



	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive		<ul style="list-style-type: none"> <li>We <b>belong</b> in different places such as family, school, class, clubs.</li> <li>Some people choose to <b>belong</b> to a <b>religious</b> group, expressing their <b>beliefs</b> about <b>God</b>.</li> <li>A person who belongs to <b>Christianity</b> is called a <b>Christian</b></li> <li>Some special Christian artefacts are: <b>Cross, Bible, Christening gown, Prayer book</b></li> <li>A Christian place of <b>worship</b> is a <b>church</b></li> <li><b>Christians welcome</b> new members into the church by <b>Baptising</b> them in <b>the name of the Father, and of the Son and of the Holy Spirit</b>. Baptism often happens to babies, but older people can also choose to be baptized.</li> <li>A person who belongs to <b>Judaism</b> is a <b>Jewish</b> person (or Jew).</li> <li>Some special Jewish artefacts are: <b>Star of David, Kippah, Torah, Tallit</b></li> <li>A Jewish place of worship is a <b>synagogue</b></li> <li>In both the <b>Torah</b> and the <b>Bible</b> is the story of <b>Noah and the Flood</b>. The main themes in the story are faith, perseverance and a promise.</li> <li><b>The Bible</b> also has stories about a man called <b>Jesus</b>, who is <b>special</b> to <b>Christians</b>.</li> </ul>		<ul style="list-style-type: none"> <li>Jewish and Christian story of Creation (Y1Sp1)</li> <li>Jesus as the incarnation of God (Y1A2)</li> <li>Symbols and artefacts used by Jewish people during Shabbat. (Y1Su2)</li> <li>Vocabulary used by Christians to show God's importance (Y1Su2)</li> <li>Religion in local community (Y2A1)</li> </ul>
Disciplinary		<p><b>Social Sciences</b>  <b>Social Scientists</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The <b>diverse nature of religion</b></li> <li>The <b>diverse ways in which people practice</b> and express beliefs</li> <li>The ways in which <b>beliefs shape individual identity</b>, and impact on communities and society</li> </ul> <p><b>Methods and processes</b> used by social scientists:</p> <ul style="list-style-type: none"> <li>Seek evidence of belief in human behaviour and forms of expression</li> <li>Recognise similarities and differences <b>within and between groups</b></li> <li>Consider forms of evidence and its reliability (e.g. data)</li> <li>Consider individual, local, national and global evidence of lived experience</li> </ul>	<p>In this unit:</p> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that people look at the world in different ways.</li> <li>Recognise that people choose to belong to different groups. Some people choose to belong to a religion.</li> <li>Link that Christian and Jewish people use symbols, artefacts and actions to show they belong.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that Jewish families celebrate Shabbat in diverse ways. (Y1Su1)</li> <li>Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging. (Y1Su1)</li> <li>Recognise how Christians express God's importance in their lives. (Y1Su2)</li> <li>Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. (Y1Su2)</li> </ul>
VCs	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People have differences and similarities. (EYFS)</li> <li>People show difference and similarities through clothes, food, celebrations and special objects. (EYFS)</li> <li>People can be different but still belong. (EYFS)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People show they belong through special objects, buildings, worship, celebrations and rites of passage.</li> <li>People show their beliefs on their own and in groups.</li> </ul>		<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2)</li> <li>Different groups express their beliefs in different ways (Y2)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Jesus as special to Christians (Y1A1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Saviours</b> take many forms in everyday life e.g. Police, Fire, Ambulance, Doctor, Lifeguard,</li> <li>The story of the <b>Nativity</b>, found in the <b>Bible</b>, tells of the coming of a <b>saviour</b> in the unlikely form of a <b>special baby</b>.</li> <li>Nativity story takes place in Nazareth about 2000 years ago.</li> <li>An <b>Angel</b> announced to <b>Mary &amp; Joseph</b> that she was going to have a baby, he would be <b>God's son</b> and be called <b>Jesus Christ</b>. <b>Jesus</b> means "<b>God saves</b>" in Hebrew. <b>Christ</b> means anointed or chosen one.</li> <li>Mary &amp; Joseph were Jewish and had to travel from <b>Nazareth</b> to <b>Bethlehem</b> for the census.</li> <li>When they arrived, there was nowhere to stay, but eventually they found an animal shelter, where Jesus was born.</li> <li>There were signs that Jesus was a <b>special baby</b>:                             <ul style="list-style-type: none"> <li>a) Shepherds were told by Angels to visit, they took <b>gifts</b>.</li> <li>b) A star appeared in the sky and guided the Magi (wise men) to visit (probably 3 years later) they brought <b>gifts</b></li> </ul> </li> <li>Christians believe that Jesus was the <b>incarnation</b> of God. God with a body.</li> <li><b>Advent</b> is the 4 Sundays leading up to Christmas (getting ready), celebrated by lighting candles in Church.</li> <li><b>Christmas</b> is <b>celebrated</b> by Christians to remember the birth of Jesus as a special gift from God.</li> </ul>		<ul style="list-style-type: none"> <li>Vocabulary used by Christians to show God's importance (Y1Su2)</li> <li>Jesus in the Bible (Y2Sp1)</li> <li>Jesus' sacrifice at Easter (Y2Sp2)</li> <li>Jesus as a person of the Trinity (Y3A2)</li> <li>Jesus as Ultimate Sacrifice (Y4A2)</li> <li>Jesus as Messiah (Y5Su1)</li> <li>Significance of resurrection (Y6A1)</li> </ul>
Disciplinary		<p><b>Theology</b>  <b>Theologians</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>Where beliefs come from</li> <li>How beliefs change over time</li> <li>How beliefs relate to each other</li> <li>How beliefs shape the way believers see the world and each other</li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li>Interpretation of story &amp; text</li> <li>Consideration of reliability of sources</li> <li>Considering unity &amp; diversity within and between worldviews</li> <li>Considering evidence of how beliefs change over time</li> </ul>	<p>In this unit:</p> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link the story of the Nativity with Christianity.</li> <li>Understand that Christians believe Jesus was a special baby, the incarnation of God.</li> <li>Recognise that Christians show how important Christmas is by getting ready during Advent.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. (Y1Sp1)</li> <li>Consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes. (Y1Sp1)</li> <li>Retell stories about Jesus and link with Christian ideas about God and how to behave. (Y2Sp1)</li> <li>Retell parables and suggest what they reveal about God and how to behave. (Y2Sp1)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• There are lots of people who help us. (EYFS)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People have differences and similarities. (EYFS)</li> <li>• People show difference and similarities through clothes, food, celebrations and special objects. (EYFS)</li> <li>• People can be different but still belong. (EYFS)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus was a special baby, the incarnation of God, a saviour.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories help some people understand the world.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People show they belong through special objects, buildings, worship, celebrations and rites of passage.</li> <li>• People show their beliefs on their own and in groups.</li> <li>• <b>Person, Time &amp; Place:</b> Jesus (Jewish), about 2000 years ago, Judea (Israel)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus sacrificed his life to save the people he loved. (Y2)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories from sacred texts teach people about right and wrong. (Y2)</li> <li>• People use their senses to try to understand the world (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2)</li> <li>• Different groups express their beliefs in different ways (Y2)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Ways of showing Belonging in Christianity/Judaism (Y1A1)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Bible</b> is a <b>written source of authority</b> for <b>Christians</b>.</li> <li>The <b>Torah</b> is a <b>written source of authority</b> for <b>Jewish people</b>.</li> <li>The beginning of the Bible and Torah tell the same story about how the world came to be.</li> <li>The book of <b>Genesis</b> contains a narrative that God made the world in 6 days from nothing and on the 7<sup>th</sup> day God rested.</li> <li>A <b>key belief</b> of both Judaism and Christianity is that of the <b>Creator God</b>.</li> <li>The story reveals that <b>Humans</b> are the "most special" of God's creations and <b>have a special relationship with God</b>.</li> <li>The story of creation gives people a responsibility to look after God's creations (stewardship).</li> <li>Humans make mistakes – God gave <b>Adam and Eve</b> one rule, not to eat from the tree of knowledge of good and evil. They broke the rule and were <b>divided from God</b> and brought pain, suffering and death into the world, <b>sin</b>. This was a <b>really big mistake</b> (The Fall).</li> <li>There was <b>hope</b>, Christians believe <b>God had a plan</b>...</li> </ul>		<ul style="list-style-type: none"> <li>Alternative theories of creation (Y1Sp2)</li> <li>Link Creation with Jewish celebration of Shabbat (Y1Su1)</li> <li>Jewish practices at Passover (Y2A2)</li> <li>Jesus as means to salvation for sinners (Y2Sp2)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link the story of the Nativity with Christianity. (Y1A2)</li> <li>Understand that Christians believe Jesus was a special baby, the incarnation of God. (Y1A2)</li> </ul>	<p>Theologians deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li><b>Where beliefs come from</b></li> <li>How beliefs change over time</li> <li><b>How beliefs relate to each other</b></li> <li><b>How beliefs shape the way believers see the world</b> and each other</li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li><b>Interpretation of story &amp; text</b></li> <li>Consideration of reliability of sources</li> <li><b>Considering unity &amp; diversity within and between worldviews</b></li> <li>Considering evidence of how beliefs change over time</li> </ul>	<p>In this unit:</p> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah.</li> <li>Connect that the story teaches Christians and Jewish people that they have a responsibility to look after God's creation.</li> <li>Consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes.</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Can think about whether the Genesis story of Creation makes sense. (Y1Sp2)</li> <li>Look for answers to questions about belief about where the world came from. (Y1Sp2)</li> <li>Question if stories are real or made up and link with what people might learn from a story. (Y1Sp2)</li> </ul> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Retell stories about Jesus and link with Christian ideas about God and how to behave. (Y2Sp1)</li> <li>Retell parables and suggest what they reveal about God and how to behave. (Y2Sp1)</li> </ul>
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>There are lots of people who help us. (EYFS)</li> <li>Christians believe Jesus was a special baby, the incarnation of God, a saviour. (Y1)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>People have senses. (EYFS)</li> <li>People must decide what is right and wrong. (EYFS)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Genesis humanity was divided from God by Adam &amp; Eve's disobedience.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people how to behave.</li> <li>Stories help some people understand the world.</li> </ul>		<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus sacrificed his life to save the people he loved. (Y2)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people about right and wrong. (Y2)</li> <li>People use their senses to try to understand the world (Y2)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Substantive	<ul style="list-style-type: none"> <li>Genesis story of Creation (Y1Sp1)</li> </ul>	<ul style="list-style-type: none"> <li>The word "<b>philosophy</b>" comes from Greek, "philo" meaning love and "sophy" meaning wisdom = <b>love of wisdom</b> = asking difficult questions and thinking about possible answers.</li> <li>Big Question: Can we make something from nothing?</li> <li>Philosophical idea 1: "<b>Nothing can come from nothing.</b>" Logically this seems true, humans can't make something from nothing. We can test this by trying to make something from nothing.</li> <li>Philosophical idea 2: <b>Everything has a cause, the "first cause" was God.</b> This can be demonstrated with falling dominoes (backwards) each was knocked over by the last, but unless it goes on forever, there must have been an original cause (God).</li> <li>Discussion: What does this reveal about God's power according to Jewish &amp; Christian belief? – that <b>God has power</b> that human beings don't. <b>Super-natural powers</b> that we don't understand in nature.</li> <li><b>Some people do not believe in God</b> and do not believe the world was created by an outside power. <b>Humanists</b> are one group of people who do not believe in God but try to find a <b>scientific explanation</b> of where the world came from.</li> <li>The <b>Big Bang Theory</b>, is suggested by <b>scientists</b> as how the <b>universe</b> began. Everything started together and began expanding outwards and has been expanding for billions of years.</li> <li>Big question – Even if the world began from a "big bang", how did that happen in the first place, was there a power that made a decision to start it? Was that power God?</li> <li><b>Some religious people believe</b> the <b>Genesis</b> story of creation is a <b>true story</b> that tells exactly how the world began, <b>others think it is a way of teaching people</b> that God is responsible for the creation of the world in a way they can understand.</li> </ul>	<ul style="list-style-type: none"> <li>Hindu understanding of "god" through senses (Y2Su2)</li> <li>Are religious stories "reasonable" evidence? (Y3Su2)</li> <li>Meaning of "truth" (Y4A1)</li> <li>Is belief in God rational? (Y5Su2)</li> <li>Are religion &amp; science in conflict? (Y6A2)</li> </ul>	
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. (Y1Sp1)</li> <li>Connect that the story teaches Christians and Jewish people that they have a responsibility to look after God's creation. (Y1Sp1)</li> </ul>	<p>Philosophers deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The nature of knowledge, meaning and existence</li> <li>How and whether things make sense</li> <li>Issues of right &amp; wrong, good &amp; bad</li> </ul> <p><b>Methods and processes</b> used by philosophers:</p> <ul style="list-style-type: none"> <li>Analysis of the validity of "truth" claims (doubt)</li> <li>Development and use of coherent questioning</li> <li>Development of and analysis of coherent argument</li> <li>Understanding of the human quest for knowledge and meaning</li> <li>Connecting belief (motivation) with behaviour</li> </ul>	<p>In this unit:</p> <p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Can think about whether the Genesis story of Creation makes sense.</li> <li>Ask questions about things that are puzzling.</li> <li>Look for answers to questions about belief about where the world came from.</li> <li>Question if stories are real or made up and link with what people might learn from a story.</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Ask questions about the story of Moses (Y2A2)</li> <li>Think about what it means to "know" something. (Y2A2)</li> <li>Suggest a reason why a Jewish person might believe elements of the story. (Y2A2)</li> <li>Connect the story of the Jewish slaves being freed with ideas of right and wrong. (Y2A2)</li> <li>Consider why freedom is important and how it is expressed in the Seder meal. (Y2A2)</li> </ul>
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>People have senses. (EYFS)</li> <li>People must decide what is right and wrong. (EYFS)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories help some people understand the world.</li> <li>Some people ask big questions and try to answer them using reason.</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Concepts such as freedom are hard to define but have huge human significance. (Y2)</li> <li>People use their senses to try to understand the world (Y2)</li> </ul>	





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Substantive	<ul style="list-style-type: none"> <li>Ways of showing Belonging in Judaism (Y1A1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Shabbat</b> is a weekly <b>Jewish celebration</b> involving a day of rest.</li> <li>Shabbat is a way for Jewish people to remember the story of Creation through resting, prayer and family time.</li> <li>Shabbat begins at Sundown on <b>Friday evening</b> and ends at nightfall <b>Saturday evening</b>.</li> <li><b>Shabbat</b> is remembered differently across different Jewish traditions and by individual families. Some families have more strict rules than others.</li> <li>Different objects and words have symbolic meanings.</li> <li>Some Jewish families might:                             <ul style="list-style-type: none"> <li>Clean the house and prepare before Shabbat begins. Many Jewish families believe they should do no work during Shabbat, for some, this means no shopping, cooking or doing anything than might be seen as work (like driving or turning things on). This means they must prepare food in advance.</li> </ul> </li> <li>Some common practices when bringing in Shabbat: on Friday evening, <b>two candles</b> are lit and a <b>blessing</b> is said over wine in <b>Kiddush cups, blessings</b> may be said for the children in the family, everyone joins a family meal. On the table are two Challah loaves under a challah cover.</li> <li>During Shabbat many families spend time together talking, visiting, playing games and singing, they may go to the synagogue on Saturday.</li> <li>At nightfall on Saturday, Shabbat ends, this is marked with the lighting of a plaited, <b>Havdalah candle</b> to say goodbye to Shabbat and begin the working week. A <b>spice box</b> may be passed around to smell sweet spices to cheer people up who might be sad that Shabbat is ending.</li> </ul>	<ul style="list-style-type: none"> <li>Jewish practices at Passover (Y2A2)</li> </ul>	
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that people look at the world in different ways. (Y1A1)</li> <li>Recognise that people choose to belong to different groups. Some people choose to belong to a religion. (Y1A1)</li> <li>Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. (Y1A1)</li> </ul>	<p><b>Social Sciences</b></p> <p><b>Social Scientists</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The diverse nature of religion</li> <li>The diverse ways in which people practice and express beliefs</li> <li>The ways in which beliefs shape individual identity, and impact on communities and society</li> </ul> <p><b>Methods and processes</b> used by social scientists:</p> <ul style="list-style-type: none"> <li>Seek evidence of belief in human behaviour and forms of expression</li> <li>Recognise similarities and differences within and between groups</li> <li>Consider forms of evidence and its reliability (e.g. data)</li> <li>Consider individual, local, national and global evidence of lived experience</li> </ul>	<p>In this unit:</p> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that people look at the world in different ways.</li> <li>Link that many Jewish people remember the story of creation by resting on the 7<sup>th</sup> day.</li> <li>Recognise that Jewish families celebrate Shabbat in diverse ways.</li> <li>Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise how Christians express God's importance in their lives. (Y1Su2)</li> <li>Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. (Y1Su2)</li> <li>Connect correct vocabulary with religious groups. (Y2A1)</li> <li>Identify how beliefs impact peoples' choices of in everyday life, including local special places. (Y2A1)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• People have senses. (EYFS)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People have differences and similarities. (EYFS)</li> <li>• People show difference and similarities through clothes, food, celebrations and special objects. (EYFS)</li> <li>• People can be different but still belong. (EYFS)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories help some people understand the world.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People show they belong through special objects, buildings, worship, celebrations and rites of passage.</li> <li>• People show their beliefs on their own and in groups.</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories from sacred texts teach people about right and wrong. (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2)</li> <li>• Different groups express their beliefs in different ways (Y2)</li> </ul>







	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
<b>Substantive</b>	<ul style="list-style-type: none"> <li>Ways of showing Belonging in Christianity/Judaism (Y1A1)</li> <li>Jesus as the incarnation of God (Y1A2)</li> <li>Genesis Story of creation (Y1Sp1)</li> </ul>	<ul style="list-style-type: none"> <li><b>God</b> is important to <b>Christians</b></li> <li>Christians have many diverse ways of showing God's importance:</li> <li><b>Prayer</b> – Talking &amp; Listening to God – People might use personal or group prayer to say, "Thank you", "Sorry", or "Please!" To God. Some prayers are written down and may be said often together as a group. E.g. The Lord's Prayer</li> <li>The story of <b>Jesus and the 10 lepers</b> teaches that God likes it when people say thank you.</li> <li><b>Praise</b> – Expressing, "Well done! Wow God! That's Amazing!" This is often expressed through song and music.</li> <li>In <b>Psalms, David</b> the shepherd boy praises the natural world he sees and believes God made.</li> <li><b>Worship</b> – treating God as more important than anyone else. This can be compared with the way some people treat the Queen or Royalty. Expression of worship in song, dance, buildings, art, giving money.</li> <li>Variance of practice – huge diversity of expression within Christianity.</li> <li>(possible link Kenya)</li> </ul>		<ul style="list-style-type: none"> <li>Transferable vocabulary Prayer, Praise &amp; Worship – Local Study (Y2A1)</li> <li>Jesus in the Bible (Y2Sp1)</li> <li>Jesus' sacrifice at Easter (Y2Sp2)</li> <li>Jesus as a person of the Trinity (Y3A2)</li> <li>Jesus as Ultimate Sacrifice (Y4A2)</li> <li>Jesus as Messiah (Y5Su1)</li> <li>Significance of resurrection (Y6A1)</li> </ul>
<b>Disciplinary</b>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that people look at the world in different ways. (Y1A1)</li> <li>Recognise that people choose to belong to different groups. Some people choose to belong to a religion. (Y1A1)</li> <li>Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. (Y1A1)</li> <li>Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging. (Y1Su1)</li> </ul>	<p><b>Social Sciences</b></p> <p><b>Social Scientists</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The diverse nature of religion</li> <li>The diverse ways in which people practice and express beliefs</li> <li>The ways in which beliefs shape individual identity, and impact on communities and society</li> </ul> <p><b>Methods and processes</b> used by social scientists:</p> <ul style="list-style-type: none"> <li>Seek evidence of belief in human behaviour and forms of expression</li> <li>Recognise similarities and differences within and between groups</li> <li>Consider forms of evidence and its reliability (e.g. data)</li> <li>Consider individual, local, national and global evidence of lived experience</li> </ul>	<p>In this unit:</p> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that people look at the world in different ways.</li> <li>Recognise how Christians express God's importance in their lives.</li> <li>Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Connect correct vocabulary with religious groups. (Y2A1)</li> <li>Identify how beliefs impact peoples' choices of in everyday life, including local special places. (Y2A1)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• People have senses. (EYFS)</li> <li>• People must decide what is right and wrong. (EYFS)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People have differences and similarities. (EYFS)</li> <li>• People show difference and similarities through clothes, food, celebrations and special objects. (EYFS)</li> <li>• People can be different but still belong. (EYFS)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories from sacred texts teach people how to behave.</li> <li>• Stories help some people understand the world.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People show they belong through special objects, buildings, worship, celebrations and rites of passage.</li> <li>• People show their beliefs on their own and in groups.</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories from sacred texts teach people about right and wrong. (Y2)</li> <li>• People use their senses to try to understand the world (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2)</li> <li>• Different groups express their beliefs in different ways (Y2)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
<b>Substantive</b>	<ul style="list-style-type: none"> <li>Ways of showing Belonging in Christianity/Judaism (Y1A1)</li> <li>Vocabulary Prayer, Praise &amp; Worship (Y1Su2)</li> <li>Geography mapping local area (Y2A)</li> <li>Local History (Y2A)</li> </ul>	<ul style="list-style-type: none"> <li>The way a person experiences the world is called their <b>worldview</b>; this is <b>influenced by our life experiences</b>. Everyone inhabits a worldview.</li> <li>Some people choose to belong to organized religious groups this can be a shared <b>Religious Worldview</b>.</li> <li>We have already learnt that <b>Christians</b> may use a place of worship called a <b>Church</b> and <b>Jewish</b> people may belong to a place of worship called a <b>Synagogue</b>.</li> <li>In Britain, <b>Christianity is the largest Religion</b>, but there are lots of other religious groups too:</li> <li><b>Islam</b>, a follower is called a <b>Muslim</b> and their place of worship is called a <b>Mosque</b> (or Masjid)</li> <li><b>Hindu Dharma</b>, a follower is often called a <b>Hindu</b> and their place of worship is called a <b>Mandir</b>.</li> <li><b>Sikhi</b>, a follower is called a <b>Sikh</b> and their place of worship is called a <b>Gurdwara</b>.</li> <li>Local Study:                             <ul style="list-style-type: none"> <li>Have we seen anything in our local area that shows ideas about what people believe? e.g., places of worship, symbols, decorations, shops, people.</li> <li>Use Google street view to explore the local area around your school.</li> <li>Find out what local places of worship are represented. What religions do they belong to? What might we see in certain types of place of worship.</li> <li>Arrange a visit to at least one local place of worship.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Forms of worship in Hindu Dharma (Y2Su1)</li> <li>Expression of beliefs in Islam (Y3Su1)</li> <li>How beliefs have shaped our local area (Y4Su2)</li> <li>Link between origins of Judaism, Christianity &amp; Islam. (Y2A2)</li> </ul>	
<b>Disciplinary</b>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that people look at the world in different ways. (Y1)</li> <li>Recognise that people choose to belong to different groups. Some people choose to belong to a religion. (Y1A1)</li> <li>Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. (Y1A1)</li> <li>Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways.(Y1Su2)</li> </ul>	<p><b>Social Sciences</b></p> <p>Social Scientists deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The diverse nature of religion</li> <li>The diverse ways in which people practice and express beliefs</li> <li>The ways in which beliefs shape individual identity, and impact on communities and society</li> </ul> <p><b>Methods and processes</b> used by social scientists:</p> <ul style="list-style-type: none"> <li>Seek evidence of belief in human behaviour and forms of expression</li> <li>Recognise similarities and differences within and between groups</li> <li>Consider forms of evidence and its reliability (e.g. data)</li> <li>Consider individual, local, national and global evidence of lived experience</li> </ul>	<p>In this unit:</p> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Connect correct vocabulary with religious groups.</li> <li>Recognise evidence of belief in the local community.</li> <li>Identify how beliefs impact peoples' choices of in everyday life, including local special places.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Use correct vocabulary to name items and celebrations important in Hindu Dharma. (Y2Su2)</li> <li>Link beliefs with evidence in the community. (Y2Su2)</li> <li>Identify how artifacts and practices are used in everyday life to show belonging. (Y2Su2)</li> <li>Consider what data can tell us about religion locally, nationally and internationally. (Y4Su2)</li> <li>Seek evidence of lived religion in our local area. (Y4Su2)</li> </ul>
<b>VCs</b>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People show they belong through special objects, buildings, worship, celebrations and rites of passage. (Y1)</li> <li>People show their beliefs on their own and in groups. (Y1)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage</li> <li>Different groups express their beliefs in different ways</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> <li>Some people express religious symbolism through creative arts, others don't. (Y3)</li> </ul>	





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Ways of showing Belonging in Judaism (Y1A1)</li> <li>Jewish celebration of Shabbat (Y1Su1)</li> <li>Vocabulary differentiating Judaism, Christianity &amp; Islam (Y2A1)</li> </ul>	<ul style="list-style-type: none"> <li>Freedom can mean many things. We could say it is the <b>freedom to choose</b> what we say and do.</li> <li>Philosophical idea 1: freedom is difficult to think about because we are always limited in our freedom by physical laws and our own responsibilities.</li> <li>Philosophical idea 2: <b>freedom should be governed by reason</b>, one person's use of their freedom shouldn't stop other people's freedom. Freedom with rules, led by thinking, not emotions.</li> <li>The story of <b>Exodus</b> can be found in the <b>Torah (Jewish)</b> and the <b>Christian Bible</b>, it is also special to <b>Muslims</b>.</li> <li>In the story, the <b>Jewish people (Israelites) were slaves to the Egyptians</b>. They were physically not free to do what they wanted.</li> <li>Narrative of the story of <b>Moses</b> ending in the <b>freedom of the Israelites</b>.</li> <li><b>Passover</b> (or Pesach) is a way of remembering the story of Exodus and what freedom means. Jewish families remember the story using artefacts and practices during the <b>Seder meal</b>.</li> <li><b>Children</b> have an important role during the <b>Seder</b>, using the <b>Haggadah</b>, they <b>ask 4 questions</b> which the adults must answer. This is a way of <b>passing on the traditions</b> of Judaism to the next generation. It is also significant that they are allowed to ask questions, unlike slaves.</li> <li>The <b>Seder plate</b> contains <b>symbolic items</b> to help remember the story of Exodus.</li> </ul>		<ul style="list-style-type: none"> <li>Jesus' actions at Last Supper as Jewish celebration of Passover (Y2Sp2)</li> <li>Symbolic items used in Hindu worship (Y2Su1)</li> <li>Reason in moral decision making (Y3Sp1)</li> <li>Reasonable to believe? (Y3Su2)</li> <li>Evidence and reasoning (Y4A1)</li> </ul>
Disciplinary	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Can think about whether the Genesis story of Creation makes sense. (Y1Sp2)</li> <li>Ask questions about things that are puzzling. (Y1Sp2)</li> <li>Question if stories are real or made up and link with what people might learn from a story. (Y1Sp2)</li> </ul>	<p>Philosophers deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The nature of knowledge, meaning and existence</li> <li>How and whether things make sense</li> <li>Issues of right &amp; wrong, good &amp; bad</li> </ul> <p><b>Methods and processes</b> used by philosophers:</p> <ul style="list-style-type: none"> <li>Analysis of the validity of "truth" claims (doubt)</li> <li>Development and use of coherent questioning</li> <li>Development of and analysis of coherent argument</li> <li>Understanding of the human quest for knowledge and meaning</li> <li>Connecting belief (motivation) with behaviour</li> </ul>	<p>In this unit</p> <p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Ask questions about the story of Moses</li> <li>Think about what it means to "know" something.</li> <li>Suggest a reason why a Jewish person might believe elements of the story.</li> <li>Connect the story of the Jewish slaves being freed with ideas of right and wrong.</li> <li>Consider why freedom is important and how it is expressed in the Seder meal.</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Identify philosophical questions (Y3Sp1)</li> <li>Decide if a Christian belief about morality makes sense and give reasons why. (Y3Sp1)</li> <li>Recognise that ideas of right and wrong are difficult to define. (Y3Sp1)</li> <li>Consider that people have different answers to questions about the world. Humanists believe they can still be "good without God." (Y3Sp1)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories from sacred texts teach people how to behave. (Y1)</li> <li>• Stories help some people understand the world. (Y1)</li> <li>• Some people ask big questions and try to answer them using reason. (Y1)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People show they belong through special objects, buildings, worship, celebrations and rites of passage. (Y1)</li> <li>• People show their beliefs on their own and in groups. (Y1)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories from sacred texts teach people about right and wrong</li> <li>• Concepts such as freedom are hard to define but have huge human significance.</li> <li>• People use their senses to try to understand the world</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People express their beliefs through special objects, buildings, worship, celebrations and rites of passage</li> <li>• <b>Person, Time &amp; Place:</b> Moses (Hebrew), about 3400 years ago, Egypt</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Teachings from sacred texts help some people make moral decisions (Y3)</li> <li>• Ideas about what is true can be critically examined using logic and reasoned argument. (Y3)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> <li>• Some people express religious symbolism through creative arts, others don't. (Y3)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Jesus as the incarnation of God (Y1A2)</li> <li>Vocabulary used by Christians to show God's importance (Y1Su2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Christians believe</b> that <b>Jesus</b> was <b>God incarnate</b>; God in human form.</li> <li>There <b>is historical evidence</b> that a <b>Jewish person called Jesus lived</b> around 2000 years ago in Judea (modern day Israel), whether he was the son of God is a matter of <b>belief</b>.</li> <li>The <b>New Testament</b> (second part) of the <b>Bible</b> contains <b>stories</b> about <b>what Jesus did</b> that reveal he could perform <b>miracles</b>, was a great <b>teacher</b> and <b>leader</b>. Many Christians believe these events really happened.</li> <li>The <b>New Testament</b> also contains <b>stories Jesus told</b> called <b>Parables</b>, these are not things Christians think really happened, but stories that <b>teach people about God</b> and <b>right and wrong</b>.</li> <li>The Bible contains lots of stories that are metaphors to help people understand what God is like: Father, Good shepherd, forgiving, rock.</li> </ul>		<ul style="list-style-type: none"> <li>Content of the Bible (Y3A1)</li> <li>Jesus' sacrifice at Easter (Y2Sp2)</li> <li>Jesus as a person of the Trinity (Y3A2)</li> <li>Jesus as Ultimate Sacrifice (Y4A2)</li> <li>Jesus as Messiah (Y5Su1)</li> <li>Significance of resurrection (Y6A1)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link the story of the Nativity with Christianity. (Y1A2)</li> <li>Understand that Christians believe Jesus was a special baby, the incarnation of God. (Y1A2)</li> </ul>	<p>Theologians deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li><b>Where beliefs come from</b></li> <li>How beliefs change over time</li> <li>How beliefs relate to each other</li> <li><b>How beliefs shape the way believers see the world and each other</b></li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li>Interpretation of story &amp; text</li> <li><b>Consideration of reliability of sources</b></li> <li>Considering unity &amp; diversity within and between worldviews</li> <li>Considering evidence of how beliefs change over time.</li> </ul>	<p>In this unit:</p> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Retell stories about Jesus and link with Christian ideas about God and how to behave.</li> <li>Retell parables and suggest what they reveal about God and how to behave.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link events of Holy Week with Christian beliefs about Jesus. (Y2Sp2)</li> <li>Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2Sp2)</li> <li>Beliefs about Easter are expressed in diverse ways. (Y2Sp2)</li> </ul>
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus was a special baby, the incarnation of God, a saviour. (Y1)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people how to behave. (Y1)</li> <li>Stories help some people understand the world. (Y1)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus sacrificed his life to save the people he loved.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people about right and wrong</li> </ul>		<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people. (Y3)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts help some people make moral decisions (Y3)</li> </ul>





Substantive	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
	<ul style="list-style-type: none"> <li>• Jesus as the incarnation of God (Y1A2)</li> <li>• The Fall (Y1Sp1)</li> <li>• Vocabulary used by Christians to show God's importance (Y1Su2)</li> <li>• Jewish practices at Passover (Y2A2)</li> <li>• Jesus in the Bible (Y2Sp1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Christians believe</b> that <b>Jesus</b> was <b>God incarnate</b>; God in human form.</li> <li>• There is <b>historical evidence</b> that a <b>Jewish person called Jesus lived</b> around 2000 years ago in Judea (modern day Israel), whether he was the son of God is a matter of <b>belief</b>.</li> <li>• <b>Jesus</b> had 12 special friends and followers called <b>Disciples</b></li> <li>• Events of <b>Holy Week</b>:</li> <li>• <b>Palm Sunday</b> - Lots of people were excited about Jesus, many people came to welcome him on his arrival in <b>Jerusalem</b>, they waved palm leaves and shouted "Hosannah" meaning "Save us."</li> <li>• Some people didn't like that Jesus was saying he was the Son of God, they thought it was a lie.</li> <li>• <b>Last Supper</b> (Thursday)– Jesus washed his disciples' feet, showing he was there to serve them, and they should do the same for others. Before the <b>Passover</b> meal, Jesus said one of them had betrayed him and Judas left. Jesus shared bread and wine saying they were his body and blood, and his followers should remember him by sharing them. This is where <b>Holy Communion</b> originates.</li> <li>• <b>Arrest</b> – That night, Jesus wanted to pray, he asked the disciples to keep watch in the Garden of Gethsemane, but they fell asleep. Judas brought Roman soldiers to arrest Jesus, he had been paid 30 pieces of silver to do this. Peter took out his sword and cut off one of the soldier's ears. Jesus stopped Peter and healed the soldier. He went with them.</li> <li>• <b>Good Friday</b> – Jesus was tried by the Roman in charge, <b>Pilate</b>, and sentenced to death. He was beaten and had a <b>crown of thorns</b> put on his head to mock him. He was forced to carry his cross but fell down. He was <b>crucified</b> along with other criminals. Everything went dark as Jesus died. He had <b>sacrificed</b> his life because he loved his people.</li> <li>• <b>Easter Sunday</b> – Jesus followers found his tomb empty, and Jesus appeared to them, showing them the holes in his hands and feet. Christians call this the <b>resurrection</b>, only God was powerful enough to defeat death, they say this is proof Jesus was God.</li> <li>• <b>Ascension</b> – <b>The Bible</b> says that Jesus appeared many times over the next 40 days, Jesus told them he was the <b>Messiah</b> spoken of in the <b>Old Testament</b>. He was taken up to heaven and not seen in body again. (He did not die twice!)</li> <li>• Christians believe that <b>Jesus' death</b> was important because it brings <b>salvation</b> to his followers. Humans were divided from God after Adam and Eve's mistake. Jesus' death allows all human <b>sin</b> to be <b>forgiven</b>. Some Christians see Jesus as a bridge between humanity &amp; God.</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus as a person of the Trinity (Y3A2)</li> <li>• Jesus as Ultimate Sacrifice (Y4A2)</li> <li>• Jesus as Messiah (Y5Su1)</li> <li>• Significance of resurrection (Y6A1)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Link the story of the Nativity with Christianity. (Y1A2)</li> <li>• Understand that Christians believe Jesus was a special baby, the incarnation of God. (Y1A2)</li> <li>• Retell stories about Jesus and link with Christian ideas about God and how to behave. (Y2Sp1)</li> <li>• Retell parables and suggest what they reveal about God and how to behave. (Y2Sp1)</li> </ul>	<p><b>Theology</b></p> <p><b>Theologians</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>• <b>Where beliefs come from</b></li> <li>• How beliefs change over time</li> <li>• <b>How beliefs relate to each other</b></li> <li>• How beliefs shape the way believers see the world and each other</li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li>• <b>Interpretation of story &amp; text</b></li> <li>• Consideration of reliability of sources</li> <li>• <b>Considering unity &amp; diversity within and between worldviews</b></li> <li>• Considering evidence of how beliefs change over time</li> </ul>	<p>In this unit:</p> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Retell stories about Jesus and link with Christian ideas about God and how to behave.</li> <li>• Link events of Holy Week with Christian beliefs about Jesus.</li> <li>• Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation.</li> <li>• Beliefs about Easter are expressed in diverse ways.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Consider how some Christians might interpret Biblical text. (Y3A1)</li> <li>• Infer how Christian beliefs developed based on events. (Y3A1)</li> <li>• Interpret the Bible to try to understand the concept of God as Trinity: Father, Son &amp; Holy Spirit. One but also three. (Y3A2)</li> <li>• Recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. (Y3A2)</li> </ul>
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus was a special baby, the incarnation of God, a saviour. (Y1)</li> <li>• In Genesis, humanity was divided from God by Adam &amp; Eve's disobedience. (Y1)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People show they belong through special objects, buildings, worship, celebrations and rites of passage. (Y1)</li> <li>• People show their beliefs on their own and in groups. (Y1)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus sacrificed his life to save the people he loved.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People express their beliefs through special objects, buildings, worship, celebrations and rites of passage</li> </ul>		<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people. (Y3)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Some people express religious symbolism through creative arts, others don't. (Y3)</li> </ul>







	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Hindu Dharma, Hindu, Mandir (Y2A1)</li> <li>Symbolism of Jewish Seder (Y2A2)</li> </ul>	<ul style="list-style-type: none"> <li>In <b>Hindu Dharma</b> (sometimes called Hinduism or Sanatan Dharma), there is a different understanding of God, than in Abrahamic faiths (Judaism, Christianity, Islam).</li> <li>In <b>Hindu Dharma</b>, it is understood that there is <b>One Supreme Being</b> or <b>Ultimate Reality (Brahman)</b> who has no physical form. Many Hindus believe that Brahman is within everything and everyone. There are no images of Brahman in Hindu worship. The <b>aum symbol</b> is widely used to represent Brahman and is used in meditation.</li> <li><b>Trimurti</b> means “three forms”, <b>Brahma is the creator</b>, <b>Vishnu is the preserver</b> and <b>Shiva is the destroyer</b> they are all aspects of Brahman, they also take many forms (<b>Avatars</b>) represented as <b>Gods or deities</b>.</li> <li><b>Murtis</b> are representations of the <b>Gods or deities</b>; they are a visual expression of ideas about the role and characteristics of Gods, (Visual symbolism) they help Hindus focus their <b>worship</b>.</li> <li>Some of the <b>symbolism</b> represented in <b>Murtis</b> are explained in stories about the Gods and Goddesses.</li> <li>Worship is important to many Hindus as a way of connecting with the reality of Brahman within themselves.</li> <li><b>Worship at home</b> takes many forms. Different people may focus on particular Gods and have a <b>shrine</b> in their home.</li> <li><b>Puja</b> at home appeals to all 5 senses and may include: a <b>bell</b> (hearing) to show the God they are ready to worship; <b>Murti</b> (sight) an image to focus worship; <b>Incense</b> (smell) to purify and fill the room; <b>Kum-kum Powder</b> (touch) to mark the head of worshippers and sometimes the murti; <b>Fruit</b> offerings (taste) to the God. An <b>Arti lamp</b> is waved before the deities, worshippers wave their hands over the flame to gain blessings from the God.</li> <li>Many Hindus worship in the <b>Mandir</b>, these can vary in size and design. Many are richly decorated, they may be dedicated to particular Gods important in that community. Visitors to the Mandir remove their shoes, in the main <b>shrine room</b>, where the images of the Gods are kept, <b>Priests</b> may lead worship by ringing the <b>bell</b> and leading <b>prayer</b>, worshippers make <b>offerings</b> of food to the God to show <b>respect</b>, the food is later shared with worshippers.</li> </ul>	<ul style="list-style-type: none"> <li>Hindu celebrations &amp; community (Y2Su2)</li> <li>Hindu beliefs expressed in worship (Y5A1)</li> <li>Hindu scripture &amp; Dharma (Y5A2)</li> <li>Hindu Community (Y6Sp1)</li> <li>Are religious stories “reasonable” evidence? (Y3Su2)</li> <li>Meaning of “truth” (Y4A1)</li> <li>Is belief in God rational? (Y5Su2)</li> <li>Are religion &amp; science in conflict? (Y6A2)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Disciplinary	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>• Ask questions about the story of Moses (Y2A2)</li> <li>• Think about what it means to “know” something. (Y2A2)</li> <li>• Consider why freedom is important and how it is expressed in the Seder meal. (Y2A2)</li> </ul>	<p>Philosophers deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>• The nature of knowledge, meaning and existence</li> <li>• How and whether things make sense</li> <li>• Issues of right &amp; wrong, good &amp; bad</li> </ul> <p><b>Methods and processes</b> used by philosophers:</p> <ul style="list-style-type: none"> <li>• Analysis of the validity of “truth” claims (doubt)</li> <li>• Development and use of coherent questioning</li> <li>• Development of and analysis of coherent argument</li> <li>• Understanding of the human quest for knowledge and meaning</li> <li>• Connecting belief (motivation) with behaviour</li> </ul>	<p>In this unit:</p> <p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>• Ask questions about practices from Hindu communities.</li> <li>• Consider how we can find out about something using our senses.</li> <li>• Recognise how many Hindu communities express their ideas about Hindu Dharma through the senses.</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>• Identify philosophical questions (Y3Sp1)</li> <li>• Consider that people have different answers to questions about the world. Humanists believe they can still be “good without God.” (Y3Sp1)</li> </ul>
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories from sacred texts teach people how to behave. (Y1)</li> <li>• Stories help some people understand the world. (Y1)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People show they belong through special objects, buildings, worship, celebrations and rites of passage. (Y1)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• People use their senses to try to understand the world</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• People express their beliefs through special objects, buildings, worship, celebrations and rites of passage</li> <li>• Different groups express their beliefs in different ways</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Ideas about what is true can be critically examined using logic and reasoned argument. (Y3)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> <li>• Some people express religious symbolism through creative arts, others don't. (Y3)</li> </ul>	



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Substantive	<ul style="list-style-type: none"> <li>Ways Jewish &amp; Christian people show belonging (Y1A1)</li> <li>Hindu understanding of "god" through senses (Y2Su2)</li> </ul>	<ul style="list-style-type: none"> <li>We <b>belong</b> in different places such as family, school, class, clubs.</li> <li>Some people choose to <b>belong</b> to a <b>religious</b> group, expressing their <b>beliefs</b> about <b>God/s</b>.</li> <li>A person who belongs to <b>Hindu Dharma</b> is sometimes called a <b>Hindu</b></li> <li>Some special Hindu artefacts are: <b>Murti, Aum symbol, Diva Lamp; Ramayana</b></li> <li>A Hindu place of worship is a <b>Mandir</b> (sometimes called a temple)</li> <li>Belonging:                             <ul style="list-style-type: none"> <li><b>Jatakarma</b> ceremony, a private ceremony for the family to welcome a new baby. Honey and Ghee (like butter) is placed on the tongue and the name of God is whispered in the baby's ear.</li> <li><b>Raksha Bandhan</b> (or Rakhi) means "bond of protection" between brothers and sisters. The sister ties a <b>Rakhi bracelet</b> made of threads around the brother's wrist, she says a prayer and marks his forehead with <b>kum-kum powder</b>, in some traditions the sister gives the brother a sweet. The brother responds by promising to protect his sister and gives her a gift. The festival may include food, cards, flowers and celebrations for the whole family.</li> <li><b>Diwali</b>, meaning "row of lights", is a 5 day family and community celebration of <b>harvest, light and good defeating evil</b>. It is celebrated by: cleaning the house; decorations; mandalas; lighting <b>diva lamps</b>; fireworks; food and sweets. Lakshmi, the Goddess of wealth, is worshipped.</li> <li>Diwali remembers the <b>story of Rama and Sita</b> found in the <b>Ramayana</b>. Traditionally, this was passed on orally, now there are lots of versions of the story. It tells of how Rama, an <b>avatar</b> of Lord Vishnu, defeated the wicked demon, Ravana.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Hindu beliefs expressed in worship (Y5A1)</li> <li>Hindu scripture &amp; Dharma (Y5A2)</li> <li>Hindu Community (Y6Sp1)</li> </ul>	
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. (Y1A1)</li> <li>Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. (Y1Su2)</li> <li>Connect correct vocabulary with religious groups. (Y2A1)</li> <li>Identify how beliefs impact peoples' choices of in everyday life, including local special places. (Y2A1)</li> </ul>	<p>Social Sciences</p> <p>Social Scientists deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The diverse nature of religion</li> <li>The diverse ways in which people practice and express beliefs</li> <li>The ways in which beliefs shape individual identity, and impact on communities and society</li> </ul> <p><b>Methods and processes</b> used by social scientists:</p> <ul style="list-style-type: none"> <li>Seek evidence of belief in human behaviour and forms of expression</li> <li>Recognise similarities and differences within and between groups</li> <li>Consider forms of evidence and its reliability (e.g. data)</li> <li>Consider individual, local, national and global evidence of lived experience</li> </ul>	<p>In this unit:</p> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Use correct vocabulary to name items and celebrations important in Hindu Dharma.</li> <li>Link beliefs with evidence in the community.</li> <li>Identify how artifacts and practices are used in everyday life to show belonging.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways. (Y3Su1)</li> <li>Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. (Y3Su1)</li> <li>Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam. (Y3Su1)</li> </ul>
VCs	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People show they belong through special objects, buildings, worship, celebrations and rites of passage. (Y1)</li> <li>People show their beliefs on their own and in groups. (Y1)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage</li> <li>Different groups express their beliefs in different ways</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> <li>Some people express religious symbolism through creative arts, others don't. (Y3)</li> </ul>	



Substantive	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
	<ul style="list-style-type: none"> <li>• What stories from the Bible reveal about God (Y2Sp1)</li> <li>• Bible stories and Parables of Jesus (Y2Sp2)</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>Bible</b> is the <b>Christian holy book</b>. It teaches Christians about God, God’s relationship with people and how they believe Jesus Christ was the completion of God’s plans.</li> <li>• The Bible is constructed in 2 parts, the oldest parts are believed to be about 3000 years old, but probably existed as oral stories before they were written down.</li> <li>• The Bible is organised into <b>books</b> (some named after the person who wrote them, or the person they are about), <b>chapters and verses</b>.</li> <li>• The <b>Old Testament</b> (also special to Jewish people in the form of the Tanakh) these writings include stories about how the world began, God’s relationship with people, histories, prophecies, songs and rules. Christians believe the Old Testament predicts the coming of a Messiah.</li> <li>• The <b>New Testament</b> tells about the <b>life and teachings of Jesus Christ</b>, whom Christians believe is the Messiah prophesied, and the early Christian Church. It was written about 100 years after Jesus’ life.</li> <li>• The writings in the Bible were originally written in the language of the people of the time in what is now the Middle East, these include <b>Hebrew</b> (Most of the Old Testament), <b>Aramaic</b> (the language Jesus probably spoke) and <b>Greek</b> (New Testament).</li> <li>• Bibles have been <b>translated</b> in different ways over time, this means we must think about how meaning can be changed by a translator’s choice of words.</li> <li>• The Bible was written by many different authors and contains many different types of writing.</li> <li>• About <b>400 years after Jesus</b>, Church leaders agreed which writings should be included in the <b>official Bible</b>. The Catholic Bible also includes some additional writings.</li> <li>• The words in the Bible can seem hard to understand. Christians today think hard about what the words mean in a <b>modern context</b>. Some Christians see the Bible as actual truth, others say some parts are stories to help people understand God.</li> <li>• 2 Timothy 3:16 “All scripture is God breathed and is useful for teaching, rebuking, correcting and training in righteousness” – The words are believed to be <b>inspired by God</b>.</li> <li>• The Bible is used in many Christian’s daily lives in lots of ways, for private <b>prayer, collective worship</b> and quiet reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Biblical reference to persons of the Trinity (Y3A2)</li> <li>• Bible stories and attributes of God (Y3Su2)</li> <li>• Biblical reference to sacrifice (Y4A2)</li> <li>• Biblical reference to charity (Y4Sp1&amp;2)</li> <li>• The Bible &amp; Christian diversity (Y5Sp2)</li> <li>• prophecy of Messiah (Y5Su1)</li> <li>• Gospel narratives of resurrection (Y6A1)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
<b>Disciplinary</b>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Retell stories about Jesus and link with Christian ideas about God and how to behave. (Y2)</li> <li>• Link events of Holy Week with Christian beliefs about Jesus. (Y2Sp2)</li> <li>• Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2Sp2)</li> </ul>	<p><b>Theology:</b></p> <p><b>Theologians deal with types of conversation that consider:</b></p> <ul style="list-style-type: none"> <li>• Where beliefs come from</li> <li>• How beliefs change over time</li> <li>• How beliefs relate to each other</li> <li>• How beliefs shape the way believers see the world and each other</li> </ul> <p><b>Methods and processes used by theologians:</b></p> <ul style="list-style-type: none"> <li>• Interpretation of story &amp; text</li> <li>• Consideration of reliability of sources</li> <li>• Considering unity &amp; diversity within and between worldviews</li> <li>• Considering evidence of how beliefs change over time</li> </ul>	<p>In this unit:</p> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Consider how some Christians might interpret Biblical text.</li> <li>• Infer how Christian beliefs developed based on events.</li> <li>• Consider that questions of the reliability of scripture are complex influenced by: authorship, audience, purpose, genre, translation and history.</li> <li>• Recognise there are differences within Christianity, such as versions of the Bible.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Interpret the Bible to try to understand the concept of God as Trinity: Father, Son &amp; Holy Spirit. One but also three. (Y3A2)</li> <li>• Infer how Islamic beliefs developed based on events. (Y3Sp2)</li> <li>• Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet. (Y3Sp2)</li> <li>• There are differences within Islam, such as Sunni &amp; Shia. (Y3Sp2)</li> </ul>
<b>VCs</b>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus sacrificed his life to save the people he loved. (Y2)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories from sacred texts teach people about right and wrong. (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Different groups express their beliefs in different ways (Y2)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Teachings from sacred texts help some people make moral decisions</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews.</li> </ul>		<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence. (Y4)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service. (Y4)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Jesus as the incarnation of God (Y1A2)</li> <li>Vocabulary used by Christians to show God's importance (Y1Su2)</li> <li>What stories from the Bible reveal about God (Y2Sp1)</li> <li>Jesus' sacrifice at Easter (Y2Sp2)</li> <li>What is the Bible? (Y3A1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Christianity</b> is a <b>monotheistic</b> religion, meaning belief in <b>one God</b>.</li> <li>The <b>Christian concept of God</b> is sometimes called a <b>mystery</b>.</li> <li>The mystery is how <b>God can be one but also three</b>. Not three parts (this suggest they can be separated from each other), Christian Theologians express this a <b>three persons of God</b> called the <b>Trinity</b>:</li> <li><b>God the Father</b> (creator); <b>God the Son</b> – (Jesus, the incarnation of God and saviour); <b>God the Holy Spirit</b> (God Within, the Helper, the friend).</li> <li>The three persons of <b>the Trinity</b> have individual significance but are one whole.</li> <li>Christians try to make sense of this idea using the <b>Bible</b>:</li> <li>In the Story of <b>Jesus' Baptism</b> (Matthew 3:13-17) reveals God the father as a "voice from heaven", God the Son as the person of Jesus, and God the Holy Spirit as being "like a white dove".</li> <li><b>Pentecost</b>, is celebrated on the Sunday 50 days after <b>Easter</b>. After Jesus <b>ascension</b>, the <b>disciples</b> were gathered together and the Holy Spirit came down to them, described as sounding like a strong wind and looking like tongues of flame. The disciples were filled with the Holy Spirit and could speak other languages.</li> <li>Many <b>diverse artists</b> have tried to <b>make sense</b> of the Christian understanding of God as Trinity through their work, some are inspired by words from the Bible, others use their own ideas.</li> </ul>		<ul style="list-style-type: none"> <li>Bible stories and attributes of God (Y3Su2)</li> <li>Biblical reference to sacrifice (Y4A2)</li> <li>Biblical reference to charity (Y4Sp1&amp;2)</li> <li>The Bible &amp; Christian diversity (Y5Sp2)</li> <li>prophecy of Messiah in Art (Y5Su1)</li> <li>Gospel narratives of resurrection (Y6A1)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Link events of Holy Week with Christian beliefs about Jesus. (Y2Sp2)</li> <li>Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2Sp2)</li> <li>Consider how some Christians might interpret Biblical text. (Y3A1)</li> <li>Infer how Christian beliefs developed based on events.(Y3A1)</li> </ul>	<p>Theologians deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li><b>Where beliefs come from</b></li> <li>How beliefs change over time</li> <li><b>How beliefs relate to each other</b></li> <li>How beliefs shape the way believers see the world and each other</li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li><b>Interpretation of story &amp; text</b></li> <li>Consideration of reliability of sources</li> <li><b>Considering unity &amp; diversity within</b> and between <b>worldviews</b></li> <li>Considering evidence of how beliefs change over time</li> </ul>	<p>In this Unit:</p> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Interpret the Bible to try to understand the concept of God as Trinity: Father, Son &amp; Holy Spirit. One but also three.</li> <li>Recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways.</li> </ul> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences in how artists have tried to express the Trinity</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Consider how beliefs shape how some people see the world. (Y3Sp2 &amp; Su2)</li> <li>Consider how believers interpret scripture. (Y3Sp2 &amp; Su2)</li> <li>Consider questions of reliability of religious sources. (Y3Sp2 &amp; Su2)</li> </ul> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that conversations about religion and belief are complex in relation to Abrahamic (Y5Su1) understandings of Messiah.</li> <li>Explain how belief has been expressed in similar and different artistic forms within Christianity. (Y5Su1)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus sacrificed his life to save the people he loved. (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Different groups express their beliefs in different ways (Y2)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Some people express religious symbolism through creative arts, others don't.</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence. (Y4)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> </ul>







	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• “Reasonable” exercise of freedom (Y2A2)</li> <li>• Making sense using symbolic items in Hindu worship (Y2Su1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Philosophy</b> comes from Greek and means “<b>Love of Wisdom</b>”, <b>philosophers</b> try to make sense of the world by asking <b>questions</b> and <b>analysing arguments</b>.</li> <li>• Humans have tried to make sense of the world in lots of ways right from when we were first able to think, <b>religious belief</b> and reasoning is one of those ways of <b>making sense of the world</b>.</li> <li>• “<b>How do people make moral decisions ?</b>” is one example of a philosophical question with many different possible answers.</li> <li>• <b>Moral</b> means our understanding of <b>right and wrong</b> behaviour.</li> <li>• Humans have tried to express ideas of right and wrong through <b>rules</b>, both social and religious, usually we have a choice about whether we should follow these rules but breaking them may have consequences.</li> <li>• Not all rules are good or make sense.</li> <li>• In the Old Testament the Jewish people were given a set of rules called the <b>10 commandments</b>, by God. These are important in Christianity too. Believers might worry that God will not be happy if they break the rules.</li> <li>• In the New Testament, <b>Jesus</b> gave his followers a <b>new commandment</b>, (John 13:43-35) “Love one another. As I have loved you, so you must love one another”.</li> <li>• Philosophical question: <b>Is acting with love always a good way to behave?</b> This can cause problems; humans sometimes have <b>good intentions</b>, but things go wrong and have bad outcomes.</li> <li>• Not all people believe in God or choose to follow rules laid down by religion. This is a non-religious worldview.</li> <li>• A person who believes in God is called a <b>theist</b>, a person who does not believe in God is called an <b>atheist</b>, a person who is not sure about God’s existence is called <b>agnostic</b>. These are all different <b>worldviews</b>.</li> <li>• <b>Humanism</b> is one example of a <b>non-religious worldview</b>. People who identify as <b>humanists</b> believe that they have one life and should make the best of it and that the purpose of life should be to be as <b>happy</b> as possible, this includes making other people around them happy. This is such an important principle that many humanists use the symbol of the <b>Happy Human</b> to represent their beliefs.</li> <li>• Many humanists believe that people should chose to be good without God’s influence on their lives. The guiding principle is that they should seek happiness and make others happy.</li> <li>• Considering the best outcome for the most people is called <b>utilitarianism</b>. 3 Principles of utilitarianism are: 1. Happiness is the most important thing. 2. Actions are right if they promote happiness, wrong if they result in unhappiness. 3. Everyone’s happiness counts equally.</li> <li>• <b>Philosophers question</b> whether ideas like utilitarianism <b>make sense</b> and if they will always work.</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable to believe? (Y3Su2)</li> <li>• Meaning of “truth”, Evidence and reasoning (Y4A1)</li> <li>• Attitudes to poverty and justice (Y4Sp1)</li> <li>• Is belief in God rational? (Y5Su2)</li> <li>• Are religion &amp; science in conflict? (Y6A2)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Disciplinary	<p><b>Philosophers:</b> <b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>• Think about what it means to “know” something. (Y2A2)</li> <li>• Connect the story of the Jewish slaves being freed with ideas of right and wrong. (Y2A2)</li> <li>• Ask questions about stories and practices (Y2)</li> <li>• Consider how we can find out about something using our senses. (Y2Su1)</li> </ul>	<p><b>Philosophy</b> <b>Philosophers</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>• The nature of knowledge, meaning and existence</li> <li>• How and whether things make sense</li> <li>• Issues of right &amp; wrong, good &amp; bad</li> </ul> <p><b>Methods and processes</b> used by philosophers:</p> <ul style="list-style-type: none"> <li>• Analysis of the validity of “truth” claims (doubt)</li> <li>• Development and use of coherent questioning</li> <li>• Development of and analysis of coherent argument</li> <li>• Understanding of the human quest for knowledge and meaning</li> <li>• Connecting belief (motivation) with behaviour</li> </ul>	<p>In this unit: <b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>• Identify philosophical questions</li> <li>• Decide if a Christian belief about morality makes sense and give reasons why.</li> <li>• Recognise that ideas of right and wrong are difficult to define.</li> <li>• Consider that people have different answers to questions about the world. Humanists believe they can still be “good without God.”</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>• Identify logical arguments</li> <li>• Decide if a belief makes logical sense and give reasons why. (Y3Su2)</li> <li>• Recognise that claims of truth based on faith are difficult to examine logically. (Y3Su2)</li> <li>• Consider that people have different answers to questions about the world and seek answers in different places. (Y3Su2)</li> </ul>
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Stories from sacred texts teach people about right and wrong. (Y2)</li> <li>• Concepts such as freedom are hard to define but have huge human significance. (Y2)</li> <li>• People use their senses to try to understand the world (Y2)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Teachings from sacred texts help some people make moral decisions</li> <li>• Ideas of ‘morality’ and responsibility are complex</li> <li>• Ideas about what is true can be critically examined using logic and reasoned argument.</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• People can interpret Truth in different ways (Plato’s cave), humans are limited by experience. (Y4)</li> <li>• Teachings from sacred texts can inspire people’s actions, e.g. sacrifice, charity and service. (Y4)</li> <li>• Most human beings have a sense of moral justice. (Y4)</li> </ul>	





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Islam, Muslim, Mosque vocabulary (Y2A1)</li> <li>Origins of Christianity, the Bible (Y3A1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Muslims</b> believe <b>Islam</b> is the religion Allah has chosen for humanity.</li> <li><b>Islam</b> shares many of the same stories as early Judaism and believes Jesus was a prophet but not the son of God.</li> <li>Muslims believe Islam reached its completion through the <b>Prophet Muhammad</b> in <b>7<sup>th</sup> Century Arabia</b>.</li> <li><b>Mecca</b> was an important city for trade routes and religion, but the city was ruled by different tribes and had lots of corruption.</li> <li>Many people worshipped many Gods, they put idols in the <b>Ka'bah</b>, lots of people visited and brought money in to the city. Christianity, Judaism and Zoroastrianism were monotheistic religions present at the time, but did not deal with the problems in Arabia.</li> <li><b>Muhammad</b> was born around <b>570 CE</b>, he was orphaned and brought up by his grandfather and then his uncle.</li> <li><b>Muhammad</b> travelled as a camel driver and worked for merchants. He became an honest and successful <b>trader</b>. A Successful businesswoman, <b>Khadija</b> married him, he became rich and used his wealth to free slaves and help the poor.</li> <li><b>Muhammad</b> believed there was only <b>one God</b> and didn't like how the Ka'bah, a holy building, was being used to keep idols of false gods.</li> <li>When Muhammad was 40, he went to a <b>cave</b> to be quiet and focus on God away from Mecca and its corruption. Muslims believe he was visited by the <b>Angel Jibril</b> (Gabriel) and was <b>commanded to read</b> 3 times, Muhammad couldn't read, but on the third command he was able to read and remember the words. Muhammad was being told to share <b>God's message of oneness</b> to the people. This is called the <b>Night of Power</b>. Muhammad was visited many times over the years and the words he was given were eventually written down in the <b>Qur'an</b>. Considered the words of God.</li> <li>Muhammad began sharing the messages from God quietly at first, but gradually began to challenge peoples' worship of idols and say people should live moral lives. He began gaining followers.</li> <li>The leaders in Mecca did not like what Muhammad said as it challenged their power and lifestyles. They began attacking Muslims. Many people followed Muhammad, even when he was forced out of Mecca.</li> <li><b>Muhammad</b> was considered a wise and moral leader and <b>prophet</b>; he was popular and successful.</li> <li>There were many battles but eventually Muhammad and his followers returned to Mecca and took charge, he forgave the people who had persecuted the Muslims. All the idols were removed from the <b>Ka'bah</b> and it was restored to a house of worship of one God.</li> <li><b>Muhammad died in 632CE</b>, the entire population of Mecca were now Muslim and Islam had become the dominant religion in the region.</li> <li>The words given to Muhammad by the Angel were written down and formed the <b>Qur'an</b>, considered the <b>actual words of God</b> (sacred).</li> <li>The <b>Qur'an</b> is shown respect as the words of God, Muslims perform <b>Wudu</b> before touching it, keep it on a <b>high shelf</b> above all other books and do not put it on the floor, a <b>Qur'an stand</b> is often used.</li> <li><b>Muhammad's wisdom</b> was also written down in the <b>Sunnah and Haddith</b>, these are useful, respected guides to Muslims on how to live their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Islamic expression of belief (Y3Su1)</li> <li>Sacrifice in the Qur'an (Y4A2)</li> <li>Islamic beliefs about poverty &amp; self-sacrifice (Y4Sp1&amp;2)</li> <li>Islamic diversity (Y4Su1)</li> <li>Islamic beliefs about life's purpose (Y6Su1)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Consider how some Christians might interpret Biblical text. (Y3A1)</li> <li>Infer how Christian beliefs developed based on events. (Y3A1)</li> <li>Consider that questions of the reliability of scripture are complex influenced by: authorship, audience, purpose, genre, translation and history. (Y3A1)</li> <li>Recognise there are differences within Christianity, such as versions of the Bible. (Y3A1)</li> </ul>	<p>Theologians deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>Where beliefs come from</li> <li>How beliefs change over time</li> <li>How beliefs relate to each other</li> <li>How beliefs shape the way believers see the world and each other</li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li>Interpretation of story &amp; text</li> <li>Consideration of reliability of sources</li> <li>Considering unity &amp; diversity within and between worldviews</li> <li>Considering evidence of how beliefs change over time</li> </ul>	<p>In this unit:</p> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Infer how Islamic beliefs developed based on events.</li> <li>Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet.</li> <li>There are differences within Islam, such as Sunni &amp; Shia.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Recognise of how believers might interpret different texts in different ways. (Y4A2)</li> <li>Identify similarities and differences within and between the Abrahamic faiths. (Y4A2)</li> <li>Identify the influence of historical events on the development of Islam. (Y4Su1)</li> <li>Identify similarities and differences within Islamic schools of thought. (Y4Su1)</li> <li>Consider how beliefs might influence a Muslim's life, how they view the world and other people. (Y4Su1)</li> </ul>
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus sacrificed his life to save the people he loved. (Y2)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people about right and wrong. (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam, submission to the will of Allah can involve commitments of time, money and effort.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts help some people make moral decisions</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews.</li> <li>Some people express religious symbolism through creative arts, others don't.</li> <li><b>Person, Time &amp; Place:</b> Muhammad (Muslim), about 1400 years ago, Mecca (Saudi Arabia)</li> </ul>		<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. (Y4)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service. (Y4)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> <li>Events in history and human conflict have impacted (Islamic) diversity. (Y4)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Substantive	<ul style="list-style-type: none"> <li>Islam, Muslim, Mosque vocabulary (Y2A1)</li> <li>Origins of Islamic belief (Y3Sp2)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Qur'an</b> teaches <b>Muslims</b> about the <b>Oneness of God (Tawhid)</b>.</li> <li><b>Tawhid</b> is expressed in the words of the <b>call to prayer</b> and <b>whispered in a baby's ear</b>.</li> <li><b>Sunni &amp; Shia Muslims</b> are of the same religion, but express some things in different ways, sometimes called "schools of thought".</li> <li>Many <b>Sunni Muslims</b> express their beliefs by following the <b>5 Pillars of Sunni Islam (obligations)</b> These impact daily life in different ways.</li> <li><b>The Shahadah</b> – Declaration of Faith (Tawhid)</li> <li><b>Salah</b> – Prayer 5</li> <li><b>Zakat</b> – Charity</li> <li><b>Sawm</b> – Fasting during Ramadan</li> <li><b>Hajj</b> – Pilgrimage to Mecca</li> <li>Some <b>Islamic diversity</b> is due to <b>tradition and culture</b> in different places in the world for example: how faith is expressed in the home; how <b>Iftar</b> is practiced.</li> <li>Some <b>Islamic diversity</b> is due to <b>interpretation of the Qur'an</b>. <b>Ijtihad</b> is the struggle to understand and interpret meaning in today's context. For example, the Qur'an mentions modesty in dress, this is interpreted in many ways by individuals and communities. This is diversity is shown in different individual's choice of <b>hijab</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Sacrifice in the Qur'an (Y4A2)</li> <li>Islamic beliefs about poverty &amp; self-sacrifice (Y4Sp1&amp;2)</li> <li>Islamic diversity (Y4Su1)</li> <li>Islamic beliefs about life's purpose (Y6Su1)</li> </ul>	
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Use correct vocabulary to name items and celebrations important in Hindu Dharma. (Y2Su2)</li> <li>Link beliefs with evidence in the community. (Y2Su2)</li> <li>Identify how artifacts and practices are used in everyday life to show belonging. (Y2Su2)</li> </ul>	<p><b>Social Sciences</b></p> <p><b>Social Scientists</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The diverse nature of religion</li> <li>The diverse ways in which people practice and express beliefs</li> <li>The ways in which beliefs shape individual identity, and impact on communities and society</li> </ul> <p><b>Methods and processes</b> used by social scientists:</p> <ul style="list-style-type: none"> <li>Seek evidence of belief in human behaviour and forms of expression</li> <li>Recognise similarities and differences within and between groups</li> <li>Consider forms of evidence and its reliability (e.g. data)</li> <li>Consider individual, local, national and global evidence of lived experience</li> </ul>	<ul style="list-style-type: none"> <li>In this unit:</li> <li><b>Social Scientists:</b></li> <li>Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways including the Call to Prayer, whispered in a baby's ear and the Shahadah.</li> <li>Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life.</li> <li>Recognise that there is diversity within Islamic schools of thought e.g. Sunni &amp; Shia and in Ijtihad, interpretation of text.</li> <li>Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Describe similarities and differences in how people contribute to society in Islam and Christianity (locally &amp; nationally). (Y4Sp2)</li> <li>Describe ways beliefs about giving impact peoples' choices in everyday life, community &amp; society. (Y4Sp2)</li> <li>Recognise that individual and community action can shape beliefs. (Y4Sp2)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus sacrificed his life to save the people he loved. (Y2)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage (Y2)</li> <li>Different groups express their beliefs in different ways (Y2)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam, submission to the will of Allah can involve commitments of time, money and effort.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews.</li> <li>Some people express religious symbolism through creative arts, others don't.</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. (Y4)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> <li>Events in history and human conflict have impacted (Islamic) diversity. (Y4)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Alternative theories of creation (Y1Sp2)</li> <li>"Reasonable" exercise of freedom, Exodus story (Y2A2)</li> <li>Hindu understanding of "god" through senses (Y2Su2)</li> <li>Reason in moral decision making (Y3Sp1)</li> <li>Biblical stories about the nature of God (Y2sp1)</li> <li>What is the Bible? (Y3A1)</li> <li>Biblical reference to persons of the Trinity (Y3A2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Philosophers</b> try to explain why they think something is <b>true</b>, they try to do this in a <b>logical way</b>.</li> <li>Philosophers <b>show their thinking in steps</b> to show what they know and how it leads to their new idea. <b>Logic</b> helps us to decide if we are convinced by an <b>argument</b>.</li> <li><b>Deductive argument:</b> 1. Something we know is true. 2. a second thing we know is true. 3. From the first two this must be true. (logic) If the conclusion follows the first 2 it is a <b>valid argument</b>.</li> <li><b>Inductive argument:</b> These lead to <b>likely conclusions</b> based on <b>probability</b> and might best be expressed with qualifiers such as "most" or "some" rather than "all". These are general rules and <b>might have exceptions</b>.</li> <li>The Greek Philosopher <b>Socrates</b> 469-399 BCE, talked people through their arguments pointing out when things didn't <b>make sense</b> and asking questions, he used <b>reasoning</b> to assess the strength of an argument.</li> <li>The <b>Abrahamic faiths</b> (Judaism, Christianity &amp; Islam) often connect the idea of <b>God</b> with "<b>Omni</b>" traits.</li> <li>Omni = all</li> <li><b>Omnipotent</b> = all powerful – Seen in story of creation.</li> <li><b>Omnibenevolent</b> = all loving – "for God so loved the world, he gave his only Son, so that whoever believes in him may not perish but would have everlasting life." The Bible, John 3:16</li> <li><b>Omniscient</b> = all knowing – knows what's in people's hearts and minds (Seen in the story of <b>Jonah</b>)</li> <li><b>Omnipresent</b> = everywhere – Psalm 33: 13-14</li> <li>Some might argue that an omnipotent, omnibenevolent God would not let people suffer, yet they do.</li> <li>What <b>contradictions</b> are there in religious stories that might cause people to <b>question</b> these attributes of God?</li> <li><b>Exodus</b> – God had the power to free the Jewish people, in the process hurting many Egyptians. Does this fit with the idea of a loving God?</li> <li><b>Story of Job</b> – tested by Satan, and still faithful, accepted it <b>was not for him to know God's ways</b>.</li> <li>Greek Philosopher, <b>Epicurious</b> 341-270 BCE, thought about <b>the problem of evil</b>: 'Is God willing to prevent evil, but not able? Then he is not omnipotent. Is he able, but not willing? Then he is malevolent. Is he both able and willing? Then whence cometh evil? Is he neither able nor willing? Then why call him God?'</li> <li>A philosopher might ask <b>if sacred texts are reasonable to consider as evidence</b>, their <b>truth claims</b> are a matter of <b>personal faith</b> and do not offer physical evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Meaning of "truth", Evidence and reasoning(Y4A1)</li> <li>Is belief in God rational? (Y5Su2)</li> <li>Are religion &amp; science in conflict? (Y6A2)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Disciplinary	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Identify philosophical questions. (Y2Sp1)</li> <li>Decide if a Christian belief about morality makes sense and give reasons why. (Y3Sp1)</li> <li>Consider that people have different answers to questions about the world. (Y3Sp1)</li> </ul> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Interpret the Bible to try to understand the concept of God as Trinity: Father, Son &amp; Holy Spirit. One but also three. (Y3A2)</li> <li>Recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. (Y3A2)</li> </ul>	<p><b>Philosophy:</b></p> <p>Philosophers deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The nature of knowledge, meaning and existence</li> <li>How and whether things make sense</li> <li>Issues of right &amp; wrong, good &amp; bad</li> </ul> <p><b>Methods and processes</b> used by philosophers:</p> <ul style="list-style-type: none"> <li>Analysis of the validity of "truth" claims (doubt)</li> <li>Development and use of coherent questioning</li> <li>Development of and analysis of coherent argument</li> <li>Understanding of the human quest for knowledge and meaning</li> <li>Connecting belief (motivation) with behaviour</li> </ul> <p><b>Theology:</b></p> <p>Theologians deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>Where beliefs come from</li> <li>How beliefs change over time</li> <li>How beliefs relate to each other</li> <li>How beliefs shape the way believers see the world and each other</li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li>Interpretation of story &amp; text</li> <li>Consideration of reliability of sources</li> <li>Considering unity &amp; diversity within and between worldviews</li> <li>Considering evidence of how beliefs change over time</li> </ul>	<p>In this unit:</p> <p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Identify logical arguments</li> <li>Decide if a belief makes logical sense and give reasons why.</li> <li>Recognise that claims of truth based on faith are difficult to examine logically.</li> <li>Consider that people have different answers to questions about the world and seek answers in different places.</li> </ul> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Consider how beliefs shape how some people see the world.</li> <li>Consider how believers interpret scripture.</li> <li>Consider reliability of religious sources.</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Discuss our understanding of the concepts of knowledge, belief and opinion. (Y4A1)</li> <li>Consider philosophical ideas of truth, doubt and reality. (Y4A1)</li> <li>Understand some reasons why people answer philosophical questions in different ways. (Y4A1)</li> <li>Begin to decide whether religious reasoning is clearly expressed. (Y4A1)</li> </ul>
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus sacrificed his life to save the people he loved. (Y2)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Stories from sacred texts teach people about right and wrong. (Y2)</li> <li>Concepts such as freedom are hard to define but have huge human significance. (Y2)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Ideas about what is true can be critically examined using logic and reasoned argument.</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence. (Y4)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>People can interpret Truth in different ways (Plato's cave), humans are limited by experience. (Y4)</li> </ul>	





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Alternative theories of creation (Y1Sp2)</li> <li>"Reasonable" exercise of freedom (Y2A2)</li> <li>Hindu understanding of "god" through senses (Y2Su2)</li> <li>Reason in moral decision making (Y3Sp1)</li> <li>Reasonable to believe? (Y3Su2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Philosophy</b> comes from Greek and means "Love of Wisdom", <b>philosophers</b> try to make sense of the world by asking questions and <b>analysing arguments</b>.</li> <li><b>Knowledge</b> is an awareness of something as <b>true</b> based on experience, education or evidence.</li> <li><b>Belief</b> is something someone <b>thinks</b> is true without proof.</li> <li><b>Opinion</b> is a view formed <b>based on experience</b> without sure knowledge.</li> <li>To make <b>decisions</b> about if we know, believe or have an opinion on something we might use <b>evidence and reasoning</b>. There are different types of evidence: <b>Empirical evidence</b> – based on experimenting, observation and data; <b>Theoretical evidence</b> – based on experience or opinion but is not proved (yet).</li> <li>Many <b>worldviews</b> make claims about their idea of <b>truth</b>.</li> <li>It is possible for different people to experience truth in different ways, it depends on their perspective or greater knowledge.</li> <li>The story of <b>The Blind Men and the Elephant</b> is one way to explain this idea, this story is often used to explain the idea of religion or belief in <b>Hindu Dharma, Buddhism</b> and other worldviews. We are all limited by our own experience.</li> <li><b>Plato (428-360BCE)</b>, Greek philosopher who thought deeply about truth and existence. He said that our senses can be tricked so might not be reliable in showing us the truth, we see this in magic tricks.</li> <li><b>Plato's Cave</b> is a story to explain how we are limited by our experience and find it hard to think outside that experience.</li> <li>We can <b>apply</b> some themes from <b>Plato's Cave</b> to our <b>thinking about religion and belief</b>. What if prophets and religious people do have a higher knowledge of things beyond our understanding? Because it seems impossible to our understanding, we might reject what they say, but they might be telling us the <b>truth</b>, we might be living in a world of shadows.</li> <li>In history, people who try to share what they believe to be their greater knowledge of the truth sometimes get in to trouble: Christians believe <b>Jesus was executed</b> for claiming he was the Son of God; many people have died because they stuck with their religious beliefs; <b>Socrates</b> (Plato's teacher) was forced to drink poison because the government didn't like what he was teaching.</li> <li>If we know something, do we have a duty to share knowledge with others?</li> </ul>	<ul style="list-style-type: none"> <li>Blind men &amp; the Elephant &amp; Plato's cave in Hindu &amp; Buddhist Dharma (Y5A1 &amp; Y5sp1)</li> <li>Is belief in God rational? (Y5Su2)</li> <li>Are religion &amp; science in conflict? (Y6A2)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Identify logical arguments (Y3Su2)</li> <li>Decide if a belief makes logical sense and give reasons why. (Y3Su2)</li> <li>Recognise that claims of truth based on faith are difficult to examine logically. (Y3Su2)</li> <li>Consider that people have different answers to questions about the world and seek answers in different places. (Y3Su2)</li> </ul>	<p>Philosophers deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The nature of knowledge, meaning and existence</li> <li>How and whether things make sense</li> <li>Issues of right &amp; wrong, good &amp; bad</li> </ul> <p><b>Methods and processes</b> used by philosophers:</p> <ul style="list-style-type: none"> <li>Analysis of the validity of "truth" claims (doubt)</li> <li>Development and use of coherent questioning</li> <li>Development of and analysis of coherent argument</li> <li>Understanding of the human quest for knowledge and meaning</li> <li>Connecting belief (motivation) with behaviour</li> </ul>	<p>In this unit:</p> <p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Discuss our understanding of the concepts of knowledge, belief and opinion.</li> <li>Consider philosophical ideas of truth, doubt and reality.</li> <li>Understand some reasons why people answer philosophical questions in different ways.</li> <li>Begin to decide whether religious reasoning is clearly expressed.</li> <li>Connect strongly-held beliefs with human behaviour including a willingness to die for the sake of "truth".</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view. (Y4Sp1)</li> <li>Explain different philosophical answers to questions about God's existence. (Y5Su2)</li> <li>Explain some philosophical approaches to the abstract concept of God's existence. (Y5Su2)</li> <li>Explain if an argument for God's existence seems logical. (Y5Su2)</li> </ul>
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Ideas about what is true can be critically examined using logic and reasoned argument. (Y3)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>People can interpret Truth in different ways (Plato's cave), humans are limited by experience.</li> <li>Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service.</li> </ul>		<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world. (Y5)</li> <li>Buddhist Dharma seeks to end suffering through reaching enlightenment. (Y5)</li> <li>Evidence for God's existence is contested but still sought. (Y5)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• Jesus as the incarnation of God (Y1A2)</li> <li>• Genesis -Creation &amp; the Fall (Y1Sp1)</li> <li>• Vocabulary used by Christians to show God's importance (Y1Su2)</li> <li>• What stories from the Bible reveal about God? (Y2Sp1)</li> <li>• Jesus' sacrifice at Easter (Y2Sp2)</li> <li>• What is the Bible? (Y3A1)</li> <li>• Biblical reference to persons of the Trinity (Y3A2)</li> <li>• Bible stories and attributes of God (Y3Su2)</li> <li>• Origins of Islamic belief (Y3Sp2)</li> <li>• Islamic expression of belief (Y3Su1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sacrifice</b> has different meanings, it can mean "<b>giving something up for the sake of someone/thing else</b>"</li> <li>• In a religious context, <b>ritual sacrifice</b> can involve offering something to God to keep things right with God. Over history this has taken many forms such as food, precious objects, killing animals or even people.</li> <li>• In ancient <b>Jewish tradition</b>, scripture required the ritual spilling of an animal's blood, which would then be burnt.</li> <li>• The <b>Bible</b> and the <b>Torah</b> tell the story of <b>Abraham &amp; Isaac</b>. Abraham was tested by God, he was willing to sacrifice his son on God's orders, he was stopped at the last moment. Abraham was rewarded by God.</li> <li>• The <b>Qur'an</b> tells the story of <b>Ibrahim &amp; Ishmael</b>, almost the same story but Ishmael was a different son, who Muslims treat as a prophet and believe was an ancestor to Muhammad. Muslims remember the story of Ibrahim's willingness to sacrifice Ishmael at <b>Eid ul-Adha</b>.</li> <li>• Because of their links in religious traditions to Abraham, Judaism, Christianity and Islam are often called the "<b>Abrahamic faiths</b>" (some shared stories and core beliefs like the idea of one God.)</li> <li>• <b>Animal sacrifice</b> in the past was performed as a way of saying sorry to God and gaining a temporary "covering" or forgiveness for <b>sins</b>.</li> <li>• According to Christian belief, when <b>Adam and Eve</b> broke God's rules and brought sin into the world (the Fall), humans were divided from God by their sin and would not be able to have eternal life for their soul with God.</li> <li>• <b>Christianity</b> teaches that <b>Jesus</b> became the <b>Ultimate Sacrifice</b> (final). His suffering and death meant that all past and future sins can be forgiven. Some Christians see Jesus as a bridge allowing humans to get back to God, <b>salvation</b>. After that, people only needed to <b>repent</b> (be sorry), and animal sacrifice was not needed.</li> <li>• <b>Jesus' suffering</b> and <b>sacrifice</b> is remembered by many Christians on <b>Good Friday</b>. Traditionally, some Christians perform a <b>pilgrimage</b> in Jerusalem to remember the events of his <b>crucifixion</b>.</li> <li>• Many <b>churches</b> all over the world try to replicate this in <b>Stations of the Cross</b>, 14 images showing Jesus' suffering. On "<b>Good Friday</b>" many Christians visit these and use them as a focus for prayer.</li> </ul>	<ul style="list-style-type: none"> <li>• Biblical reference to charity (Y4Sp1&amp;2)</li> <li>• The Bible &amp; Christian diversity (Y5Sp2)</li> <li>• prophecy of Messiah (Y5Su1)</li> <li>• Gospel narratives of resurrection (Y6A1)</li> <li>• Islamic beliefs about poverty &amp; self-sacrifice (Y4Sp1&amp;2)</li> <li>• Islamic diversity (Y4Su1)</li> <li>• Islamic beliefs about life's purpose (Y6Su1)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2Sp2)</li> <li>• Consider how some Christians might interpret Biblical text. (Y3A1)</li> <li>• Infer how Islamic beliefs developed based on events. (Y3Sp2)</li> </ul>	<p>Theologians deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>• Where beliefs come from</li> <li>• How beliefs change over time</li> <li>• How beliefs relate to each other</li> <li>• How beliefs shape the way believers see the world and each other</li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li>• Interpretation of story &amp; text</li> <li>• Consideration of reliability of sources</li> <li>• Considering unity &amp; diversity within and between worldviews</li> <li>• Considering evidence of how beliefs change over time</li> </ul>	<p>In this unit:</p> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Recognise of how believers might interpret different texts in different ways.</li> <li>• Identify the influence of historical events of Easter on Christian worldviews.</li> <li>• Identify similarities and differences within and between the Abrahamic faiths.</li> <li>• Identify how beliefs in God as most important might influence a person's life, how they view the world and other people.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Describe different interpretations of the Ramayana. (Y5A2)</li> <li>• Describe the influence of historical events on worldviews. (Y5A2)</li> <li>• Describe theological similarities and differences within and between worldviews. (Y5A2)</li> <li>• Describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people. (Y5A2)</li> </ul>
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people. (Y3)</li> <li>• In Islam, submission to the will of Allah can involve commitments of time, money and effort. (Y3)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Some people express religious symbolism through creative arts, others don't. (Y3)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• Historically, the Abrahamic faiths required sacrifice of animals to honour God. Abraham was honoured by God for his willingness to sacrifice his son on Gods command.</li> <li>• Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community).</li> </ul>		<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>• In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. (Y4)</li> <li>• In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5)</li> <li>• Christians believe Jesus fulfilled the prophesies of the Old Testament of the coming of a Messiah, a saviour. (Y5)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• What stories from the Bible reveal about God (Y2Sp1)</li> <li>• Jesus' sacrifice at Easter (Y2Sp2)</li> <li>• What is the Bible? (Y3A1)</li> <li>• Biblical reference to persons of the Trinity (Y3A2)</li> <li>• Bible stories and attributes of God (Y3Su2)</li> <li>• Biblical &amp; Qur'anic reference to sacrifice (Y4A2)</li> <li>• Origins of Islamic belief (Y3Sp2)</li> <li>• Islamic expression of belief (Y3Su1)</li> <li>• Humanism &amp; moral decisions (Y3Sp1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Poverty</b> means being extremely poor. <b>Absolute poverty</b> means not having enough of one or more of the things we need to live: food, water, clothing &amp; shelter. <b>Relative poverty</b> is not having enough in comparison with the people around you (dependent on where and when you live).</li> <li>• <b>Justice</b> means things are morally right and fair.</li> <li>• <b>Sacrifice</b> has different meanings, it can mean "<b>giving something up for the sake of someone/thing else</b>"</li> <li>• Some people might say that it is not morally right and fair that some people live in poverty and believe that they should make <b>personal sacrifices</b> to help them.</li> <li>• <b>Self-sacrifice</b> can be practiced every day, giving up small comforts or wants for other people.</li> <li>• <b>Self-sacrifice</b> can be a big thing, like soldiers risking their lives to defend others in war.</li> <li>• Many Christians follow the teachings of Jesus in the Bible and believe they should help other people. They believe that doing this will please God.</li> <li>• Many Muslims follow the teachings of the Qur'an and the example of Prophet Muhammad and should show care for others. They believe doing this will please Allah.</li> <li>• Some religious people seek to please God because they hope for a reward in the future, like going to heaven.</li> <li>• <b>Altruism</b> means doing good things without expecting a reward, being self-less.</li> <li>• Many people think that where they see injustice in the world they should help others, perform acts of self-sacrifice, just because it is the right thing to do.</li> <li>• <b>Humanists</b> are one <b>non-religious worldview</b>. Humanists don't have a sacred text or teachings to tell them what to do, they rely on their own judgement about what is a right and just society.</li> <li>• At the core of the humanist approach to life is <b>human happiness</b>. Some humanists choose to follow an agreed set of <b>10 Commitments</b>, an ethical way of living life, this includes <b>altruism</b>. Humanists do not do things because they think they will be rewarded in heaven; most humanists do not believe there is anything beyond this life.</li> <li>• American writer and philosopher <b>Loren Eiseley (1907-1977)</b> wrote "<b>The star thrower</b>", pointing out that small actions can have impact on individuals even if the whole task seems overwhelming.</li> </ul>	<ul style="list-style-type: none"> <li>• Biblical reference to charity (Y4Sp2)</li> <li>• The Bible &amp; Christian diversity (Y5Sp2)</li> <li>• prophecy of Messiah (Y5Su1)</li> <li>• Gospel narratives of resurrection (Y6A1)</li> <li>• Islamic &amp; Christian contribution to society (Y4Sp2)</li> <li>• Islamic diversity (Y4Su1)</li> <li>• Islamic beliefs about life's purpose (Y6Su1)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
<b>Disciplinary</b>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Decide if a Christian belief about morality makes sense and give reasons why. (Y3Sp1)</li> <li>Recognise that ideas of right and wrong are difficult to define. (Y3Sp1)</li> <li>Understand some reasons why people answer philosophical questions in different ways. (Y4A1)</li> <li>Begin to decide whether religious reasoning is clearly expressed. (Y4A1)</li> </ul>	<p>Philosophers deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The nature of knowledge, meaning and existence</li> <li>How and whether things make sense</li> <li>Issues of right &amp; wrong, good &amp; bad</li> </ul> <p><b>Methods and processes</b> used by philosophers:</p> <ul style="list-style-type: none"> <li>Analysis of the validity of "truth" claims (doubt)</li> <li>Development and use of coherent questioning</li> <li>Development of and analysis of coherent argument</li> <li>Understanding of the human quest for knowledge and meaning</li> <li>Connecting belief (motivation) with behaviour</li> </ul>	<p>In this unit:</p> <p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Describe different philosophical answers to questions about poverty, justice and sacrifice.</li> <li>Begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view.</li> <li>Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences.</li> </ul>	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Explain Buddhist answers to ethical questions. (Y5Sp1)</li> </ul>
<b>VCs</b>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam, submission to the will of Allah can involve commitments of time, money and effort. (Y3)</li> <li>Historically, the Abrahamic faiths required sacrifice of animals to honour God. Abraham was honoured by God for his willingness to sacrifice his son on Gods command. (Y4)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts help some people make moral decisions (Y3)</li> <li>Ideas of 'morality' and responsibility are complex (Y3)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service.</li> <li>Most human beings have a sense of moral justice.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community).</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5)</li> <li>Christians believe Jesus fulfilled the prophesies of the Old Testament of the coming of a Messiah, a saviour. (Y5)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world. (Y5)</li> <li>Evidence for God's existence is contested but still sought. (Y5)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>	







Substantive	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
	<ul style="list-style-type: none"> <li>• Jesus' sacrifice at Easter (Y2Sp2)</li> <li>• Biblical &amp; Qur'anic reference to sacrifice (Y4A2)</li> <li>• Biblical &amp; Qur'anic reference to charity (Y4Sp1)</li> <li>• Origins of Islamic belief (Y3Sp2)</li> <li>• Islamic expression of belief (Y3Su1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Society</b> is a group of people who live and interact together. Many people believe they have a <b>responsibility to contribute</b> to how that society works together. This may involve making <b>sacrifices</b> for the good of others.</li> <li>• To follow the <b>5 pillars</b> of Sunni Islam, many Muslims believe they have an <b>obligation</b> to give money to charity, this is called <b>Zakat</b>. Many Muslims also give voluntarily, <b>Sadaqa</b>, because it helps others and pleases Allah.</li> <li>• Some Muslims show their belief in action in the community by supporting or volunteering for charities.</li> <li>• Inspired by their Islamic faith, <b>Islamic Relief</b> is a <b>charity</b> begun by <b>Dr Hany El-Banna</b> and a group of friends in Birmingham in 1984, now it is an <b>international charity</b> helping people in need in 45 countries across the world. Guided by teachings from the <b>Qur'an</b> and the prophet's example in <b>the Sunnah</b>, the charity runs on principles of sincerity, excellence, compassion, social justice and custodianship.</li> <li>• Christianity teaches that Christians should help people in need, whoever they are, as in the story of the <b>Good Samaritan</b>, living your beliefs and contributing to society is important.</li> <li>• The <b>Bible</b> suggests different types of giving, such as <b>Tithes</b> (10% of income), <b>Offerings</b> (voluntary giving over 10%), <b>Alms</b> giving (private donations to people in need)</li> <li>• There are many examples of local, national and international <b>Christian charities</b>, e.g. <b>Tearfund, CAP, local churches</b>.</li> <li>• People's actions can also contribute to society, <b>Edith Cavell</b> (1865-1915) was a Nurse born in Norfolk, she had a strong <b>Christian faith</b> and believed in helping people. In WWI in Belgium, she treated all soldiers equally. She helped Allied soldiers to escape and was arrested and shot by the German occupiers. Before she died, she said, "Standing as I do in view of God and Eternity, I realise that patriotism is not enough, I must have no hatred or bitterness towards anyone." Her life was guided by <b>her Christian principles and led to her death</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The Bible &amp; Christian diversity (Y5Sp2)</li> <li>• prophecy of Messiah (Y5Su1)</li> <li>• Gospel narratives of resurrection (Y6A1)</li> <li>• Islamic diversity (Y4Su1)</li> <li>• Islamic beliefs about life's purpose (Y6Su1)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
<b>Disciplinary</b>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. (Y3Su1)</li> <li>Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam. (Y3Su1)</li> </ul>	<p><b>Social Sciences</b></p> <p><b>Social Scientists</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The diverse nature of religion</li> <li>The diverse ways in which people practice and express beliefs</li> <li>The ways in which beliefs shape individual identity, and impact on communities and society</li> </ul> <p><b>Methods and processes</b> used by social scientists:</p> <ul style="list-style-type: none"> <li>Seek evidence of belief in human behaviour and forms of expression</li> <li>Recognise similarities and differences within and between groups</li> <li>Consider forms of evidence and its reliability (e.g. data)</li> <li>Consider individual, local, national and global evidence of lived experience</li> </ul>	<p>In this unit:</p> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Describe similarities and differences in how people contribute to society in Islam and Christianity (locally &amp; nationally).</li> <li>Recognise ways beliefs about giving impact peoples' choices in everyday life, community &amp; society.</li> <li>Recognise that individual and community action can shape beliefs.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Seek evidence of lived religion in our local area. (Y4Su2)</li> <li>Describe ways beliefs impact peoples' choices in everyday life, community &amp; society. (Y4Su2)</li> <li>Explain how the context of individuals, community &amp; society can shape beliefs. (Y6Sp1)</li> <li>Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally &amp; globally). (Y6Su1)</li> <li>Describe how beliefs impact choices in individuals' lives, community &amp; society. (Y6Su1)</li> </ul>
<b>VCs</b>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam, submission to the will of Allah can involve commitments of time, money and effort. (Y3)</li> <li>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important.</li> <li>(Y4)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts help some people make moral decisions (Y3)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community).</li> <li><b>Person, Time &amp; Place:</b> Dr Hany El-Banna (Muslim), 1980s, Birmingham</li> <li><b>Person, Time &amp; Place:</b> Edith Cavell (Christian), 1865-1915AD, England &amp; Belgium</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5)</li> <li>Christians believe Jesus fulfilled the prophesies of the Old Testament of the coming of a Messiah, a saviour. (Y5)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world. (Y5)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Religious worldviews have significant impact on arts and culture. (Y5)</li> <li><b>Person, Time &amp; Place:</b> Dr Hany El-Banna (Muslim), 1980s, Birmingham (UK)</li> <li><b>Person, Time &amp; Place:</b> Edith Cavell (Christian), 1865-1915, Belgium</li> </ul>	





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Islam, Muslim, Mosque vocabulary (Y2A1)</li> <li>Origins of Islamic belief (Y3Sp2)</li> <li>Islamic expression of belief (Y3Su1)</li> <li>Sacrifice in the Qur'an (Y4A2)</li> <li>Islamic beliefs about poverty &amp; self-sacrifice (Y4Sp1&amp;2)</li> <li>Islamic diversity (Y4Su1)</li> <li>Islamic beliefs about life's purpose (Y6Su1)</li> </ul>	<ul style="list-style-type: none"> <li>It is estimated there are <b>1.8 billion Muslims</b> in the world today (largest religion after Christianity).</li> <li>Prophet Muhammad is often called "The Seal of the Prophets" his work completed Allah's message to the people.</li> <li>During Muhammad's lifetime, there was unity in Islam, "Hold fast to God's rope all together; do not split into factions" (Qur'an 3:103)</li> <li>After Muhammad died, people disagreed over who should lead. This led to a split.</li> <li>The <b>Sunni</b> believed the most worthy should lead and chose <b>Abu Bakr, Muhammad's friend</b> to lead them. Sunni Muslims regard Abu Bakr as the first <b>Rightly Guided Caliph</b>.</li> <li>The <b>Shi'a</b> believed that <b>Ali</b>, the cousin of Muhammad and his descendants should lead as he was from <b>Muhammad's family</b>. Shi'a Muslims do not recognize the authority of the first three Caliphs and consider Ali the first <b>Imam</b>.</li> <li>In the 30 years after Muhammad's death, Muslims were led by <b>five Caliphs</b>, Shia Muslims say that Ali pledged loyalty to the first three Caliphs to keep unity, even though he thought he was the rightful leader. Ali did eventually become the fourth Rightly Guided Caliph (or 1<sup>st</sup> Imam to the Shia).</li> <li>During the <b>Rightly Guided Caliphate</b>, there was huge <b>migration</b>, changes in government and many battles <b>spreading</b> Islam to <b>Tunisia, Central Asia and Cyprus</b>.</li> <li>There was <b>unrest</b> during the Caliphates, <b>Uthman and Ali were killed by rebels</b>.</li> <li>Eventually the Rightly guided Caliphate came to an end and the uneasy unity also ended. The <b>Sunni and Shi'a split</b> and followed different leaders. Islam continued to spread, but the wider it spread, new cultures influenced it at new denominations or <b>schools of thought</b> began.</li> <li><b>Sufi Islam</b> developed as a personal and <b>spiritual approach</b> to connecting with Allah.</li> <li>The <b>diverse groups agree</b> on some things such as the <b>oneness of Allah and daily prayers</b>, but practice and understand other things differently. Some differences resulted from different <b>interpretations of the Qur'an</b>.</li> <li>Although men have dominated much of Islamic history, <b>women had an important role in early Islamic</b> development:</li> <li>Muhammad's first wife, <b>Khadija</b>, supported him financially and emotionally. When he doubted his abilities, she helped him to see what Allah wanted him to do. Muhammad showed great devotion to her even after her death.</li> <li><b>Aisha</b> survived after Muhammad's death and <b>narrated Hadith</b> and was an early <b>scholar of Islam</b>, Muhammad said Muslims could learn half the faith from her.</li> <li><b>Hafsa</b> helped in keeping safe and <b>compiling the Qur'an</b>.</li> <li><b>Fatimah</b>, Muhammad's daughter, is revered by Shi'a Muslims.</li> <li><b>Khawlah bint al-Azwar</b> was a female warrior in the early battles of Islam.</li> <li>Diversity of expression may be shown in: Prayer, observance, worship, tradition and celebration.</li> </ul>	<ul style="list-style-type: none"> <li>Islamic beliefs about life's purpose (Y6Su1)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Infer how Islamic beliefs developed based on events. (Y3Sp2)</li> <li>• Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet. (Y3Sp2)</li> <li>• There are differences within Islam, such as Sunni &amp; Shia. (Y3Sp2)</li> </ul>	<p>Theologians deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>• Where beliefs come from</li> <li>• How beliefs change over time</li> <li>• How beliefs relate to each other</li> <li>• How beliefs shape the way believers see the world and each other</li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li>• Interpretation of story &amp; text</li> <li>• Consideration of reliability of sources</li> <li>• Considering unity &amp; diversity within and between worldviews</li> <li>• Considering evidence of how beliefs change over time</li> </ul>	<p>In this unit:</p> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Identify the influence of historical events on the development of Islam.</li> <li>• Identify similarities and differences within Islamic schools of thought.</li> <li>• Consider how beliefs might influence a Muslim's life, how they view the world and other people.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Describe the influence of historical events on divisions in the Christian Church. (Y5Sp2)</li> <li>• Describe theological similarities and differences within Christian worldviews. (Y5Sp2)</li> <li>• Describe how beliefs might influence a Christian's life. (Y5Sp2)</li> </ul>
VCs	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> <li>• Some people express religious symbolism through creative arts, others don't. (Y3)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community).</li> <li>• Events in history and human conflict have impacted (Islamic) diversity.</li> </ul>		<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• Events in history in different places have impacted (Christian) diversity. (Y5)</li> <li>• Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Local study (Y2A1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Global religion data</b> can be used to understand the representation of religion across the world.</li> <li>The <b>National Census</b> takes place every 10 years in <b>England and Wales</b>, households are legally required to provide the answers to questions like religious identity.</li> <li><b>National religion data</b> from the Census reveals that <b>Christianity</b> is the most widely represented religion in <b>England and Wales</b>. <b>Islam</b> is the next largest represented religion. This can be compared with international data.</li> <li><b>Regional/Local religion data</b> (in comparison with Global &amp; National)</li> <li>How is the local data reflected in our <b>local community</b>?</li> <li>We can find out how local data is reflected in our local community by looking for <b>evidence of lived religion</b> in our area, e.g. Buildings, schools, shops, celebrations and charity.</li> <li>Map &amp; visit <b>local place/s of worship</b> (or invite visitors in)</li> </ul>		<ul style="list-style-type: none"> <li>Denominations of Christianity in local area (Y5sp2)</li> </ul>
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise evidence of belief in the local community. (Y2A1)</li> <li>Identify how beliefs impact peoples' choices of in everyday life, including local special places. (Y2A1)</li> <li>Describe similarities and differences in how people contribute to society in Islam and Christianity (locally &amp; nationally). (Y4Sp2)</li> <li>Recognise ways beliefs about giving impact peoples' choices in everyday life, community &amp; society. (Y4Sp2)</li> <li>Recognise that individual and community action can shape beliefs. (Y4Sp2)</li> </ul>	<p>Social Sciences</p> <p>Social Scientists deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The diverse nature of religion</li> <li>The diverse ways in which people practice and express beliefs</li> <li><b>The ways in which beliefs shape individual identity, and impact on communities and society</b></li> </ul> <p><b>Methods and processes</b> used by social scientists:</p> <ul style="list-style-type: none"> <li><b>Seek evidence of belief in human behaviour and forms of expression</b></li> <li>Recognise similarities and differences within and between groups</li> <li><b>Consider forms of evidence and its reliability (e.g. data)</b></li> <li><b>Consider individual, local, national and global evidence of lived experience</b></li> </ul>	<p>In this unit:</p> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Consider what data can tell us about religion locally, nationally and internationally.</li> <li>Recognise that the reliability of data must be considered.</li> <li>Seek evidence of lived religion in our local area.</li> <li>Describe ways beliefs impact peoples' choices in everyday life, community &amp; society.</li> <li>Recognise that individuals, community &amp; society can shape beliefs.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Explain similarities and differences of forms of expression within Hindu Dharma (locally &amp; nationally). (Y5A1)</li> <li>Explain ways beliefs impact choices in individuals' lives, community &amp; society. (Y5A1)</li> </ul>
VCs	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. (Y3)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community).</li> </ul>		<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Events in history in different places have impacted (Christian) diversity. (Y5)</li> <li>Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon	
Substantive	<ul style="list-style-type: none"> <li>Hindu understanding of “god” through senses (Y2Su2)</li> <li>Hindu celebrations &amp; community (Y2Su2)</li> <li>Story of the Blind Men &amp; the Elephant in the search for “truth” (Y4A1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Hindu Dharma</b> has a different perspective on ‘God’ than Abrahamic faiths.</li> <li><b>Sage Yajnavalkya</b> – when asked “How many Gods are there?” had a <b>complex answer</b> – all “gods” are manifestations of one.</li> <li>Story of the <b>Blind Men and the Elephant</b>, we can only know that which we experience, not the whole picture.</li> <li><b>Brahman as one supreme being, ultimate reality</b> (no images)</li> <li><b>Trimurti</b> - 3 most significant forms of Brahman: <b>Brahma (Creator)</b>, Vishnu (<b>Sustainer</b>), <b>Shiva (destroyer)</b></li> <li><b>Stories</b> and <b>depictions</b> of the <b>Trimurti</b> use <b>symbolism</b> to help Hindus understand their significance.</li> <li>Many other <b>deities</b> used in <b>worship</b>, depicted as <b>Murtis</b>.</li> <li><b>Worship</b> often takes place at <b>home</b>, in a domestic shrine.</li> <li><b>Worship</b> at work may include <b>shrines</b> in a shop or business.</li> <li><b>Worship</b> in the <b>Mandir</b> can be expressed in diverse ways. Mandirs are different all over the world.</li> <li><b>Artifacts</b> and <b>actions</b> commonly used in worship: <b>Puja, offerings, food, sound, incense</b></li> </ul>			<ul style="list-style-type: none"> <li>Hindu scripture &amp; Dharma (Y5A2)</li> <li>Hindu Community (Y6Sp1)</li> <li>Hindu understanding of life’s purpose (Y6su1)</li> </ul>
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Seek evidence of lived religion in our local area. (Y4Su2)</li> <li>Describe ways beliefs impact peoples’ choices in everyday life, community &amp; society. (Y4Su2)</li> </ul>	<p><b>Social Sciences</b></p> <p><b>Social Scientists</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The diverse nature of religion</li> <li>The diverse ways in which people practice and express beliefs</li> <li>The ways in which beliefs shape individual identity, and impact on communities and society</li> </ul> <p><b>Methods and processes</b> used by social scientists:</p> <ul style="list-style-type: none"> <li>Seek evidence of belief in human behaviour and forms of expression</li> <li>Recognise similarities and differences within and between groups</li> <li>Consider forms of evidence and its reliability (e.g. data)</li> <li>Consider individual, local, national and global evidence of lived experience</li> </ul>	<p>In this unit:</p> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that ‘religion’ and ‘belief’ mean different things in Dharmic and Abrahamic faiths.</li> <li>Recognise that conversations about religion and belief are complex</li> <li>Explain similarities and differences of forms of expression within Hindu Dharma (locally &amp; nationally).</li> <li>Explain ways beliefs impact choices in individuals’ lives, community &amp; society.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally &amp; globally) (Y6Sp1)</li> <li>Describe how beliefs impact choices in individuals’ lives, community &amp; society. (Y6Sp1)</li> <li>Explain how the context of individuals, community &amp; society can shape beliefs. (Y6Sp1)</li> </ul>	
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>People can interpret Truth in different ways (Plato’s cave), humans are limited by experience. (Y4)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Evidence for God’s existence is contested but still sought.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Religious worldviews have significant impact on arts and culture.</li> </ul>		<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global). (Y6)</li> <li>Places and celebrations have significance to individuals and communities in Hindu Dharma. (Y6)</li> </ul>	





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Hindu understanding of "god" through senses (Y2Su2)</li> <li>Hindu celebrations &amp; community (Y2Su2)</li> <li>Hindu beliefs expressed in worship (Y5A1)</li> </ul>	<ul style="list-style-type: none"> <li>To many Hindus, <b>Dharma</b> is understood as <b>duty</b>, an individual's duty differs depending on who you are and your time of life.</li> <li>Many Hindus think that to complete their Dharma, they must consider duty to: themselves, their family, the world around them, God and other people.</li> <li>Hindus have <b>many sacred texts</b>, these were often passed down through <b>oral traditions</b> and have been written down so may have many forms and many interpretations.</li> <li>The <b>Ramayana</b> is an <b>epic story</b>, from which Hindus can learn to understand how Dharma is different for different people.</li> <li>There are many different versions of the story. e.g. <b>Valmiki</b> version written down between 500 BCE – 100CE</li> <li>The important characters of <b>Rama, Sita, Ravana</b> and <b>Bharata</b> can help Hindus consider <b>different perspectives</b> of the story and how the characters do, or don't <b>fulfill their Dharma</b>.</li> <li>Fulfilling one's Dharma can include <b>living a life of virtue</b>, which can involve <b>personal sacrifices</b>.</li> <li><b>Sita</b> is an interesting <b>female character</b>, some question if she is too dependent on Rama, some see her as a <b>feminist role-model</b>.</li> </ul>		<ul style="list-style-type: none"> <li>Hindu Community (Y6Sp1)</li> <li>Hindu understanding of life's purpose (Y6Su1)</li> <li>Buddhist understanding of Dharma (Y5Sp1)</li> </ul>
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Recognise of how believers might interpret different texts in different ways. (Y4A2)</li> <li>Identify how beliefs in God as most important might influence a person's life, how they view the world and other people. (Y4A2)</li> </ul>	<p>Theologians deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li><b>Where beliefs come from</b></li> <li>How beliefs change over time</li> <li>How beliefs relate to each other</li> <li><b>How beliefs shape the way believers see the world and each other</b></li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li><b>Interpretation of story &amp; text</b></li> <li><b>Consideration of reliability of sources</b></li> <li><b>Considering unity &amp; diversity within and between worldviews</b></li> <li>Considering evidence of how beliefs change over time</li> </ul>	<p>In this unit:</p> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Describe different interpretations of the Ramayana.</li> <li>Consider if sources of Hindu scripture are reliable.</li> <li>Describe the influence of historical events on worldviews.</li> <li>Describe theological similarities and differences within and between worldviews.</li> <li>Describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Interpret Biblical text. (Y5Sp2)</li> <li>Describe the influence of historical events on divisions in the Christian Church. (Y5Sp2)</li> <li>Describe how beliefs might influence a Christian's life. (Y5Sp2)</li> </ul>







	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. (Y4)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service. (Y4)</li> <li>Most human beings have a sense of moral justice. (Y4)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Hindu Dharma, fulfilling your duty may involve personal sacrifice.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Religious worldviews have significant impact on arts and culture.</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In many worldviews, personal self-sacrifices or living a good life have beneficial, future consequences. (Y6)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Different belief systems influence ideas of life's meaning and purpose. (Y6)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Hindu Dharma (Y5A2)</li> <li>Plato's cave (Y4A1)</li> </ul>	<ul style="list-style-type: none"> <li>About <b>2500</b> years ago in ancient <b>India</b>, <b>Siddhartha Gautama</b> was a <b>privileged</b> child, <b>shielded</b> from the horrors of the world.</li> <li>When Siddhartha left the protection of his home he saw <b>suffering</b> for the first time, he saw a sick man, an old man, a dead man and a Holy man, who had nothing but was content.</li> <li>He left his home to become a monk to try to understand why there was suffering in the world, began the spiritual journey of an ascetic.</li> <li>After many years and mistakes trying to find the answer to suffering, <b>Siddhartha finally meditated</b> beneath the <b>Bodhi Tree</b> and reached <b>enlightenment</b> and became <b>the Buddha</b>, meaning <b>enlightened one</b> or knower.</li> <li><b>The Buddha</b> spent his life <b>sharing his wisdom</b> with others.</li> <li>Many Buddhists do not understand God in the same way as Abrahamic faiths do. Some Buddhists consider there to be a concept of the divine, but others feel the idea of a creator God, for example is not relevant to humanity. Some people might say this means that Buddhism is not strictly a religion but a philosophy.</li> <li>The Buddha developed teachings &amp; philosophy for life that many Buddhists use today in different forms in their own search for understanding.</li> <li><b>Four Noble Truths</b> – the Buddha taught: <b>suffering</b> inevitably <b>exists</b> in life because life isn't perfect; <b>suffering is caused</b> by our <b>desire</b> for things to be as we want them; <b>suffering can be ended</b> if people detach from wanting things; <b>ending suffering</b> can be achieved by <b>following the Eightfold Path</b>.</li> <li><b>Eightfold path</b> (the middle way) – A <b>philosophical approach</b> to life with 8 guiding <b>principles</b> with the aim of <b>ending suffering</b> and <b>reaching enlightenment</b>. The Eightfold path has 3 elements (the <b>Threefold Way</b>) of <b>ethics, meditation</b> and <b>wisdom</b>.</li> <li><b>Western philosophy</b> has less focus on meditation but does examine <b>ethics and knowledge</b>.</li> <li><b>Plato's Allegory of the Cave</b>, in which the escaped prisoner returns to the prisoners in the cave to share his knowledge of the world outside, can be <b>linked to the Buddha's desire to teach others his wisdom</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Philosophical ideas of life's purpose (Y6Sp2)</li> <li>Buddhist ideas of life's purpose (Y6Su1)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Disciplinary	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Recognise that ideas of right and wrong are difficult to define. (Y3Sp1)</li> <li>Understand some reasons why people answer philosophical questions in different ways. (Y4A1)</li> <li>Describe different philosophical answers to questions about poverty, justice and sacrifice. (Y4Sp1)</li> <li>Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences. (Y4Sp1)</li> </ul>	<p>Theologians deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>Where beliefs come from</li> <li>How beliefs change over time</li> <li>How beliefs relate to each other</li> <li>How beliefs shape the way believers see the world and each other</li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li>Interpretation of story &amp; text</li> <li>Consideration of reliability of sources</li> <li>Considering unity &amp; diversity within and between worldviews</li> <li>Considering evidence of how beliefs change over time</li> </ul> <p>Philosophers deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The nature of knowledge, meaning and existence</li> <li>How and whether things make sense</li> <li>Issues of right &amp; wrong, good &amp; bad</li> </ul> <p><b>Methods and processes</b> used by philosophers:</p> <ul style="list-style-type: none"> <li>Analysis of the validity of “truth” claims (doubt)</li> <li>Development and use of coherent questioning</li> <li>Development of and analysis of coherent argument</li> <li>Understanding of the human quest for knowledge and meaning</li> <li>Connecting belief (motivation) with behaviour</li> </ul>	<p>In this unit:</p> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Describe the influence of historical events on Buddhist worldviews.</li> <li>Describe theological similarities and differences within and between worldviews.</li> <li>Describe how Buddhist beliefs might influence a person’s life, how they view the world and other people.</li> </ul> <p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>Explain the Buddha’s philosophical answers to questions about the world.</li> <li>Explain the Buddhist answers to ethical questions and show awareness of diversity of opinion.</li> </ul>	<p><b>Philosophers</b></p> <ul style="list-style-type: none"> <li>Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. (Y6Sp2)</li> </ul>
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>People can interpret Truth in different ways (Plato’s cave), humans are limited by experience. (Y4)</li> <li>Teachings from sacred texts can inspire people’s actions, e.g. sacrifice, charity and service. (Y4)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world.</li> <li>Buddhist Dharma seeks to end suffering through reaching enlightenment.</li> <li>Evidence for God’s existence is contested but still sought.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li><b>Person, Time &amp; Place:</b> Siddhartha Gautama (The Buddha), about 2500 years ago, Northern India.</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Different belief systems influence ideas of life’s meaning and purpose. (Y6)</li> <li>Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. (Y6)</li> <li>Ideas of what happens after we die give meaning to human action on earth. (Y6)</li> </ul>	





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• What is the Bible? (Y3A1)</li> <li>• Biblical reference to persons of the Trinity (Y3A2)</li> <li>• Local area religion data (Y4Su2)</li> <li>• History Roman Empire (Y5A)</li> </ul>	<ul style="list-style-type: none"> <li>• In the <b>New Testament</b> (Matthew 28 16-20), <b>Jesus</b> gave his followers the <b>Great Commission</b>, to make followers of all nations, baptise people and teach them to obey God. This influenced early Christians.</li> <li>• The <b>early spreading</b> of Christianity is demonstrated in <b>Paul's missionary journeys</b> (Romans 15 22-29).</li> <li>• The conversion of <b>Emperor Constantine</b> (270-337 CE) to Christianity helped the <b>spread</b> through the <b>Roman Empire</b>.</li> <li>• <b>Divisions</b> began within the Christian Church leading to the <b>Great Schism</b> (tear) in <b>1053 CE, factors:</b></li> <li>• <b>Theology</b> – 325 CE, Emperor Constantine called a council at Nicaea to discuss the wording of the Nicene creed, including what it said about Trinity. Divisions about the importance of Jesus in the Trinity remained.</li> <li>• <b>Geography</b> – 400-600 CE, two centres of power, Rome in West and Constantinople (Istanbul) in East. Long way apart and isolated by conflict in the Balkans.</li> <li>• <b>Language</b> – Rome used Latin, Constantinople used Greek.</li> <li>• <b>Power</b> – Should the western Pope be in charge or the eastern Patriarch?</li> <li>• <b>True faith</b> – both sides thought they were expressing their beliefs right and the other was spreading lies.</li> <li>• The <b>Great Schism in 1053</b>, led to the Pope (Leo IX) leading the <b>Catholic Church</b> in the west and the Patriarch leading the <b>Eastern Orthodox Church</b> in the East.</li> <li>• <b>Catholicism</b> dominated most of <b>Europe</b> including Britain.</li> <li>• Due to widespread <b>corruption</b> in <b>Catholic Church</b> in Europe, by the <b>16<sup>th</sup> Century</b> some people began to seek <b>reform</b> of the Catholic Church, this was collectively known as <b>The Reformation</b>. This led to the rise of <b>Protestant</b> movements.</li> <li>• <b>Martin Luther</b> (1483-1546), was a <b>German Theologian</b> who influenced the Reformation. He disagreed with corruption and translated the Bible into German.</li> <li>• England was officially Catholic until <b>Henry VIII</b> wanted a divorce, not allowed by the Pope. This led to the creation of the <b>Church of England in 1534</b> with the monarch as the Head. This is called <b>Anglicanism</b>.</li> <li>• There is <b>huge diversity within Christianity</b> in the <b>UK today</b>, these groups are called <b>denominations</b> and have arisen due to different views about power, expression of faith and theology.</li> <li>• Locally, we might see <b>evidence of Christian diversity in our community</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity of expression in Christianity (Y5Su1)</li> <li>• Gospel narratives of resurrection (Y6A1)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Identify the influence of historical events on the development of Islam. (Y4Su1)</li> <li>Identify similarities and differences within Islamic schools of thought. (Y4Su1)</li> <li>Consider how beliefs might influence a Muslim's life, how they view the world and other people. (Y4Su1)</li> <li>Describe different interpretations of the Ramayana. (Y5A2)</li> </ul>	<p>Theologians deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>Where beliefs come from</li> <li>How beliefs change over time</li> <li>How beliefs relate to each other</li> <li>How beliefs shape the way believers see the world and each other</li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li>Interpretation of story &amp; text</li> <li>Consideration of reliability of sources</li> <li>Considering unity &amp; diversity within and between worldviews</li> <li>Considering evidence how beliefs change over time</li> </ul>	<p>In this unit:</p> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Interpret Biblical text.</li> <li>Describe the influence of historical events on divisions in the Christian Church.</li> <li>Describe theological similarities and differences within Christian worldviews.</li> <li>Describe how beliefs might influence a Christian's life.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Explain how the Gospels connect with Christian beliefs and discuss their reliability. (Y6A1)</li> <li>Explain the influence of belief in historical events on Christian worldviews. (Y6A1)</li> <li>Explain theological similarities and differences within Christian worldviews. (Y6A1)</li> </ul>
VCs	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> <li>Events in history and human conflict have impacted (Islamic) diversity. (Y4)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Events in history in different places have impacted (Christian) diversity.</li> <li>Religious worldviews have significant impact on arts and culture.</li> </ul>		<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global). (Y6)</li> <li>Places and celebrations have significance to individuals and communities in Hindu Dharma. (Y6)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
<b>Substantive</b>	<ul style="list-style-type: none"> <li>Jesus as the incarnation of God (Y1A2)</li> <li>Vocabulary used by Christians to show God's importance (Y1Su2)</li> <li>Jesus in the Bible (Y2Sp1)</li> <li>Jesus' sacrifice at Easter (Y2Sp2)</li> <li>Jesus as a person of the Trinity (Y3A2)</li> <li>Jesus as Ultimate Sacrifice (Y4A2)</li> <li>Christian diversity (Y5Sp2)</li> <li>Origins of Islamic belief (Y3Sp2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Old Testament (Isaiah)</b> included <b>prophecies</b> of a coming "<b>Messiah</b>".</li> <li><b>Messiah</b>, in the Old Testament and Jewish scripture is understood to be a saviour who would unit the Jewish peoples in an age of peace. Most Jewish people are still waiting for the promised Messiah.</li> <li>The <b>New Testament</b> claims <b>Jesus as fulfilment of prophecies of the Messiah</b>. People who believed this to be true divided from the Jewish people who didn't and became the <b>first Christians</b>.</li> <li><b>"Christ"</b>, comes from the <b>Greek</b> translation of Messiah, <b>Khristós</b>.</li> <li>Christianity teaches that <b>Jesus</b>, through his <b>Ultimate Sacrifice</b>, has <b>saved his people</b> and will return to complete the Old Testament prophecies. In addition, <b>Christians believe Jesus was the Son of God</b>.</li> <li>In <b>Islam</b>, <b>Jesus or Isa</b>, is considered a <b>Prophet and the Messiah</b> promised to the Israelites, who will return at the end of times. <b>Muslims do not believe Isa was the Son of God</b>.</li> <li>In Christianity, <b>Jesus as fulfilment of the Old Testament prophecies of a Messiah is vital</b>. His importance has <b>inspired art and music</b> across the centuries.</li> <li><b>Handel's Messiah</b>, written by <b>George Frederick Handel</b> (1685-1759), composed his most famous oratory work "The Messiah" in 1741. It is <b>inspired</b> by and uses <b>words from the Bible</b> and is still performed today.</li> <li>The Christian concept of Jesus as the <b>Messiah</b> as well as Handel's work have <b>inspired</b> many <b>artists</b> across centuries. This art is displayed in churches, public places and sometimes accompanies Handel's music.</li> </ul>		<ul style="list-style-type: none"> <li>Gospel narratives of resurrection (Y6A1)</li> <li>Christian beliefs about life's purpose (y6Su1)</li> <li>Islamic beliefs about life's purpose (Y6Su1)</li> </ul>
<b>Disciplinary</b>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Interpret Biblical text. (Y5Sp2)</li> <li>Describe how beliefs might influence a Christian's life. (Y5Sp2)</li> </ul> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences in how artists have tried to express the Trinity. (Y3A2)</li> </ul>	<p>Social Sciences</p> <p>Social Scientists deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The diverse nature of religion</li> <li>The diverse ways in which people practice and express beliefs</li> <li>The ways in which beliefs shape individual identity, and impact on communities and society</li> </ul> <p><b>Methods and processes</b> used by social scientists:</p> <ul style="list-style-type: none"> <li>Seek evidence of belief in human behaviour and forms of expression</li> <li>Recognise similarities and differences within and between groups</li> <li>Consider forms of evidence and its reliability (e.g. data)</li> <li>Consider individual, local, national and global evidence of lived experience</li> </ul>	<p>In this unit:</p> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that conversations about religion and belief are complex in relation to Abrahamic understandings of Messiah.</li> <li>Explain how belief has been expressed in similar and different artistic forms within Christianity.</li> <li>Explain ways beliefs impact choices in individuals' lives, community &amp; society.</li> <li>Describe how individuals, community &amp; society can shape beliefs.</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally &amp; globally) (Y6Sp1)</li> <li>Describe how beliefs impact choices in individuals' lives, community &amp; society. (Y6Sp1)</li> <li>Explain how the context of individuals, community &amp; society can shape beliefs. (Y6Sp1)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence. (Y4)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). (Y4)</li> <li>Events in history in different places have impacted (Christian) diversity. (Y5)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus fulfilled the prophesies of the Old Testament of the coming of a Messiah, a saviour.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Events in history in different places have impacted (Christian) diversity.</li> <li>Religious worldviews have significant impact on arts and culture.</li> <li><b>Person, Time &amp; Place:</b> George Frederick Handel (German), 1685-1759AD, UK.</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Christianity, belief in Jesus' death and resurrection is important as it brings people to salvation. (Y6)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global). (Y6)</li> </ul>







	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Alternative theories of creation (Y1Sp2)</li> <li>"Reasonable" exercise of freedom (Y2A2)</li> <li>Hindu understanding of "god" through senses (Y2Su2)</li> <li>Reason in moral decision making (Y3Sp1)</li> <li>Reasonable to believe? (Y3Su2)</li> <li>Meaning of "truth", Evidence and reasoning(Y4A1)</li> </ul>	<ul style="list-style-type: none"> <li>Philosophers <b>show their thinking in steps</b> to show what they know and how it leads to their new idea. <b>Logic</b> helps us to decide if we are convinced by an <b>argument</b>.</li> <li>Philosophers <b>examine &amp; critique</b> different <b>philosophical approaches</b> to the <b>existence of God</b> using <b>rational argument</b>.</li> <li><b>Ontological Argument</b> – An argument or proof about being or existence. <b>Anselm of Canterbury</b> (French Theologian) in <i>Proslogion</i> (c. 1077CE), claims God is "that than which nothing greater can be conceived." So God is perfect. What if God only exists in our minds? Anselm claimed existence in reality is greater than existence in imagination, and as God is, "that than which nothing greater can be conceived.", then God must exist in reality not just in our minds. <b>Gaunilo of Marmoutiers</b> (1078CE) said this was flawed.</li> <li><b>Cosmological argument</b> – <b>Moses Maimonides</b> (c. 1190 CE), suggested all corporal things are finite and can only contain finite power, so must run out of energy and stop moving. Yet, as planets keep turning, something with infinite power must have caused them. That infinitely powerful something, is God.</li> <li><b>Thomas Aquinas</b> (1225-1274 CE), claimed <b>everything has a cause</b> and if we track things back there must have been a "first cause", which he claimed was God as a "necessary being" needing no explanation or cause.</li> <li><b>Intelligent Design Argument</b> – First associated with <b>Socrates</b> (470-399 BCE), but argued and added to by many others over the years, suggests that the complex functionality of the world looks like it is designed, and what is designed must have a designer, i.e. God.</li> <li><b>William Paley</b> (1745-1805 CE), was a Christian philosopher who explained the design argument using the "<b>Watchmaker Analogy</b>". A design implies a designer, intelligent design implies an intelligent designer, ie. A creator deity.</li> <li><b>David Hume</b> (1711-1776 CE) Disagreed with <b>intelligent design</b>, claiming that humans can only judge based on experience and observation to make inferences about events and cause. He claimed humans do not observe God or other universes, so we can't infer their existence.</li> <li>Most <b>Humanists</b> accept that they <b>cannot prove God does not exist</b>, yet many point to the existence of suffering and evil in the world as evidence that an omnipotent, omnibenevolent God is unlikely to exist.</li> </ul>	<ul style="list-style-type: none"> <li>Are religion &amp; science in conflict? The Blind Watchmaker Analogy (Y6A2)</li> <li>Philosophical ideas of life's purpose (Y6Sp2)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>• Discuss our understanding of the concepts of knowledge, belief and opinion. (Y4A1)</li> <li>• Consider philosophical ideas of truth, doubt and reality. (Y4A1)</li> <li>• Understand some reasons why people answer philosophical questions in different ways. (Y4A1)</li> <li>• Begin to decide whether religious reasoning is clearly expressed. (Y4A1)</li> </ul>	<p>Philosophers deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>• The nature of knowledge, meaning and existence</li> <li>• How and whether things make sense</li> <li>• Issues of right &amp; wrong, good &amp; bad</li> </ul> <p><b>Methods and processes</b> used by philosophers:</p> <ul style="list-style-type: none"> <li>• Analysis of the validity of "truth" claims (doubt)</li> <li>• Development and use of coherent questioning</li> <li>• Development of and analysis of coherent argument</li> <li>• Understanding of the human quest for knowledge and meaning</li> <li>• Connecting belief (motivation) with behaviour</li> </ul>	<p>In this unit:</p> <p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>• Explain different philosophical answers to questions about God's existence.</li> <li>• Explain some philosophical approaches to the abstract concept of God's existence.</li> <li>• Explain if an argument for God's existence seems logical.</li> </ul>	<p><b>Philosophers</b></p> <ul style="list-style-type: none"> <li>• Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. (Y6Sp2)</li> <li>• Begin to analyse if an argument is logical and show awareness of divergent opinions. (Y6Sp2)</li> <li>• Use appropriate evidence to support or counter an argument. (Y6Sp2)</li> </ul>
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• People can interpret Truth in different ways (Plato's cave), humans are limited by experience. (Y4)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Evidence for God's existence is contested but still sought.</li> </ul>		<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Different belief systems influence ideas of life's meaning and purpose. (Y6)</li> <li>• Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. (Y6)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
<b>Substantive</b>	<ul style="list-style-type: none"> <li>Jesus as the incarnation of God (Y1A2)</li> <li>Genesis- the Fall (Y1Sp1)</li> <li>Vocabulary used by Christians to show God's importance (Y1Su2)</li> <li>Jesus in the Bible (Y2Sp1)</li> <li>Jesus' sacrifice at Easter (Y2Sp2)</li> <li>What is the Bible? (Y3A1)</li> <li>Jesus as a person of the Trinity (Y3A2)</li> <li>Jesus as Ultimate Sacrifice (Y4A2)</li> <li>prophecy of Messiah (Y5Su1)</li> </ul>	<ul style="list-style-type: none"> <li>It is a core <b>Christian belief</b> that <b>Jesus was God incarnate</b>, the prophesized <b>Messiah</b>.</li> <li>The <b>Gospels</b> include <b>different versions</b> of the <b>narrative of Jesus life, death and resurrection</b>, some similarities and differences can be seen in the narratives of the resurrection: <b>Matthew 28: -10; Mark 16: 1-8; Luke 24: 1-10; John 20: 1-18</b>.</li> <li>Most <b>Christians</b> would argue that the differences are not materially significant and are due to time, perspective and narrator (some were recorded a long time afterwards and are not necessarily claimed to be directly written by the narrator). However, the <b>similarities in substance of Jesus' resurrection</b> are what is important to Christians.</li> <li><b>If</b> it were concluded that the narratives were unreliable, that <b>Jesus' resurrection was a fiction</b>, the <b>consequences for Christian belief are devastating</b>. Paul claimed this in 1 Corinthians 15:14, <i>"And if Christ has not been raised, our preaching is useless and so is your faith."</i></li> <li>Christianity is built upon the idea of <b>Jesus as ultimate sacrifice</b>, his <b>resurrection brings salvation</b>, brings sinners back to God after <b>the Fall</b>.</li> <li>For a Christian, <b>Christ's death means forgiveness and everlasting life in God's presence</b>.</li> <li>The <b>significance</b> of Christ's death and resurrection to individuals.</li> </ul>		<ul style="list-style-type: none"> <li>Christian understanding of life's purpose (Y6Su1)</li> </ul>
<b>Disciplinary</b>	<ul style="list-style-type: none"> <li>Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. (Y2Sp2)</li> <li>Describe different interpretations of the Ramayana. (Y5A2)</li> <li>Interpret Biblical text. (Y5Sp2)</li> <li>Describe the influence of historical events on divisions in the Christian Church. (Y5Sp2)</li> <li>Describe how beliefs might influence a Christian's life. (Y5Sp2)</li> </ul>	<p>Theologians deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li><b>Where beliefs come from</b></li> <li>How beliefs change over time</li> <li>How beliefs relate to each other</li> <li><b>How beliefs shape the way believers see the world and each other</b></li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li><b>Interpretation of story &amp; text</b></li> <li><b>Consideration of reliability of sources</b></li> <li><b>Considering unity &amp; diversity within and between worldviews</b></li> <li>Considering evidence of how beliefs change over time</li> </ul>	<p>In this unit:</p> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Explain how the Gospels connect with Christian beliefs and discuss their reliability.</li> <li>Explain the influence of belief in historical events on Christian worldviews.</li> <li>Explain theological similarities and differences within Christian worldviews.</li> <li>Explain how beliefs in Jesus' resurrection might influence a Christians life, how they view the world and other people.</li> </ul>	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>Explain how the Genesis text connects with beliefs and discuss the reliability of the source. (Y6A2)</li> <li>Explain that religious texts can be interpreted in different ways by different believers. (Y6A2)</li> <li>Explain theological similarities and differences within and between worldviews. (Y6A2)</li> <li>Explain how beliefs about creation and science might influence a person's life, how they view the world and other people. (Y6A2)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5)</li> <li>Christians believe Jesus fulfilled the prophesies of the Old Testament of the coming of a Messiah, a saviour. (Y5)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world. (Y5)</li> <li>Buddhist Dharma seeks to end suffering through reaching enlightenment. (Y5)</li> <li>Evidence for God's existence is contested but still sought. (Y5)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Events in history in different places have impacted (Christian) diversity. (Y5)</li> <li>Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Christianity, belief in Jesus' death and resurrection is important as it brings people to salvation.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Different belief systems influence ideas of life's meaning and purpose.</li> <li>Ideas of what happens after we die give meaning to human action on earth.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global).</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Christianity, belief in Jesus' death and resurrection is important as it brings people to salvation. (Y6)</li> <li>In many worldviews, personal self-sacrifices or living a good life have beneficial, future consequences. (Y6)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Different belief systems influence ideas of life's meaning and purpose. (Y6)</li> <li>Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. (Y6)</li> <li>Ideas of what happens after we die give meaning to human action on earth. (Y6)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global). (Y6)</li> <li>Places and celebrations have significance to individuals and communities in Hindu Dharma. (Y6)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon	
Substantive	<ul style="list-style-type: none"> <li>• Genesis story (Y1Sp1)</li> <li>• Alternative theories of creation (Y1Sp2)</li> <li>• “Reasonable” exercise of freedom (Y2A2)</li> <li>• Hindu understanding of “god” through senses (Y2Su2)</li> <li>• Reason in moral decision making (Y3Sp1)</li> <li>• Reasonable to believe? (Y3Su2)</li> <li>• Meaning of “truth”, Evidence and reasoning(Y4A1)</li> <li>• Is belief in God rational? Watchmaker Analogy (Y5Su2)</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>Old Testament</b> story of <b>Creation</b> is found in <b>Genesis 1:1 -2:3</b></li> <li>• <b>Some Christians</b> see this as a <b>literal truth</b> account of the creation of the world, <b>others</b> see it as a <b>story</b> from which Christians can infer and <b>understand the influence of a Creator God</b> in the beginning.</li> <li>• Understanding <b>the genre of writing</b> of Genesis might change our understanding and analysis of it. It could be seen as a <b>poem, a report or a story</b>.</li> <li>• <b>Many scientists</b> explain the beginning of the world using the <b>Big Bang Theory</b> of creation (<b>cosmology</b>).</li> <li>• <b>Some Christian scientists accept the Big Bang Theory</b> and do not see that it discounts the idea of a creator God as the “first cause”, <b>Thomas Aquinas</b> (1225-1274 CE).</li> <li>• <b>Richard Dawkins</b> (1941- CE), Evolutionary Biologist, claims the intelligent design theory (Y5), is wrong. In <i>The Blind Watchmaker</i> (1986), he argued <b>evolutionary processes are not guided by a designer</b>. In <i>The God delusion</i> (2006), he claimed a <b>supernatural creator does not exist</b> and religious faith is delusion.</li> <li>• <b>Pope Francis</b> said, <i>“When we read about creation in Genesis, we run the risk of imagining God was a magician, with a magic wand able to do everything. But that is not so,”</i></li> <li>• <b>Albert Einstein</b> (1879-1955), was a theoretical physicist, who suggested 3 <b>human impulses lead to religious belief</b>: fear, social or moral concerns, and cosmic religious feelings based in awe and wonder.</li> <li>• <b>Blaise Pascal</b> (1623-62 CE), French Philosopher who suggested <b>“betting on God”</b>, if we can’t prove God exists, we are best believing in him. If it turns out God does exist, we will go to heaven, if he doesn’t exist then it doesn’t matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Philosophical ideas about life’s purpose (Y6Sp1)</li> <li>• Religious ideas about life’s purpose (Y6S1)</li> </ul>	
Disciplinary	<p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Explain how the Gospels connect with Christian beliefs and discuss their reliability. (Y6A1)</li> <li>• Explain the influence of belief in historical events on Christian worldviews. (Y6A1)</li> <li>• Explain theological similarities and differences within Christian worldviews. (Y6A1)</li> </ul>	<p>Theologians deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>• <b>Where beliefs come from</b></li> <li>• <b>How beliefs change over time</b></li> <li>• <b>How beliefs relate to each other</b></li> <li>• <b>How beliefs shape the way believers see the world and each other</b></li> </ul> <p><b>Methods and processes</b> used by theologians:</p> <ul style="list-style-type: none"> <li>• <b>Interpretation of story &amp; text</b></li> <li>• <b>Consideration of reliability of sources</b></li> <li>• <b>Considering unity &amp; diversity within and between worldviews</b></li> <li>• <b>Considering evidence of how beliefs change over time</b></li> </ul>	<p>In this unit:</p> <p><b>Theologians:</b></p> <ul style="list-style-type: none"> <li>• Explain how the Genesis text connects with beliefs and discuss the reliability of the source.</li> <li>• Explain that religious texts can be interpreted in different ways by different believers.</li> <li>• Explain theological similarities and differences within and between worldviews.</li> <li>• Explain how beliefs about creation and science might influence a person’s life, how they view the world and other people.</li> </ul>	





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Evidence for God's existence is contested but still sought. (Y5)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Different belief systems influence ideas of life's meaning and purpose.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global).</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. (Y6)</li> <li>Ideas of what happens after we die give meaning to human action on earth. (Y6)</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global). (Y6)</li> </ul>





Substantive	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
	<ul style="list-style-type: none"> <li>Hindu understanding of “god” through senses (Y2Su2)</li> <li>Hindu celebrations &amp; community (Y2Su2)</li> <li>Hindu beliefs expressed in worship (Y5A1)</li> <li>Hindu scripture &amp; Dharma (Y5A2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Hindus connect</b> in diverse ways through celebrations and <b>festivals</b>, at <b>home</b> and in the wider <b>community</b>. How a community celebrated depends on where they are in the world.</li> <li><b>Diwali</b> means “row of lights”, <b>festival of lights</b> which links with the story of the <b>Ramayana</b> (y5) and brings in the <b>Hindu New year</b> (in October/November) and celebrates the triumph of <b>good over evil</b>.</li> <li><b>Diwali</b> is a 5 Day festival honouring Lakshmi, goddess of wealth, lights are lit in windows and doors left open to let her in.</li> <li>At <b>Diwali</b>, many Hindus spring clean home, gifts &amp; sweets, new clothes, decorate homes, watch fireworks, light <b>diya</b> lamps and create <b>rangoli</b> patterns.</li> <li><b>Holi</b> is the festival of spring, colour &amp; new life. Holi celebrates the story of <b>Vishnu</b> and the legend of Holika and Prahlad.</li> <li>Celebrations of Holi are expressed through bonfires, putting grain in the fire and next day throwing of coloured powder and water, many Hindus share food &amp; presents.</li> <li><b>Pilgrimage</b> is a journey of religious significance. For many Hindus, the <b>river Ganges</b> has <b>spiritual significance</b> and many Hindus make pilgrimages to significant places associated with the river.</li> <li><b>The Ganges</b> runs through <b>northern India</b> and <b>Bangladesh</b> the river had huge significance in India and Hindu culture.</li> <li>Some believe the Ganges flowed from heaven to purify humans. Sometimes, the river is referred to as mother or she.</li> <li><b>Kumbh Mela</b> – 55 day festival every 12 years (pilgrims visit and bathe in the Ganges, take bottles of water back to loved ones.)</li> <li><b>Varanasi</b> is a city on the Ganges in Northern India, believed to have been the home of <b>Lord Shiva</b>. At Varanasi the river changes direction. Millions visit to bathe in the Ganges at sunrise.</li> <li>Hindu pilgrims may visit important temples near the river:             <ul style="list-style-type: none"> <li><b>Kashi Vishwanath Mandir</b> - dedicated to <b>Lord Shiva</b></li> <li><b>Durga Temple</b> - dedicated to the goddess <b>Durga</b></li> <li><b>Tulsi Manas Temple</b> - dedicated to <b>Lord Rama</b></li> </ul> </li> <li>The <b>Ganges</b> and <b>running water</b> significant in <b>funeral rites</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Hindu understanding of life’s purpose (Y6Su1)</li> </ul>







	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise that individual and community action can shape beliefs. (Y4Sp2)</li> <li>Explain similarities and differences of forms of expression within Hindu Dharma (locally &amp; nationally). (Y5A1)</li> <li>Explain ways beliefs impact choices in individuals' lives, community &amp; society. (Y5A1)</li> <li>Explain ways beliefs impact choices in individuals' lives, community &amp; society. (Y5Su1)</li> <li>Describe how individuals, community &amp; society can shape beliefs. (Y5Su1)</li> </ul>	<p><b>Social Sciences</b></p> <p><b>Social Scientists</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The diverse nature of religion</li> <li>The diverse ways in which people practice and express beliefs</li> <li>The ways in which beliefs shape individual identity, and impact on communities and society</li> </ul> <p><b>Methods and processes</b> used by social scientists:</p> <ul style="list-style-type: none"> <li>Seek evidence of belief in human behaviour and forms of expression</li> <li>Recognise similarities and differences within and between groups</li> <li>Consider forms of evidence and its reliability (e.g. data)</li> <li>Consider individual, local, national and global evidence of lived experience</li> </ul>	<p>In this unit:</p> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally &amp; globally)</li> <li>Describe how beliefs impact choices in individuals' lives, community &amp; society.</li> <li>Explain how the context of individuals, community &amp; society can shape beliefs</li> </ul>	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally &amp; globally) (Y6Su1)</li> <li>Describe how beliefs impact choices in individuals' lives, community &amp; society. (Y6Su1)</li> <li>Explain how the context of individuals, community &amp; society can shape beliefs. (Y6Su1)</li> </ul>
VCs	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Religious worldviews have significant impact on arts and culture. (Y5)</li> </ul>	<p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global).</li> <li>Places and celebrations have significance to individuals and communities in Hindu Dharma. (Y6)</li> </ul>		





Substantive	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
	<ul style="list-style-type: none"> <li>History Ancient Greece (Y3Su2)</li> <li>History Quest for knowledge (Y5Su2)</li> <li>Alternative theories of creation (Y1Sp2)</li> <li>"Reasonable" exercise of freedom (Y2A2)</li> <li>Hindu understanding of "god" through senses (Y2Su2)</li> <li>Reason in moral decision making (Y3Sp1)</li> <li>Reasonable to believe? (Y3Su2)</li> <li>Meaning of "truth", Evidence and reasoning(Y4A1)</li> <li>Is belief in God rational? (Y5Su2)</li> <li>Religion &amp; Science in conflict? (Y6A2)</li> </ul>	<ul style="list-style-type: none"> <li>Some philosophers claim humans are the only animal who have an understanding that they will one day die and that this makes <b>people question life's meaning</b>.</li> <li><b>Philosophers</b> cannot prove what happens after we die so <b>seek explanations</b>.</li> <li>Some philosophers see the mind and body as different types of things.</li> <li><b>Ibn Sina</b> (980-1025 CE) (also known as Avicenna), was an <b>Arabic philosopher</b>, who argued our minds are separate from our bodies using the "<b>Flying Man</b>" thought experiment.</li> <li>Many philosophers have argued the body and soul or self are separate, others that the soul or self ends with the body.</li> <li><b>Socrates</b> (470-399 BCE) Greek Philosopher, believed in the idea of <b>a soul</b> that lives in our bodies and goes to heaven when we die.</li> <li><b>Plato</b> (428-348 BCE), Greek Philosopher, believed in the idea of an <b>eternal soul</b>, that would exist beyond the physical body. This meant that the world itself is not important, the soul will return to heaven.</li> <li>Plato's ideas influenced many Christians, who may accept that life on earth may not be great, but there is something better to come for the soul.</li> <li><b>Hypatia</b> (370-415 CE) Female Greek Philosopher, <b>Neoplatonist</b> – meaning she believed that the soul would return to a divine being. An idea that appealed to her students, both Christian monotheists and pagans.</li> <li><b>Democritus</b> (460-370 BCE), Greek Philosopher who suggested life is given meaning by the pursuit of pleasure, "joy and sorrow are the distinguishing mark of things beneficial and harmful." <b>(Hedonism)</b> Some hedonists have seen this as intellectual pleasure, others physical pleasure.</li> <li><b>Friedrich Nietzsche</b> (1844-1900), German philosopher, said people are never satisfied which prevents us finding meaning in life (Nihilism).</li> <li><b>Simone de Beauvoir</b> (1909-86), French Philosopher who challenged the idea of a divine plan. She argued humans born free, without a divine plan. That freedom is a blessing and a burden. Following human desire means we should not restrict others freedom to do so (<b>Existentialism</b>).</li> </ul>	<p>Differing worldviews' understanding of life's purpose (Y6S1)</p>





	Required prior knowledge	Knowledge to be explicitly taught		How knowledge will be built upon
Disciplinary	<p><b>Philosophers:</b></p> <ul style="list-style-type: none"> <li>• Explain the Buddha's philosophical answers to questions about the world. (Y5Sp1)</li> <li>• Explain different philosophical answers to questions about God's existence. (Y5Su2)</li> <li>• Explain if an argument for God's existence seems logical. (Y5Su2)</li> </ul>	<p><b>Philosophy:</b></p> <p><b>Philosophers</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>• The nature of knowledge, meaning and existence</li> <li>• How and whether things make sense</li> <li>• Issues of right &amp; wrong, good &amp; bad</li> </ul> <p><b>Methods and processes</b> used by philosophers:</p> <ul style="list-style-type: none"> <li>• Analysis of the validity of "truth" claims (doubt)</li> <li>• Development and use of coherent questioning</li> <li>• Development of and analysis of coherent argument</li> <li>• Understanding of the human quest for knowledge and meaning</li> <li>• Connecting belief (motivation) with behaviour</li> </ul>	<p>In this unit:</p> <p><b>Philosophers</b></p> <ul style="list-style-type: none"> <li>• Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence.</li> <li>• Begin to analyse if an argument is logical and show awareness of divergent opinions.</li> <li>• Use appropriate evidence to support or counter an argument.</li> <li>• Begin to explain connections between beliefs and behaviour.</li> </ul>	
VCs	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Evidence for God's existence is contested but still sought. (Y5)</li> </ul>	<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Different belief systems influence ideas of life's meaning and purpose.</li> <li>• Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate.</li> <li>• Ideas of what happens after we die give meaning to human action on earth.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>• <b>Person, Time &amp; Place:</b> Diverse philosophers through time.</li> </ul>		<p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>• Different belief systems influence ideas of life's meaning and purpose. (Y6)</li> <li>• Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. (Y6)</li> <li>• Ideas of what happens after we die give meaning to human action on earth. (Y6)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught
Substantive	<ul style="list-style-type: none"> <li>Alternative theories of creation (Y1Sp2)</li> <li>"Reasonable" exercise of freedom (Y2A2)</li> <li>Hindu understanding of "god" through senses (Y2Su2)</li> <li>Reason in moral decision making (Y3Sp1)</li> <li>Reasonable to believe? (Y3Su2)</li> <li>Meaning of "truth", Evidence and reasoning(Y4A1)</li> <li>Is belief in God rational? (Y5Su2)</li> <li>Religion &amp; Science in conflict? (Y6A2)</li> <li>Hindu Dharma (Y5A2)</li> <li>Hindu Community (Y6Sp1)</li> <li>Is God Omnibenevolent? (Y3Su2)</li> <li>Jesus as Ultimate Sacrifice (Y4A2)</li> <li>Christian diversity (5YSp2)</li> <li>prophecy of Messiah (Y5Su1)</li> <li>Significance of resurrection in Christianity (Y6A1)</li> <li>Authority of the Qur'an (Y3Sp2)</li> <li>Islamic expression of belief &amp; obligation (Y3Su1)</li> <li>Self-sacrifice in Islam (Y4sp1)</li> <li>Islamic diversity (Y4Su1)</li> <li>Buddhist explanation of suffering &amp; enlightenment (Y5Sp1)</li> <li>Belonging in Judaism (Y1A1)</li> <li>G-d's relationship with Jewish people (Y2A2)</li> <li>Humanism, absence of God (Y1Sp2 &amp; Y5Su2)</li> <li>Moral decisions in Humanism (Y3Sp1)</li> <li>Altruism and one life (Y4Sp1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Many worldviews</b> consider that we all have a <b>soul</b>, the essence of you, that <b>lives beyond the body</b>.</li> <li><b>What people believe happens to the soul</b> when the body dies <b>may influence the choices</b> people make in their lives.</li> <li><b>Hindu Dharma:</b> <ul style="list-style-type: none"> <li>As in the story of the <b>Ramayana</b> (Y5), a person's <b>dharma (duty)</b> depends on <b>who they are (varna)</b> and what <b>stage of life</b> they are at (<b>ashrama</b>).</li> <li><b>Ashramas</b>, stages of Hindu life: <b>Brahmacari</b> (Student), <b>Grihastha</b> (householder), <b>Vanaprastha</b> (forest dweller), <b>Sannyasi</b> (homeless renouncer). Stages have specific <b>duties</b> or <b>ashrama dharma</b>.</li> <li><b>Purusharthas</b> – goals for living:                             <ul style="list-style-type: none"> <li>- <b>dharma</b>, duties of present life</li> <li>- <b>kama</b>, enjoying life</li> <li>- <b>artha</b>, working for honest success and family</li> <li>- <b>moksha</b>, breaking out of cycle of <b>reincarnation (samsara)</b> to reach <b>atman</b></li> </ul> </li> <li>Fulfilling <b>dharma is individual</b> to each person, so will be <b>inherently diverse</b>.</li> <li>In the <b>Bhagavad Gita</b> – Epic poem takes place on a battlefield when Prince Arjuna must fulfill his Dharma as a warrior in battling unjust members of his family. Arjuna has a conversation with Lord Vishnu, expressing his fear of death, he is told it is "like going to sleep, taking off your clothes and putting on new ones".</li> <li><b>Karma</b> is the <b>cycle of death and rebirth</b>, with the <b>aim of reaching Moksha</b> (oneness with God).</li> <li>These beliefs have a significant <b>impact on how Hindus live their lives</b>, especially that living a good life will lead to a better next life.</li> </ul> </li> <li><b>Christianity:</b> <ul style="list-style-type: none"> <li>In Christianity, it is widely believed that <b>Jesus' sacrifice means that believers can return to God</b>, this was part of God's plan for humanity. Jesus' defeat of death in his resurrection, means that although physical death will happen, <b>belief in Christ and living a good life will lead to heaven for the soul</b>.</li> <li>John 3:16 <i>"God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life."</i></li> <li>Many Christians believe that in <b>the presence of God, their actions in life will be judged</b>. Some Christians think this will happen when they die, others that everyone will be judged at a future "judgement day", others that there is a personal judgement followed by a final judgment.</li> <li><b>Heaven</b> could be the result of <b>good deeds</b>. <b>Some see this a literal place</b> of paradise where a divine God rules eternally, others think of it more as the <b>reward of being with God</b>.</li> <li><b>Hell</b> could be the result of <b>bad deeds</b>. <b>Some see this as a literal place of fire</b>, pain and punishment, <b>others that it is a psychological state</b>, a metaphor for the harm we do ourselves through <b>division from God</b>.</li> <li>Medieval art depicted graphically the idea of soul tortured in hell. Many Christians ask, would a loving God do this to his people?</li> <li>Catholicism – <b>Purgatory</b> (place in between) where a sinful soul can be purged.</li> <li>In practice, most Christians believe they <b>so do good things because they are right, not just for the reward in Heaven</b> and that they should develop a <b>relationship with God</b> through prayer and worship.</li> </ul> </li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught
Substantive	<ul style="list-style-type: none"> <li>Alternative theories of creation (Y1Sp2)</li> <li>"Reasonable" exercise of freedom (Y2A2)</li> <li>Hindu understanding of "god" through senses (Y2Su2)</li> <li>Reason in moral decision making (Y3Sp1)</li> <li>Reasonable to believe? (Y3Su2)</li> <li>Meaning of "truth", Evidence and reasoning(Y4A1)</li> <li>Is belief in God rational? (Y5Su2)</li> <li>Religion &amp; Science in conflict? (Y6A2)</li> <li>Hindu Dharma (Y5A2)</li> <li>Hindu Community (Y6Sp1)</li> <li>Is God Omnibenevolent? (Y3Su2)</li> <li>Jesus as Ultimate Sacrifice (Y4A2)</li> <li>Christian diversity (5YSp2)</li> <li>prophecy of Messiah (Y5Su1)</li> <li>Significance of resurrection in Christianity (Y6A1)</li> </ul>	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li><b>Most Muslims</b> believe in <b>life after death</b>. They believe they must <b>live morally in submission to the will of Allah</b>. If this is life's purpose, then <b>it influences what happens after death</b>.</li> <li>The <b>Qur'an</b> promises "<b>two gardens</b>" on in this life and one in the next.</li> <li>Islam teaches humans have <b>free will</b> and will be held <b>responsible</b> for their <b>intentions and actions on Earth</b>, these are recorded and taken into account on the "Last Day" or "Day of Judgement".</li> <li>A <b>person's soul</b> is believed to be <b>judged</b> based on what they did in their lifetime, the <b>soul is given a new body bright or dark, depending on their deeds</b>. Pure souls will be bright and go to <b>heaven</b>. Impure souls will be dark and will go to <b>hell</b>, the soul will then wait, knowing its fate, until the resurrection.</li> <li>The Angel <b>Israfil will blow the trumpet and all creation will be destroyed</b>. The second trumpet blow is the <b>resurrection</b>. Some think this will be physical, so bodies need to be buried. Most Muslims think it is the <b>soul that is taken to the afterlife</b>.</li> <li><b>Jannah (Paradise)</b>, a <b>beautiful place</b> with material rewards for a good life.</li> <li><b>Jahannam, (Hell)</b>, a place of <b>suffering and pain</b>, is where those who reject the teachings of the prophets go. This is described a fiery place of torture, but many Muslims believe the language of the Qur'an to be symbolic. To <b>deter people from committing sin</b>.</li> <li><b>Some Muslims</b> think that hell is only temporary, that the <b>forgiving Allah will eventually allow all people to heaven</b>.</li> <li>For many Muslims this is a <b>motivation to follow the teachings in the Qur'an</b> and live a good life.</li> </ul>
	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>Jewish teachings are <b>unclear on what happens after death</b>,</li> <li>Many Jewish people believe what is important is how a person lives their life and <b>what happens after death should be left to God</b>. Good deeds should be done for their own sake.</li> <li>In the <b>Mishnah</b> it says: "<i>Be not like servants who serve their master for the sake of receiving a reward</i>". <b>Ethics of the Fathers 1:3</b></li> <li>Some Jewish people believe there is <b>some kind of life after death as the idea of a soul that will return to G-d</b> is mentioned in some traditions.</li> <li>Some Jewish people believe there will be <b>some kind of eventual judgement</b> when <b>good deeds will be rewarded and bad deeds will be punished</b>, how is not clear.</li> <li>Many <b>Orthodox Jews</b> consider that if there is to be judgement, they <b>must follow the rules</b> set down in scripture strictly including <b>observing Shabbat</b> and <b>keeping the 613 Mitzvot</b> (Jewish laws)</li> <li>Many <b>Orthodox Jews are still awaiting the Messiah</b> when the world will be different.</li> <li>Many <b>Reform or Liberal Jews</b> see the <b>Jewish laws as in need of interpretation for a modern age</b>, while still needing to <b>live a moral life</b>.</li> <li>Many Reform or Liberal Jews do not see the coming of the Messiah as literal, but as the coming of a "Messianic age" seeing the a just world.</li> <li>There is <b>still no clarity over what happens after death</b>.</li> </ul>	





	Required prior knowledge	Knowledge to be explicitly taught
Substantive	<ul style="list-style-type: none"> <li>• Alternative theories of creation (Y1Sp2)</li> <li>• “Reasonable” exercise of freedom (Y2A2)</li> <li>• Hindu understanding of “god” through senses (Y2Su2)</li> <li>• Reason in moral decision making (Y3Sp1)</li> <li>• Reasonable to believe? (Y3Su2)</li> <li>• Meaning of “truth”, Evidence and reasoning(Y4A1)</li> <li>• Is belief in God rational? (Y5Su2)</li> <li>• Religion &amp; Science in conflict? (Y6A2)</li> </ul>	<p><b>Buddhist:</b></p> <ul style="list-style-type: none"> <li>• There is huge diversity in Buddhism.</li> <li>• <b>Many Buddhists</b> believe that the <b>Buddha taught</b> that we are in a <b>cycle of rebirth</b> because we have <b>attachments in life</b> through bad actions.</li> <li>• <b>Good actions</b> in life can lead to a <b>higher level of rebirth</b>.</li> <li>• Being human is a gift, if it is wasted your next cycle of rebirth may be lower.</li> <li>• Buddhists aim to <b>break the cycle of rebirth</b> and <b>attain Nirvana</b> through <b>enlightenment</b>.</li> </ul>
	<ul style="list-style-type: none"> <li>• Hindu Dharma (Y5A2)</li> <li>• Hindu Community (Y6Sp1)</li> </ul>	<p><b>Humanism:</b></p> <ul style="list-style-type: none"> <li>• <b>Humanism</b> is a worldview that suggests we have <b>one life</b>.</li> <li>• Some humanists suggest we cannot remember before we were born and death will be like that too, a state of non-existence, <b>no soul</b> will live on because the essence of us is dependent on the physical systems of our body and brain.</li> <li>• Humanists advocate for <b>living the best life</b> we can as we don't get a second chance.</li> <li>• Many humanists believe that the <b>purpose of life</b>, therefore <b>should be to live a happy life and help others to be happy too</b>.</li> <li>• Many humanists believe that <b>good things</b> should be done for the world and other people <b>without expecting a reward</b> in the future this is called <b>altruism</b>.</li> <li>• Many humanists believe we have a responsibility <b>to look after the world for future generations</b>.</li> </ul>
	<ul style="list-style-type: none"> <li>• Is God Omnibenevolent? (Y3Su2)</li> <li>• Jesus as Ultimate Sacrifice (Y4A2)</li> <li>• Christian diversity (5YSp2)</li> <li>• prophecy of Messiah (Y5Su1)</li> <li>• Significance of resurrection in Christianity (Y6A1)</li> </ul>	<p><b>Sikhi:</b></p> <ul style="list-style-type: none"> <li>• Many <b>Sikhs</b> believe that <b>Waheguru (God or eternal being) exists in everything</b>.</li> <li>• The <b>soul</b> must be <b>reincarnated through many cycles of life</b> in order to <b>purify itself</b> and <b>become one with Waheguru</b> and <b>escape from the cycle of death and rebirth (mukti)</b>.</li> <li>• The cycle of life and death can take animal or human form, but only in the human form can a soul understand right and wrong and decide on <b>“intentional action” (karma)</b>.</li> <li>• <b>Good actions</b>, right choices and remembering God, can be <b>rewarded</b> with <b>merit</b> and avoid punishment,</li> <li>• The <b>Guru Granth Sahib</b> teaches: <i>Those who meditate on God attain liberation. For them, the cycle of birth and death has been completed.</i></li> <li>• Many Sikhs believe they can <b>gain merit in life</b> and <b>achieve Mukti</b> by <b>following the teachings of the Gurus</b> and the 3 Principles of Sikh: <b>Remembering God, Honest Work and Selfless Service</b>.</li> </ul>
<ul style="list-style-type: none"> <li>• Authority of the Qur’an (Y3Sp2)</li> <li>• Islamic expression of belief &amp; obligation (Y3Su1)</li> <li>• Self-sacrifice in Islam (Y4sp1)</li> <li>• Islamic diversity (Y4Su1)</li> </ul>		
<ul style="list-style-type: none"> <li>• Buddhist explanation of suffering &amp; enlightenment (Y5Sp1)</li> </ul>		
<ul style="list-style-type: none"> <li>• Belonging in Judaism (Y1A1)</li> <li>• G-d’s relationship with Jewish people (Y2A2)</li> </ul>		
<ul style="list-style-type: none"> <li>• Humanism, absence of God (Y1Sp2 &amp; Y5Su2)</li> <li>• Moral decisions in Humanism (Y3Sp1)</li> <li>• Altruism and one life (Y4Sp1)</li> </ul>		



	Required prior knowledge	Knowledge to be explicitly taught	
Disciplinary	<p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Recognise ways beliefs about giving impact peoples' choices in everyday life, community &amp; society. (Y4Sp2)</li> <li>Describe how beliefs impact choices in individuals' lives, community &amp; society. (Y6Sp1)</li> <li>Explain how the context of individuals, community &amp; society can shape beliefs (Y6Sp1)</li> </ul>	<p><b>Social Sciences</b></p> <p><b>Social Scientists</b> deal with <b>types of conversation</b> that consider:</p> <ul style="list-style-type: none"> <li>The diverse nature of religion</li> <li>The diverse ways in which people practice and express beliefs</li> <li>The ways in which beliefs shape individual identity, and impact on communities and society</li> </ul> <p><b>Methods and processes</b> used by social scientists:</p> <ul style="list-style-type: none"> <li>Seek evidence of belief in human behaviour and forms of expression</li> <li>Recognise similarities and differences within and between groups</li> <li>Consider forms of evidence and its reliability (e.g. data)</li> <li>Consider individual, local, national and global evidence of lived experience</li> </ul>	<p>In this unit:</p> <p><b>Social Scientists:</b></p> <ul style="list-style-type: none"> <li>Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview.</li> <li>Recognise that conversations about religion and belief can be controversial.</li> <li>Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally &amp; globally)</li> <li>Describe how beliefs impact choices in individuals' lives, community &amp; society.</li> <li>Explain how the context of individuals, community &amp; society can shape beliefs.</li> </ul>
VCs	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In Hindu Dharma, fulfilling your duty may involve personal sacrifice. (Y5)</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world. (Y5)</li> <li>Buddhist Dharma seeks to end suffering through reaching enlightenment. (Y5)</li> <li>Evidence for God's existence is contested but still sought. (Y5)</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>In many worldviews, personal self-sacrifices or living a good life have beneficial, future consequences.</li> </ul> <p><b>Knowledge &amp; Meaning</b></p> <ul style="list-style-type: none"> <li>Different belief systems influence ideas of life's meaning and purpose.</li> <li>Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate.</li> <li>Ideas of what happens after we die give meaning to human action on earth.</li> </ul> <p><b>Human Context</b></p> <ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global).</li> </ul>	