feeding of the Five thousand, The Sermon on the Mount, The Exodus	Children learn the moral lessons in these stories – why do they matter 	Children Enjoy these stories in a social way and may use drama to embed them 	Children know that their parents and grandparents enjoyed the same stories or others from other religions Legacy British Culture
LKS2	What do key stories in holy books have in common?	Culture Heritage Legacy	. Compare Children recap stories they know from KS1 (Christian Bible stories and compare these to famous stories from other religions eg Rama and Sita – Hindu, The Blind Men and the Elephant – Buddhism, The Binding of Isaac – Judaism , Malik Bhago and Lalo-Sikhism	Children learn that different religions have moral links – Explore similarities and differences. Below the blind men and the elephant 	Children learn the importance of these stories to generations of people.	Build links between different religious beliefs through stories. Respect others opinions of these stories and comparisons. Legacy
UKS2	Why is story telling important in religion?	Conscience Meditation Curiosity Respect	Children learn the importance of story-telling to religions and cultures. Recap stories of religions they learnt in KS1 and LKS2. Consider why these stories have survived. Legacy	Children learn that through stories we can make links to our personal lives and thus remember moral teachings. Be able to discuss our feelings and listen to others respectfully.	We enjoy the emotional connection we get to each other through story telling – just like watching a movie we can compare and share our opinions.	Story telling /reading and film watching is a form of mediation – it takes you out of your ever- day life and puts you “in the moment” – Is this true? British Culture