



EYFS (Reception)		
	Unit	Objectives & Outcomes
Autumn 1	<p>Worldwide View: Christianity</p> <p>Strand: Community & Identity</p> <p>Key Question: <i>Who am I and where do I belong?</i></p> <p>Focus of Study: The differences between individuals, but also the things that people have in common. The difference between group identity and individual identity.</p>	<ul style="list-style-type: none"> I can show an understanding of different communities. I can recognise that I belong to a community of school, home and perhaps a faith. I can understand and compare the similarities and differences between themselves and others. I can show some understanding of Religious and Non-Religious Worldviews.
Autumn 2	<p>Worldwide View: Religious and non-religious worldviews</p> <p>Strand: Community & Identity</p> <p>Key Question: <i>Are all families the same?</i></p> <p>Focus of Study: Exploring the diversity found within, as well as between families. Introducing the idea of difference and respect for difference.</p>	<ul style="list-style-type: none"> I can recognise and respect other family beliefs and celebrations. I can listen to and acknowledge other's views and beliefs. I know that all families are different and follow different paths/views.
Spring 1	<p>Worldwide View: Christianity</p> <p>Strand: Beliefs and Questions</p> <p>Key Question: <i>Who are Christians and what do they believe?</i></p> <p>Focus of Study: Focus on stories from the Bible that show what Christians believe. Establish that Christians live all over the world.</p>	<ul style="list-style-type: none"> I can learn about stories within The Bible and their importance to Christians. I can recognise that Christians live all over the world. I know that Christians believe in two key events within the Church year and countdown to celebrate these events. I know and understand the importance of Easter (Salvation) and the death and resurrection of Jesus.
Spring 2	<p>Worldwide View: Christianity</p> <p>Strand: Christian Worldviews</p> <p>Key Question: <i>What is the church and who goes there?</i></p> <p>Focus of Study: Beliefs and faiths. Community and Identity</p>	<ul style="list-style-type: none"> I understand the importance of worship in church for Christians. I understand why Christians pray to God in church. I know the Christian symbols and what they mean when used in church.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p> <p><u>Worldwide View:</u> Religious & non-religious Worldviews</p> <p><u>Strand:</u> Beliefs and Questions</p> <p><u>Key Question:</u> <i>Does everyone believe in God?</i></p> <p><u>Focus of Study:</u> <i>Diversity of belief, range of different worldviews and non-religious beliefs</i></p>	<ul style="list-style-type: none"> • I know that different people use the word 'God' to mean slightly different things. • I have some understanding of different characteristics attributed to God or the divine. • I have some understanding of a small range of Religious and Non-Religious Worldviews. • I can share my own ideas about God.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p> <p><u>Worldwide View:</u> Religious & non-religious Worldviews</p> <p><u>Strand:</u> Beliefs & Questions</p> <p><u>Key Question:</u> <i>What do people celebrate and why?</i></p> <p><u>Focus of Study:</u> <i>Community and Identity</i></p>	<ul style="list-style-type: none"> • I can show a simple understanding of Religious and Non-Religious Worldviews. • I recognise that some celebrations are religious and others are non-religious. • I can talk about religions around the world and their festivals. • I can describe some things that happen in secular celebrations

	KS1 (Year 1 & 2) Year A		KS1 (Year 1 & 2) Year B	
	Unit	Objectives & Outcomes	Unit	Objectives & Outcomes
Autumn 1	<p>Worldwide View: Christianity</p> <p>Strand: Beliefs and Questions</p> <p>Key Question: <i>How do Christians find out what God is like?</i></p> <p>Focus of Study: Character of God as revealed in the Bible, through Jesus, and through experience.</p>	<ul style="list-style-type: none"> I can say that Christians learn about what God is like from the Bible. I can recognise that the life of Jesus illustrates the character of God. I can give different names that Christians use for God i.e. creator, Lord and king. I can explain how the parables can be seen to illustrate the character of God. I understand that Christians believe God is loving and forgiving and can give examples of his forgiveness and grace from the parables/ stories I have learnt about. I understand that for Christians God is one and is three persons: God the Father, God the Son and God the Holy Spirit 	<p>Worldwide View: Christianity</p> <p>Strand: Beliefs and Questions</p> <p>Key Question: <i>Why do most Christians call God creator?</i></p> <p>Focus of Study: Exploring the biblical story of creation.</p>	<ul style="list-style-type: none"> I understand the Christian creation story. I can explore creation stories from other religions. I can explore how creation beliefs influence people. I understand the importance of creation stories in societal values. I can compare creation stories through art. I can reflect on the concept of creation across religions.
Autumn 2	<p>Worldwide View: Christianity</p> <p>Strand: Community and Identity</p> <p>Key Question: <i>What do many Christians do when they meet and why?</i></p> <p>Focus of Study: Services, church, celebrations, festivals, worship, learning, community.</p>	<ul style="list-style-type: none"> I can describe the key features of Christian worship. I can describe the significance of music, sermon, prayer during worship. I can talk about why Christians meet together. I can identify and describe some of the other things that Christians do apart from worship, such as foodbanks. I can talk about the impact on the lives of different Christians for spending time together. I can make links between actions and Christian beliefs and teaching. 	<p>Worldwide View: Christianity</p> <p>Strand: Community & Identity</p> <p>Key Question: <i>What do most Christians celebrate together?</i></p> <p>Focus of Study: Birth of Jesus & Christmas.</p>	<ul style="list-style-type: none"> I can describe the key features of Christmas e.g., church services, carols, symbols of light, thanksgiving. I can explain what light represent at Christmas for Christians. I can recall some facts about the birth of Jesus from the two Gospels about his early life. I can explain what happens at a baptism and describe the artefacts used. I can explain why baptism is an important celebration in the life of a Christian. I understand that it means new life and new beginning for them.

Spring 1	<p>Worldwide View: Christianity</p> <p>Strand: Truth and Reality</p> <p>Key Question: <i>How do Christians know what is right?</i></p> <p>Focus of Study: Explore the role of conscience, leaders and teachers in interpretation. Focus on authority of text, person and place, testing whether ideas make sense</p>	<ul style="list-style-type: none"> • I can Tell the difference between what is a right choice and what is a wrong choice. • I can recall the teachings of parables. • I can investigate how rules help people to make decisions. • I can reflect on how Christians use the stories of Jesus as a 'rule' for life, • I can investigate how church leaders will help people make the right decision. • I can compare and Contrast how Christian and Non-Christians respond to stories about what is right or wrong. 	<p>Worldwide View: Christianity</p> <p>Strand: Truth and Reality</p> <p>Key Question: <i>What questions do stories in the Bible make us want to ask?</i></p> <p>Focus of Study: Focus on parables and miracles from the New Testament e.g. The Good Samaritan and or Lost Sheep: Jesus heals the blind man; Jesus heals the paralysed man and Jesus feeds the five thousand.</p>	<ul style="list-style-type: none"> • I can reflect on what we learn from stories of the bible e.g. Noah's Ark, Jonah and the Whale, Calming the Storm. . • I can reflect on what we learn from the parables of Jesus e.g. The Good Samaritan. • I can listen and reflect on the story of the Lost Sheep, identifying the meaning and making links with our own experiences. • I can discuss and debate if the Miracles of Jesus can be interpreted as tricks or real. • I can discuss and debate any stories that puzzle me, sharing questions and answers together. • Whole Class Question Bank – What questions do stories make us want to ask?
Spring 2	<p>Worldwide View: Judaism</p> <p>Strand: Beliefs and Questions</p> <p>Key Question: <i>What does Torah mean for Jewish people?</i></p> <p>Focus of Study: Special books, sacred texts, rules and stories.</p>	<ul style="list-style-type: none"> • I can describe what we mean by a 'special' book. • I know that the Torah is a special book for Jewish people containing laws, and history. • I can demonstrate some of the ways in which some Jewish people follow the teachings of the Torah. • I can make connections between some of the teachings. • I can make connections between the Torah and the way that some Jews live their lives. • I can retell some of the history of the Jewish people and suggest why that may be important to Jews. 	<p>Worldwide View: Judaism</p> <p>Strand: Community and Identity</p> <p>Key Question: <i>What do different Jewish people believe about God?</i></p> <p>Focus of Study: God as creator, choosing Abraham; rescuing them and the Shema; cultural/secular Jews with no belief.</p>	<ul style="list-style-type: none"> • I can recall that the Shema is a prayer. • I can describe the significance of the Shema for Jewish people. • I can describe why Abraham is important to Jewish people. • I can retell the story of the calling of Abraham in simple terms. • I can create a list of questions that they would want to ask a Jewish person about what they believe.

Worldwide View:

Judaism

Strand:

Community & Identity

Key Question:*In what ways is the Synagogue important to Jewish people?***Focus of Study:**

Special Places-We all have places that are special to us. Why are they special? What are the features of a special place?

- I can identify features of the outside and inside of a Synagogue.
- I can recognise that the Synagogue is an important building for many Jewish families.
- I can begin to ask wondering questions and share and record wonderings as appropriate.
- I can recall and name some features of a Synagogue and identify what they might teach about Jewish beliefs.
- I can describe a service in a synagogue.
- I can make links with other places of worship and consider why it is important for communities to come together.

Worldwide View:

Judaism

Strand:

Community and Identity

Key Question:*How and why is Shabbat important to some Jewish people in Britain?***Focus of Study:**

Shabbat laws and rituals and the ways that it separates them from but unites them.

- I can talk about days that are special to me and say why.
- I can use the right names for things that are special to Jewish people during Shabbat.
- I can talk about some of the things that Jewish people do to celebrate Shabbat.
- I can talk about the rules that are important during Shabbat.
- I can start to explain how certain beliefs affect decision-making.
- I can start to explain why Shabbat is important to Jewish pupils in Britain

Worldwide View:

Religious and non-religious world views

Strand:

Reality and Truth

Key Question:*What are the best reasons for following a leader?***Focus of Study:**

Focus on the question of authority testing whether ideas make sense and testing their reliability. Introduce Joshua and compare him to Jesus' leadership for deeper understanding of the topic of leadership. Investigate qualities of leaders and evaluate what makes people good leaders.

- I know the key leaders for Jewish people and say what makes Joshua a good leader.
- I can recount some of the key events that demonstrate Joshua's leadership skills.
- I can say what qualities a good leader should have and put them in order from least to most important.
- I understand that different people have different views on what qualities are important to be a good leader.
- I can name some leaders in my own community and reflect on what leadership qualities they should have.
- I understand that it is important to follow a leader using my own values and questions to guide me.

Worldwide View:

Judaism

Strand:

Reality and Truth

Key Question:*How do people know how to behave?***Focus of Study:**

Focus on 10 commandments and Jewish food laws; also look at different days of rest in different religions. Introduce the Golden Rule.

- I can say why we have rules in our school.
- I can talk about an agreement Jewish people make with God and say how obedience is important to some people.
- I can start to explain the significance of one thing Jewish people do and say how it shows their special relationship with God.
- I can start to explain how Jewish people know how to behave and why the 10 commandments are important.
- I can start to explain how Jewish people know the food laws and why they are important.
- I can talk about the sources different people use as a basis for the rules that they follow.

	LKS2 (Year 3 & 4) Year A		LKS2 (Year 3 & 4) Year B	
	Unit	Objectives & Outcomes	Unit	Objectives & Outcomes
Autumn 1	<p>Worldwide View: Christianity</p> <p>Strand: Beliefs and Questions</p> <p>Key Question: <i>How are different people inspired by the teachings of Jesus?</i></p> <p>Focus of Study: Concept of Gospel and explore how Jesus treated people, discipleship and love.</p>	<ul style="list-style-type: none"> I know that Jesus told parables and be able to re tell some of them. I can describe the meanings and messages behind some of the parables. I can describe some miracles Jesus did and say how it affected those involved. I can explain what some of the Beatitudes mean. I can say and discuss what the Greatest Commandment is I can explain how Jesus' teaching affect people today. 	<p>Worldwide View: Christianity</p> <p>Strand: Beliefs and Questions</p> <p>Key Question: <i>Who do Christians believe Jesus is?</i></p> <p>Focus of Study: Incarnation, Jesus, God, Messiah.</p>	<ul style="list-style-type: none"> I know that the Christian God is made up of three equal divine persons. (God the Father, God the Son, and God the Holly Spirit) I can discuss that Christians believe that God loves humans and sent his only Son in human form (incarnation) to guide/save them. I can compare and contrast similarities and differences between incarnation in different faiths (Hinduism). I can explain what Christian's mean by 'Jesus is fully God and fully man'. I can identify and explain several of Jesus' names. I can link some of Jesus' names to a Bible story.
Autumn 2	<p>Worldwide View: Christianity</p> <p>Strand: Community & Identity</p> <p>Key Question: <i>How does the worldwide Christian family celebrate, worship and mark key events?</i></p> <p>Focus of Study: Christmas and Easter around the world, Baptism and confirmation, Weddings, Eucharist.</p>	<ul style="list-style-type: none"> I can identify and name key events in the life of different Christians. I can identify the key festivals that are important to some Christians. I can name and describe the main Christian denominations. I can name similarities and differences between the way key events are celebrated by different denominations. I can name similarities and differences between the way key festivals are celebrated by different denominations and the effect of cultural influence on this. I can describe what Christmas means and looks like for people from different faiths and worldviews. 	<p>Worldwide View: Christianity</p> <p>Strand: Community & Identity</p> <p>Key Question: <i>How and why has Christian practice changed over time?</i></p> <p>Focus of Study: Early Church was Jewish and as more non-Jews were added adaptations happened; Christians believe God still speaks.</p>	<ul style="list-style-type: none"> I know what the Early Church looked like. (looking at Acts 2:42-47) I know how the Early Church was spread across the known world e.g. St Patrick. I can describe the importance of the church during Medieval times. I can talk about the life of Martin Luther and his 95 thesis and their meaning. I can identify the purpose of missionary organisations and explore examples of these e.g. Baptist Missionary Society. I can identify how the modern church has changed e.g. denominations, translations of the bible and practices.

Worldwide View:

Christianity

Strand:

Reality & Truth

Key Question:*Does art help with understanding stories?***Focus of Study:**

Holy week and depictions of Jesus to explore the key events and what type of person Jesus was.

- I understand that artists have depicted events from Holy Week for many years and each artist uses their painting to tell a story.
- I can describe how beliefs are expressed in a range of styles by believers and suggest what they mean.
- I can ask questions about the events depicted and explore how a depiction makes them feel and explore what they like, what they dislike.
- I can describe the symbolism in each artwork and suggest ideas for the artist's intent.
- I can recognise the diversity in the images and understand that Christianity is a worldwide religion.
- I can share my response to the art work and talk about what inspires and influences me.

Worldwide View:

Christianity

Strand:

Reality & Truth

Key Question:*Does prayer make a difference and how do Christians know?***Focus of Study:**

Prayer, communion with God, miracles.

- I can describe what prayer is and why people pray.
- I can identify where the idea of prayer came from.
- I can recognise different ways and places Christians pray e.g. chanting, meditation, church, school.
- I can identify the significance of the Lord's Prayer and look at the traditional and contemporary versions.
- I can identify similarities and differences between prayer in different denominations of Christianity.
- I can discuss the importance of the belief that miracles will happen when Christians pray (link to examples in the Bible).

Worldwide View:

Islam

Strand:

Beliefs and Questions

Key Question:*What do Muslims believe about God and where did Islam start?***Focus of Study:**

Tawhid, Muhammad, Night of Power, monotheism in a polytheistic culture, 99 names of Allah.

- I can explain where and why Islam started.
- I can discuss the significance of Muhammad in the start of Islam.
- I can explain how the Night of Power is celebrated by most Muslims.
- I can explain what most Muslims believe about Allah and how they show this.
- I can suggest why the 99 names of Allah are important to believers.
- I can discuss how Allah is represented in art

Worldwide View:

Hinduism

Strand:

Beliefs and Questions

Key Question:*How do Hindus understand who God is?***Focus of Study:**

Qualities of God and the role of Murtis.

- I know that the one God for Hindus is called Brahman and he is represented in many different forms / deities.
- I can describe the characteristics of these deities and thus draw conclusions about qualities of the one God.
- I can talk about some key stories connected to the Trimurti, Tridevi and other deities and what they teach Hindus about the qualities of the one God.
- I know some of the other symbols that are used for God (salt water, incense, pomegranate, aum/om) and what qualities they represent for the one God.
- I can describe what Murtis are and the significance of praying to different Murtis.
- I can describe what the term avatar means in the Hindu faith and name some of the avatars for Vishnu.

Summer 1	<p>Worldwide View: Islam</p> <p>Strand: Community & Identity</p> <p>Key Question: <i>What is the Qur'an and why do many Muslims try to learn it by heart?</i></p> <p>Focus of Study: Holy Books, Dedication, Devotion.</p>	<ul style="list-style-type: none"> • I can explain what we mean by a Sacred text. • I can discuss what the Qur'an is and how it was created. • I can explain how the Qur'an is treated and why it is treated so. • I can identify how the Qur'an is used by Muslims at home and in the Mosque. • I can read and discuss some of the teachings of the Qur'an and the significance of these to the Islam way of life. • I can talk about the Hadith and compare and contrast it with the Qur'an. 	<p>Worldwide View: Hinduism</p> <p>Strand: Community and Identity</p> <p>Key Question: <i>What role does worship play in the life of a Hindu?</i></p> <p>Focus of Study: Arti, Puja, home shrine and Mandir, ritual and celebration.</p>	<ul style="list-style-type: none"> • I can describe in detail the role that worship may play in the life of a Hindu. • I can describe the 5 daily duties and identify their impact on Hindus, and the link between them and worship • I can list some similarities between Hindu duties and practices and their own rules and actions. • I can give my own response to the 5 daily duties and how I am influenced by rules. • I can retell the way Hindus worship in a Mandir and at home. • I can give definitions of aarti and puja.
Summer 2	<p>Worldwide View: Religious and non-religious worldviews.</p> <p>Strand: Reality and Truth</p> <p>Key Question: <i>Does it matter if a story is true or not?</i></p> <p>Focus of Study: Focus on deeper truths, perception and evidence. Explore proverbs and sayings, including non-religious ones.</p>	<ul style="list-style-type: none"> • I can identify and discuss why different perspectives exist. • I can explore our classes different opinions on a philosophical story e.g. Plato's Story. • I can explore the difference between a literal and metaphorical meaning. • I can reflect on whether a story needs to be 'true' to influence and inspire. • I can compare and contrast opinions of whether a story needs 'true.' • I can reflect and share my opinions on the question 'Why do you think what you think' (relating back to first session) 	<p>Worldwide View: Sikhism</p> <p>Strand: Beliefs and Questions</p> <p>Key Question: <i>How do Sikhs understand who God is?</i></p> <p>Focus of Study: Qualities of God, Mool Mantra, Ik Onkar and symbolism for God</p>	<ul style="list-style-type: none"> • I know that the one God for Sikhi is called Waheguru, which means wonderful enlightener. • I can describe some characteristics of Waheguru and thus draw conclusions about qualities of the one God. • I know that the sacred text is Guru Granth Sahib and does not contain stories, but a collection of lessons from the 10 gurus. • I know that there is an important mantra, Mool Mantra which is memorised and prayed daily. • I know about the symbols that are used for god and artefacts that helps Sikhs understand the qualities of god. • I can reflect on my own view of God e.g. Does it matter that different people have a different view of God? How does your view of God affect other people?

	UKS2 (Year 5 & 6) Year A		UKS2 (Year 5 & 6) Year B	
	Unit	Objectives & Outcomes	Unit	Objectives & Outcomes
Autumn 1	<p>Worldwide View: Christianity</p> <p>Strand: Beliefs and Questions</p> <p>Key Question: <i>What do Christians believe about the death of Jesus?</i></p> <p>Focus of Study: Explain significance of the death of Jesus. Identify key beliefs held by Christians regarding His death. Discuss impact of Jesus' death on Christian practices and worship.</p>	<ul style="list-style-type: none"> I can explain that Jesus knew he was going to die. I can examine the crucifixion and its implications. I can talk about who was responsible for the death of Jesus. I can explain the meaning of sacrifice. I can explain the impact of Jesus' death on Christians today. I can identify and discuss what Christians believe about the death of Jesus. 	<p>Worldwide View: Christianity</p> <p>Strand: Community and Identity</p> <p>Key Question: <i>How and why do Christians try and make the world a better place?</i></p> <p>Focus of Study: Explore Maslow's hierarchy of needs and UN Children's rights and a range of Christians charities and the teachings that underpin them – such as Christian Aid – 'we believe in life before death'; consider whether this is the logical outworking of a faith in Jesus.</p>	<ul style="list-style-type: none"> I can explain connections between biblical texts and Christian ideas of stewardship. I can explain Maslow's hierarchy of needs. I can discuss the significance of the universal declaration of the rights of the child. I can identify how Christians put their beliefs into practice. I can discuss and respond to the idea that Christians have great responsibility for the Earth. I can hold a debate about what is most important for the church to do to meet the needs of the world.
Autumn 2	<p>Worldwide View: Christianity</p> <p>Strand: Community & Identity</p> <p>Key Question: <i>How do rites of passage shape the lives of different Christians?</i></p> <p>Focus of Study: The symbolism of Baptism, particularly denominational differences between: Baptist, Anglican and Orthodox</p>	<ul style="list-style-type: none"> I can explain what is meant by 'A rite of passage'. I know how baptism is a rite of passage for Christians. I can item and discuss the significance of the symbols of Baptism. I can explain what Christians learn from the Baptism of Jesus. I can identify and discuss why Christians decide to be baptised. I can demonstrate the links between modern church baptism and biblical baptism. 	<p>Worldwide View: Christianity</p> <p>Strand: Reality and Truth</p> <p>Key Question: <i>How do people make valid judgements about how and why the world is as it is?</i></p> <p>Focus of Study: Consider the different types of questions that science and religion ask and seek to answer.</p>	<ul style="list-style-type: none"> I can discuss and respond to the question 'is your knowledge of the world explained by faith or science'. I can recall and retell the Christian Creation Story I can research scientists who are Christian. I can identify some of the issues faced and addressed by scientists who are Christians I can reflect on human influence on the world from faith and science perspectives. Evaluate whether these questions can be answered by faith or science. E.g. debate 'Science and Faith - conflicting or complementary?'

Spring 1	<p>Worldwide View: Religious and non-religious worldviews.</p> <p>Strand: Reality and Truth</p> <p>Key Question: <i>Do we need a deity to be committed to creating a better world?</i></p> <p>Focus of Study: Exploring the background of a deity and what is a better world? Does the beliefs of others matter?</p>	<ul style="list-style-type: none"> • I understand the concept of worldview and its impact on individuals and societies. • I can evaluate the role of a deity in worldviews and in effecting positive change. • I can consider non-religious worldviews that advocate for positive change. • I can compare and contrast religious and non-religious worldviews on the topic of positive change. • I can evaluate the role of personal commitment in creating a better world. • I can reflect on whether worldviews are important to positive actions and change. 	<p>Worldwide View: Christianity</p> <p>Strand: Reality and Truth</p> <p>Key Question: <i>Does Wisdom look the same for every Christian?</i></p> <p>Focus of Study: Truth, wisdom, Jesus, parables.</p>	<ul style="list-style-type: none"> • I understand the meaning of wisdom from a Christian perspective and can identify the books of the Bible known as Wisdom Literature. • I understand what parables are and can retell and discuss two key parables. (e.g. Parable of the Wise and Foolish Builders (Matthew 7:24–27)) • I can explain how Christians may interpret parables differently depending on experience, denomination, or culture. • I understand how Christians apply Biblical wisdom in real life and identify differences in how Christians put wisdom into practice. • I can compare Christian ideas of wisdom with modern/worldly ideas (e.g. success, popularity, wealth). • I can evaluate how and why Christian ideas of wisdom differ and make personal and reasoned conclusions.
Spring 2	<p>Worldwide View: Islam</p> <p>Strand: Beliefs and Questions</p> <p>Key Question: <i>Why is it important to Muslims that Muhammad is known as the Seal of the prophets?</i></p> <p>Focus of Study: To learn about the Muslim view of the prophets of the Old Testament, Jesus and the role Muhammad plays.</p>	<ul style="list-style-type: none"> • I can investigate prophets common to Abrahamic religions. • I can investigate the Islamic view of Jesus. • I can explain the significance of Muhammad to Muslims. • I can compare and contrast Sunni and Shia Muslims. • I can reflect on diversity in religions. • I can communicate to others why Muhammad is called the seal of the Prophets. 	<p>Worldwide View: Hinduism</p> <p>Strand: Beliefs and Questions</p> <p>Key Question: <i>What is the significance of Karma and Moksha for a Hindu?</i></p> <p>Focus of Study: Explore the concepts of Samsara, Karma and Moksha looking at the impact on the life of Hindus. Read the stories that expound this teaching.</p>	<ul style="list-style-type: none"> • I can identify and discuss Gandhi's inspiration. • I can explore how stories help Hindus live good lives. • I can explain how Rama and Sita inspire dharmic behaviour. • I know how present behaviour links to the past and the future reincarnations for Hindus. • I can explore and discuss what Hindus learn from stories about how they can achieve moksha. • I can identify how might the karma of Gandhi have affected his samsara.

Worldwide View:

Islam

Strand:

Community and Identity

Key Question:*How far does the mosque contribute to the Muslim concept of Ummah?***Focus of Study:**

Understanding the worldwide community of Islam, and the role of the mosque. Explore other ways that ummah is expressed

- I can explain why it is important for Muslims to have a community building.
- I can discuss how far does the Shahadah contribute to a sense of community for Muslims.
- I know how Muslims feel they belong to ummah through salah.
- I can talk about how sawm and zakat contribute to a Muslim's sense of community.
- I can explain why participating in the Hajj help Muslims feel part of the worldwide community.
- I can explain how far the mosque contributes to the Muslim concept of Ummah.

Worldwide View:

Hinduism

Strand:

Community and Identity

Key Question:*What might a Hindu gain from a pilgrimage to India?***Focus of Study:**

Find out about the range of places that Hindus might visit in India; interview people who have done a pilgrimage; consider the spiritual impact and the sense of community that a pilgrimage might give a believer.

- I understand the concept of pilgrimage in different religions and I can begin to explore pilgrimage in Hinduism.
- I can identify and locate Hindu pilgrimage sites in India and discuss the diversity of pilgrimage experiences.
- I can describe what happens during pilgrimage to the River Ganges and reflect on its religious significance.
- I can explore the story of Krishna and its connection to Vrindavan, understanding why stories of gods inspire pilgrimage.
- I can identify and explain different motivations for Hindu pilgrimage
- I can consider physical, emotional, and spiritual benefits.

Worldwide View:

Religious and Non-religious worldviews

Strand:

Reality and Truth

Key Question:*What does it mean to live a good life?***Focus of Study:**

Exploring the philosophical background to making choices about how to live. This will include Aristotle's Golden Mean and the Golden Rule.

- I understand that everyone has a worldview, shaped by their experiences.
- I can explore the Golden Rule in religious and secular traditions and begin to evaluate different religious views of the good life.
- I understand Aristotle's idea of the Golden Mean as a guide to a good life and how virtues help people make wise choices.
- I can discuss how organised worldviews (religions/philosophies) guide people's ideas of the good life.
- I understand that personal worldviews are a combination of influences, and they can change over time.
- I can evaluate different ideas of the good life and demonstrate understanding of worldviews, ethics, and philosophical reasoning.

Worldwide View:

Religious and Non-religious worldviews

Strand:

Reality and Truth

Key Question:*How does a worldview help people decide what is important?***Focus of Study:**

Use the experience of RE so far to explore what influences beliefs of all kinds have on the choices people make about what is important to them.

- I Understand what a worldview is (religious or non-religious) and explore how worldviews shape values and priorities.
- I can identify sources of wisdom in different worldviews and understand how sacred texts or guiding principles shape choices.
- I can recognise similarities and differences between worldviews and explore how diverse beliefs can lead to shared values.
- I can explore how people's beliefs influence their choices and reflect on what shapes personal and societal priorities.
- I understand what makes a strong argument and learn to spot faulty logic and unjustified opinions.
- I can articulate personal worldview and values and justify opinions using knowledge from the unit.