

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3 Hinduism Christianity	<b>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</b> Practices and ways of life / forms of expressing meaning / identity, diversity and belonging Learning about the story of Diwali and the importance of Diwali to Hindu children.	<b>Has Christmas lost its meaning?</b> Beliefs, teachings & sources / Meaning, purpose and truth Reflecting on the significance and meaning of Christmas, including the symbols associated with the Celebration.	<b>Could Jesus heal people? Were these miracles or is there some other explanation?</b> Beliefs, teachings & sources / Meaning, purpose and truth Learning about the significance of miracles in the Christian faith.	<b>What is good about Good Friday?</b> Forms of expressing opinions / Meaning, purpose and truth Exploring the idea of 'saving the day' and reflecting on why people of Christian faith believe Jesus died.	<b>How can Brahman be everywhere and in everything?</b> Beliefs, teachings & sources / Meaning, purpose and truth Learning about the importance of Brahman, Ganesha and Lakshmi to people of Hindu faith.	<b>Would visiting the River Ganges feel special to a non-Hindu?</b> Forms of expressing opinions / Values and commitments Exploring the significance of the River Ganges to people of Hindu faith, and how water plays an important part in the lives of other people.
Year 4 Judaism Christianity Buddhism	<b>How special is the relationship Jews have with God?</b> Beliefs, teachings and sources / Meaning, purpose and truth / Values and commitment Learning to understand the special relationship between Jews and God and the promises they make to each other.	<b>What is the most significant part of the Christmas story?</b> Forms of expressing opinions / Meaning, purpose and truth Learning about the most significant symbology associate with Christmas, and why the Christingle is an important part of the Festival.	<b>How important is it for Jewish people to do what God asks them to do?</b> Practices and ways of life / Meaning, purpose and truth Learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	<b>Is forgiveness always possible for Christians?</b> Beliefs, teachings & sources / Meaning, purpose and truth Exploring the ideas of forgiveness and salvation as told by the teachings of Jesus.	<b>What is the best way for a Jew to show commitment to God?</b> Practices and ways of life / Forms of expressing meaning / Values and commitment Learning to understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.	<b>Is it possible for everyone to be happy?</b> Practices and ways of life / Values and commitments Exploring the conditions that can lead to a sense of contentment and fulfilment in life, and what Buddhists believe is important.
Year 5 Sikhism Christianity Buddhism	<b>How far would a Sikh go for their religion?</b> Symbolism / Making decisions To understand the foundation of the Sikh faith, including sacrifice and commitment	<b>Is the Christmas story true?</b> Beliefs, teachings & sources / Meaning, purpose and truth To explore the Christmas story with a critical eye on the details of the story.	<b>Are Sikh stories important today?</b> Beliefs, teachings and sources / Forms of expressing meaning / Values and commitments Learning to understand the relevance of Sikh stories today.  <b>**How could Humanists lead good lives?</b> Practices and ways of life Learning about how people with Humanist views live within our communities, and to reflect on personal aspirations and goals as a member of society.	<b>How significant is it for Christians to believe God intended Jesus to die?</b> Beliefs, teachings & sources / Meaning, purpose and truth Exploring the ideas of incarnation and resurrection to people of Christian faith through the lens of the Easter story.	<b>What is the best way for a Sikh to show commitment to God (Waheguru)?</b> Identity, diversity and belonging / Practices and ways of life Exploring how a Sikh worships and shows their commitment to God.	<b>Could the Buddha's teachings make the world a better place?</b> Beliefs, teachings and sources / Values and commitment Exploring how Buddhist teaching emphasises the importance of leading a good life.
Year 6 Islam Christianity	<b>What is the best way for a Muslim to show commitment to God?</b> Practices and ways of life / Values and commitments Learning about significant elements of the Muslim faith.	<b>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</b> Beliefs, teachings & sources / Meaning, purpose and truth To explore what Christmas means as an individual, and how the Christmas story is central to the Christian faith.	<b>Is anything ever eternal?</b> Beliefs, teachings & sources / Meaning, purpose and truth Exploring the concept of Christian beliefs about what choices people should make during their lives to enter Heaven, and what Heaven means.	<b>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</b> Practices and ways of life / Identify, diversity & belonging / Values and commitments Exploring the way that the Christian faith has developed, and how people of Christian faith are treated in different places across the world.	<b>Does belief in Akhirah (life after death) help Muslims lead good lives?</b> Beliefs, teachings & sources / Identify, diversity & belonging Exploring how Muslim people are taught how leading a good life leads to a place in the afterlife, including the significance of Akhirah.	<b>Does belief in Akhirah (life after death) help Muslims lead good lives?</b> Beliefs, teachings & sources / Meaning, purpose and truth Exploring the concept of Jihad to people of Muslim faith and how people of all faiths and none can develop a positive vision for the world that they live in.  <b>This unit could be replaced by independent study project – investigating a chosen religion.</b>

Text in purple is the unit's big question

Text in violet are the Disciplinary Knowledge Areas covered within the unit.

Text in black is a short summary of the substantive knowledge and concepts that are developed within the unit.

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