

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reception</p> 	<p>Enquiry: <i>Where is my special place?</i></p> <p>We will explore a range of different places, including areas of our home and our school, and places of worship. We will talk about how these places make us feel and why they might be special to us. We will be share our ideas about our own special place and what we do when we are there.</p> <p>End point Talk about the important places in their lives and understand why these might be special to themselves and others.</p>	<p>Christianity</p> <p>Enquiry: <i>Why do we do a nativity play?</i></p> <p>We will find out about why and how we celebrate Christmas Day. We will use stories to explore and learn about the Nativity and will plan and rehearse a performance, which we will perform for our grown ups.</p> <p>End point Retell a few key aspects of the Christmas story, eg, Jesus came to Earth and was born in a stable. His parents were Mary and Joseph.</p> <p><i>Enquiry: What happens in our local church?</i></p> <p><i>We will visit St. Barnabas Church to learn about places that are special for members of our community.</i></p> <p>End point <i>Talk about things some Christians do in a church.</i></p> <p>This aspect would fit with either unit in autumn term, so blend it in as you see fit.</p>	<p>Enquiry: <i>What is love?</i></p> <p>We will talk about people that we love and that love us. This might include family, friends and important influences in our lives, including God. We will begin to describe how it feels to love and be loved – our thoughts, feelings and actions. We will make a list of acts of kindness and share these with our classmates and other people in our community.</p> <p>End point Talk about the people they love and that love them. Use appropriate vocabulary to describe how they might show love and kindness to others.</p>	<p>Christianity</p> <p>Enquiry: <i>Why is Jesus special to Christians?</i></p> <p>We will find out about why Easter is an important festival for Christians. We will use the Easter story to learn about why Jesus is special to Christians.</p> <p>End point Retell a few key aspects of the Easter story, eg, Jesus came into Jerusalem on a donkey. He died and came back alive.</p>	<p>Enquiry: <i>How do our families celebrate special events?</i></p> <p>We will recognise that people have different beliefs and celebrate special times in different ways. We will find out about Eid al-Adha and how it is celebrated.</p> <p>End point Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	

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Year 1 	<p>Enquiry: <i>What does it mean to belong?</i></p> <p>We will explore different groups that we belong to; this might include our families, our friends, our school and our religion. We will learn about being accepted and valued and how this makes us feel safe and supported.</p> <p>We will explore what it means to make positive contributions to a group.</p> <p>End point Talk about different groups they belong to. Describe how belonging to these groups makes them feel.</p>	<p>Christianity</p> <p>Enquiry: <i>Why is Christmas celebrated by Christians?</i></p> <p>We will learn about the idea of something being 'precious'.</p> <p>We will think about which parts of the Christmas story are still good news for Christians today.</p> <p>We will discuss why Christians believe that Jesus was a gift from God.</p> <p>End point Recall the main events of the Christmas story, giving reasons why Christmas is an important festival for Christians.</p>	<p>Christianity</p> <p>Enquiry: <i>What does it mean to be a Christian?</i></p> <p>We will learn about things that are important to Christians: the Bible as the holy book, why people go to church and what they do there, important ceremonies (belonging, naming, weddings, funerals). We will identify some important symbols in Christianity, and explore the Christian belief that Jesus is the Saviour.</p> <p>End point Explain that the Bible is the Christian holy book. Recognise the features of a church building and identify some of the artefacts that might be found there, explaining why they are important to Christians. Identify any other aspect of Christianity and explain why it is important to Christians.</p>		<p>Christianity</p> <p>Enquiry: <i>What do we think about how the world was made and how we look after it?</i></p> <p>We will think about the beauty we can see in the world around us. We will learn about the Creation story for Christians and talk about how this story represents God as Creator: powerful and caring. We will learn about St Francis, a carer of creation, and think about how we, too, can be stewards of the natural world.</p> <p>End point Recall the main events of the Creation story. Consider St Francis' opinions of God's kingdom, and give examples of how they can also help to look after the natural world.</p>	<p>Humanism</p> <p>Enquiry: <i>How am I special?</i></p> <p>We will share our thoughts respectfully about what we like to do in our spare time and what we are good at. We will find out things that we have in common with our classmates, and things that make us unique. We will understand how these similarities and differences help to make us special.</p> <p>End point Talk about what makes them the same and what makes them different to others, understanding how these things make them special.</p>

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<p>Year 2</p> 	<p>Enquiry: <i>What is religion?</i></p> <p>We will explore what it means to believe (religious and non-religious beliefs) and why there are rules, rituals and shared values for believers. We will think about the importance of a sacred text. We will talk about 'kin' and build on our understanding of what it means to belong.</p> <p>End point Know that, for many, being part of a religion offers support and a sense of belonging. Give reasons why religions have rules, rituals and shared values. Explain why sacred texts are important.</p>	<p>Christianity</p> <p>Enquiry: <i>Why did Jesus teach people through stories?</i></p> <p>We will learn some parables from the New Testament, and discuss what they teach us about God and how to live our lives following Christian values:</p> <ul style="list-style-type: none"> - Parable of the Two Builders (<i>reflecting on the value of wisdom and the importance of listening to wise advice</i>) - Parable of the Prodigal Son (<i>the power of God's forgiveness and forgiveness between people</i>) - Parable of the Good Samaritan (<i>people should show love to everyone, including their enemies</i>) <p>End point Recall some of the Christian morals and values reflected in Jesus' parables. Give reasons why teaching this way helped people to better understand God.</p>	<p>Islam</p> <p>Enquiry: <i>What does it mean to be a Muslim?</i></p> <p>We will learn about things that are important to Muslims: the Qur'an as the holy book, why people go to the mosque and what they do there, important ceremonies (belonging, naming, weddings, funerals). We will identify some important symbols for Muslims and find out who Muhammad and Allah are.</p> <p>End point Know that Muslims are people who practice Islam. Explain that the Qur'an is the holy book of Islam and that they worship in a Mosque. Name Allah and Muhammad as the two most important figures for Muslims.</p>	<p>Christianity</p> <p>Enquiry: <i>Why is Jesus special to Christians? Is he alive today?</i></p> <p>We will find out why Easter is important to Christians by learning about events from Palm Sunday through to Easter Sunday. We will talk about the Christian belief that Jesus was resurrected, and begin to understand why this is such an important part of the Christian faith, exploring why Christians believe he is alive today. We will explore the idea that Jesus is the Messiah, and what it means to a Christian to be saved.</p> <p>End point Recall the main events from the Easter story, giving reasons why Easter is an important festival for Christians. Explain in simple terms why Jesus is seen as a Saviour to Christians.</p>	<p>Cross-Religious</p> <p>Enquiry: <i>Who do I think God is?</i></p> <p>We will learn about stories in the Bible that describe what God is like for Christians, Jews and Muslims:</p> <ul style="list-style-type: none"> The Creation story – God as creator who cares for all people (Christianity and Judaism) The story of the Lost Sheep – God as a shepherd who goes after those who are lost (Christianity) The story of Abraham – sacrifice and the covenant (promises) with God – an example of faith (Christianity and Islam) <p>We will have time to reflect on who we think God is and what, if anything, they mean to us.</p> <p>End point I can talk about a story from the Bible that describes what God is like for Christians, Jews and Muslims. I can use my learning to talk about who I think God is.</p>	

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<p>Year 3</p> 	<p>Christianity Enquiry: <i>How do Christians use the Bible to help them with their lives?</i> We will explore what a sacred text is and why they are important to people of faith. We will discuss what is in the Bible and who wrote it. We will discuss how to find particular verses in the Bible. We will look in detail at the moral guidance and inspiration in what are considered to be the two most important commandments (Matthew 22:36-40, to “love the Lord thy God with all thy heart” and “love thy neighbour as thyself”), as well as the importance of the words in the Lord’s Prayer, and love and forgiveness stories such as The Good Samaritan and The Prodigal Son (retrieval from Y2).</p> <p>End point To explain how the Bible is used by Christians for guidance, devotion and inspiration.</p>	<p>Hinduism Enquiry: <i>What does it mean to be a Hindu?</i> We will learn about things that are important to Hindus: one God (Brahman) but he takes many forms; not one sacred book, but a collection of ancient texts (compare to Christianity/Bible and Islam/Qur’an); where do they worship (variety of places, including the home); important ceremonies (belonging, naming – compare with Christianity and Islam) and festivals (Diwali). We will identify some important symbols for Hindus, and find out who Brahman is, learning about the Trimurti - his three main forms.</p> <p>End points To identify key Hindu Dharma symbols and explain their meaning. To describe some forms of worship for Hindus. To compare and contrast Hindu ways of welcoming a child with Christianity and Islam. To suggest reasons why Hindus celebrate Diwali.</p>	<p>Islam Enquiry: <i>How and why are Muhammad and Allah important to Muslims?</i> We will build on our learning from Year 2 to find out who Allah is to Muslims. We will learn about some of the 99 names that Muslims use to describe him. We will build on our learning in Year 2 to find out more about Muhammad and his role as a prophet. We will learn about what happened to Muhammad on the ‘Night of Power’ and understand why this is important to Muslims.</p> <p>End point Explain how Muslims describe Allah (eg 99 names) Know that Muslims believe Muhammad to be a ‘messenger of God’. Recall some key facts about the story of the Night of Power</p>	<p>Judaism Enquiry: <i>What does it mean to be a Jew?</i> We will learn about things that are important to Jews, comparing what we know with previous learning about Christianity, Islam and Hinduism: one God (Yahweh, but traditionally Jewish people call God, HaShem (literally ‘the Name’)); sacred text – the Tanakh, the Torah being the first section; we will find out what happens in a synagogue; We will learn about why Moses is so important – Pesach (Passover) – make cross-religious reference here: Moses is also an important prophet in Christianity and Islam)</p> <p>End points Know that Jews are people who practice Judaism. Describe and explain why the Torah is important to Jews and how Jews show respect for the Torah. Explain some of the things that happen in a synagogue. Explain why Pesach (Passover) and the story of the Jews Exodus is so important to Jewish people.</p>	<p>Cross-Religious Enquiry: <i>What is an angel?</i> We will learn about angels as spiritual beings who serve God (in Christianity, Judaism and Islam) – we will find out about some their many roles, including being an intermediary between God and humans. We will learn about the role they have in Christianity and how they are represented in religious works of art. We will learn about what Islam teaches about angels. We will reflect on how society today views angels.</p> <p>End point Explain some of the roles of angels across Christianity, Judaism and Islam. Share personal thoughts and ideas about angels in society today.</p>

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<p>Year 4</p> 	<p>Cross-Religious Enquiry: <i>How is light used in religion?</i> We will explore how light is used in</p> <ul style="list-style-type: none"> - Hindu festivals - Jewish festivals - Christian festivals - rites of passage and religious services <p>We will understand the significance of light and why it is used as a symbol in many different religions.</p> <p>End point Summarise the importance of light in religion – how and why it is used in so many festivals and celebrations, and what it symbolises.</p>		<p>Islam Enquiry: <i>How do Muslims worship?</i> We will revise understanding of Islam – Allah and his 99 names, Muhammad and the Night of Power. We will learn about a mosque in more detail and be able to identify some of the features and artefacts that can be found there. We will explore some of the practices surrounding Islamic worship, including preparations for prayer and how respect is shown for the Qur’an.</p> <p>End point Recognise the features of a mosque building and identify some of the artefacts that might be found there, demonstrating how they explain Muslim key beliefs. Explain how Muslims prepare to pray, and how this helps them focus on God.</p>	<p>Judaism Enquiry: <i>What do Jews believe about God?</i> We will learn that, for Jewish people, God is one. We will learn about the Mezuzah. We will find out about God’s covenant (promise) with Abraham and therefore all Jewish people. We will learn that Jews believe God created the world and is eternal and actively involved in world affairs. We will compare the Jewish belief that their Messiah has not yet come, but will do one day, to the Christian belief of Jesus as Saviour (retrieval from Y2).</p> <p>End points Give three examples of how Jewish people view God. Explain the importance of the Covenant for Jews.</p>	<p>Christianity Enquiry: <i>How is Jesus portrayed in art from around the world?</i> We will explore how pictures of Jesus from around the world show a personal relationship with Christians. We will find out about rosary beads, and why some Christians like to have a personal image of Jesus. We will look at what the Gospels tell us about Jesus as a person (<i>healing the sick, feeding the hungry, performing miracles</i>) and find works of art that reflect this. We will also look at works of art that show Jesus as ‘The Good Shepherd’ and ‘The Light of the World’. We will reflect on how we might use what we know to portray Jesus in art.</p> <p>End points Explain how different works of art reflect Jesus’ importance to Christians around the world.</p>	<p>Humanism Enquiry: <i>What does it mean to be a Humanist?</i> We will find out what Humanists believe, and think about how this compares to following a faith. We will learn about the special ways that Humanists celebrate in their lives.</p> <p>End point Explain how being a Humanist differs from following a religious faith. Explain how Humanist ceremonies acknowledge the importance of relationships with others.</p> <p><i>Humanists believe that people can live good lives without following a traditional religion or holy book, and that they have the responsibility to give meaning to their own lives. Humanists value reason, science, and community, and they believe in treating others with respect. They also believe that human flourishing depends on open communication, discussion and consensus.</i></p>

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<p>Year 5</p> 	<p>Judaism Enquiry: <i>How do Jews show faith through practices and celebrations?</i> We will learn about Shabbat and how it is celebrated. We will learn about the festivals of Sukkot (building on Pesach from Y3) and Hanukkah and understand why these are so important to Jews.</p> <p>End point To describe three ways in which Jews celebrate. Explain why at least one Jewish festival is important.</p>	<p>Hinduism Enquiry: <i>How do Hindus view God and how do they worship?</i> Y3 retrieval: Brahman and the Trimurti, as well as how and where Hindus worship. We will learn about the stories behind the festivals of Diwali and Holi, and understand why these festivals are important to Hindus. We will explore some of the core Hindu beliefs, such as reincarnation, Karma, vegetarianism and caring for the environment.</p> <p>End points To describe how and suggest why many Hindus celebrate Diwali and Holi, and explain the significance of the stories behind the festivals. Explain the Hindu Dharma idea of Karma and how actions have consequences. Analyse and evaluate Hindu Dharma beliefs about reincarnation, vegetarianism and caring for the environment.</p>	<p>Islam Enquiry: <i>Why are the Five Pillars important to Muslims?</i> We will learn the names of the Five Pillars of Islam. We will learn about each of the pillars in turn, understanding why that pillar is important to Muslims and how it helps to build a global Islamic community (the 'Ummah').</p> <p>End point Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable most Muslims to have peace with God.</p>	<p>Christianity Enquiry: <i>What are some of the similarities and differences within Christianity locally and globally?</i> We will find all the Christian places of worship in Macclesfield, and learn about what is the same and what is different about them. We will compare worship in one of these churches to worship in a similar church in another country. We will find out how local Christian communities celebrate Easter and compare this to how Easter is celebrated around the world. We will find out how St George, the Patron Saint of England, is remembered around the world.</p> <p>End point Explain one similarity and one difference between Christian places of worship in Macclesfield, and in another country. Explain why St George is important in countries other than just England.</p>	<p>Cross-Religious Enquiry: <i>What do different religions have to say about world poverty and charity?</i> We will investigate what is meant by world poverty, and find out which charities are trying to address this. We will learn about what some of the major world religions, and non-religious followers, believe about poverty and charity: - Christianity - Judaism - Islam - Hinduism - Humanism We will consider what we can do as individuals and as a school community to address the issue of world poverty. (Links to Children's Rights, Global Goals, advocacy, fundraising etc)</p> <p>End point To explain how different religions and beliefs view poverty and charity. To reflect on how they can become active members of the school and wider community to address issues of world poverty (eg fundraising, raising awareness, reducing personal waste/food waste)</p>	

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<p>Year 6</p> 	<p>Humanism Enquiry: <i>How do Humanists believe we can all lead good lives?</i> We will revise our knowledge and understanding from Year 4 by thinking about what it means to be a Humanist. We will reflect on Humanist views of happiness, and we will learn about the Happy Human symbol and what it says about the Humanist view of life. We will learn about the Golden Rule of ‘treat others as you would like to be treated yourself’, and how this helps Humanists to live a good life. <i>SEE DISCOVERY RE PDF DOCUMENT FOR INFO AND PLANNING</i></p> <p>End point Explain how the Golden Rule helps Humanists themselves as well as those around them. Create their own symbol to reflect empathy, kindness and thoughtfulness; present and explain their symbol to others.</p>	<p>Christianity Enquiry: <i>What is the Kingdom of God and what do Christians believe about the afterlife?</i> We will learn what the Kingdom of God means to Christians here on Earth, and find out ways that Christians live their lives to advance this Kingdom on Earth. We will read the Parable of the Mustard Seed and understand what this tells us about the growth of the Kingdom of God. We will learn about the Christian belief of being ‘born again’ and how this allows you to enter the Kingdom of God. We will learn about the Parable of the Pearl of Great Price and how it relates to the value of the Kingdom of Heaven.</p> <p>End point Explain how Christians seek to advance the Kingdom of God on Earth. Explain how Christianity teaches that the afterlife is a spiritual existence in Heaven that begins after death.</p>	<p>Judaism Enquiry: <i>How do Jews demonstrate their faith through their communities?</i> We will revise the importance of Pesach (Y3), Sukkot and Hanukkah (both Y5) and explore how Jewish communities are united through these festivals. We will learn how the Torah provides rules for Jews to follow in their lives (eg Kosher) and use our prior learning to compare this with Christian, Muslim and Hindu guidance, devotion and inspiration. We will find out what happens during the life journey of a Jew – naming ceremony, Bar and Bat Mitzvah, wedding and death.</p> <p>End point Explain how Jewish festivals unite them as a people. Explain the key events in a Jew’s life and suggest why they are important.</p>	<p>Islam Enquiry: <i>How is the Muslim faith expressed through family life?</i> We will learn about the month of Ramadan, some of the practices followed during this time, and how Eid al-Fitr is the festival marking the end of Ramadan. We will learn about Hajj, and how Eid al-Adha is a festival celebrating the end of the pilgrimage. We will learn why some Muslims wear particular dress and how this is related to Muslim culture. We will learn about how modern Muslims follow their faith today (<i>interview Shabnam, Nasrin, any of our Muslim parents?</i>)</p> <p>End point Explain some of the practices involved in the festivals of Eid al-Fitr and Eid al-Adha, giving reasons for their significance for Muslims. Give three examples of how a Muslim follows their faith in their everyday life.</p>	<p>Cross-Religious Enquiry: <i>What does it mean to live in a religiously diverse world?</i> We will reflect on our learning of some of the major world religions and non-religious beliefs (Humanism) to understand what is meant by religious diversity. We will consider religious diversity in the context of our own identities and our understanding of stereotypes, thinking carefully about what we can do about discrimination. Considering the Humanist Golden Rule of ‘treat others as you would like to be treated yourself’, we will think about how this is the same and how it is different across Christianity, Judaism, Islam and Hinduism. We will investigate the religious diversity of Ash Grove and look at ways that this can be celebrated (festivals, in assemblies, food, inviting parents into school etc). (Links to Children’s Rights, British Values, advocacy etc)</p> <p>End point To reflect on their own beliefs or religion, thinking about their place in a religiously diverse community and wider world. To explain how their everyday actions reflect their own beliefs or religion, and how these actions can have a positive impact on themselves and others.</p>