

	Autumn 1 and 2 Invaders and Settlers		Spring 1 – Queen Victoria/ Victorian School	Spring 2 – Suffragettes /Crime/Technology/ Philanthropists	Summer 1-River/Water Cycle	Summer 2 – European Study Spain
	Why do some people believe God Exists?	Why do some people think that life is a journey?	What does it mean to be a Muslim, a Sikh, a Jew, a Hindu, a Christian?	If God is everywhere, Why go to a place of worship?	What matters most to Christians and Humanists?	What would Jesus (us) do in the 21st Century
RE skills	Engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.	Engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.	Engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.	Engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.	Engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.	Engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.
Organisation & communication	Use a range of media to explore and research. Use correct vocabulary in discussion	Use a range of media to explore and research. Use correct vocabulary in discussion	Use a range of media to explore and research. Use correct vocabulary in discussion	Use a range of media to explore and research. Use correct vocabulary in discussion	Use a range of media to explore and research. Use correct vocabulary in discussion	Use a range of media to explore and research. Use correct vocabulary in discussion
Key Knowledge	Pupils enquire into the key question- raising questions about the nature and existence of God focussing on religious ideas about God. Pupils will consider why people do or don't believe in God and the impact that might have on the way they live their everyday life.	Pupils will learn about different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage pupils explore how and why people chose to mark significant moments in life.	Pupils to learn about different religious and spiritual ways of life about being a follower of the different religions. Muslim, a Sikh, a Jew, a Hindu a Christian. (As necessary for class for instance Buddhism)	Pupils will learn about the various purposes of a place of worship as well as how believers see these places. Pupils think about the idea of God's presence on earth and in believers' lives.	Pupils to learn from Christianity and from Humanism, a non-religious way of life. If it is pupils' first encounter with Humanism, then teaching will need to secure their understanding of what a nonreligious way of life means, both similar to and different from Christianity.	Pupils learn from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings.
Learning intentions	To give several examples to show how believing in God can affect people's lives differently To give examples of ways in which believing in God is valuable in the lives of religions, and ways in which it can be challenging Express their own ideas about theism, atheism and agnosticism. Suggest answers to some of the Big Questions about the existence of God Consider reasons that people might believe or not believe in God Respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas Consider how facts, beliefs and opinions come about and how they are interpreted. Respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas.	Explore and use the religious metaphor of life as a journey. Consider the value/meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility What meaning do these ceremonies have to individual/ family/communities? Explore some different commitments held by believers in different religions – and by the pupils themselves. Discuss symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life Consider if religious or spiritual teaching help in life's journey? Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer Reflect on their own ideas about community, belonging and belief.	For each religion studied- Describe the key beliefs How their beliefs affect their everyday practices. How do they show respect/prayer etc? How does charity play a part? What are specific to each religions ie fasting- Eid,giving up - Lent, pilgrimages etc Special places. church, Mosque Temple etc	Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue. Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places? Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places? Consider these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the key question in light of these definitions. What different ways of worshipping can they find within Christianity? Find out about alternative forms of Christian communities	Talk about what kinds of behaviour and actions pupils think of as bad Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Talk about how having a 'code for living' might help people to be good. Look at a Humanist 'code for living', Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? Discuss Christian codes for living, Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit? Discuss what matters most, Get pupils to consider why they hold the values which they do,& how these values make a difference to their lives. Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them?	Love: use some of Jesus' stories, teachings and example to understand what Christians believe he meant by loving others (self-sacrificial love; make a link with the Christian belief that Jesus died to show his love for all humans, (e.g. in John 3:16). Forgiveness: use some of Jesus' stories, teachings and example to understand why he saw forgiveness as so important (e.g.forgive others, Jesus forgives those who crucify, Luke23:34). Justice and fairness: use some of Jesus' stories, teaching and examples to understand the way Christians believe we should treat each other (serve others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39–42). Generosity and not being greedy: use some of Jesus' stories, to understand the way Christians believe we should handle wealth Devise some moral dilemmas and ask pupils to say 'what would Jesus do',
Key vocabulary	Agnostics Atheists Theists Christians, Muslims, Sikhs, Buddhists, Jewish Hindus Humanist	Ritual, milestone commitment baptism, metaphor Bar and Bat Mitzvah or Hindu Samskara Christians, Muslims, Sikhs, Buddhists, Jewish Hindus Humanist	Charity,	synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the ke	. fairness, freedom, truth, honesty, kindness, peace.	Love, Forgiveness, Justice, Fairness, generosity