

Autumn – Cycle A – KS1

Autumn 1: Christianity–Harvest

Living - 1.7 What does it mean to belong to a faith community?

Key Vocab: Bible, charity, Christian, creation, grateful, harvest, hymns, miracle, share, thankful, worship.

| | Learning Aim | Skills/ Knowledge |
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| Lesson 1 | Memorable Experience: Making Crumble. | Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. |
| Lesson 2 | Develop- Wonderful world | Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. |
| Lesson 3 | Develop- Songs of thanks and praise | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| Lesson 4 | Develop- Power of thank you | Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them. |
| Lesson 5 | Develop- The marvellous picnic | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. |
| Lesson 6 | Innovate- Thinking about sharing | Recognise the importance of friendship and that there are different ways of making friends. |
| Lesson 7 | Express- Favourite foods | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 8 | Express- Church Visit | Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art, or poetry. |

Autumn 2: Islam- Milad un Nabi
Believing- 1.2 Who is a Muslim and what do they believe?

Key Vocab: Allah, Arabic, beliefs, calligraphy, honest, Mecca, Muhammad, prophet, Saudi Arabia, trustworthy

| | Learning Aim | Skills/ Knowledge |
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| Lesson 1 | Memorable Experience: Birthday celebrations | Listen to other people and play and work cooperatively. |
| Lesson 2 | Develop- Saudi Arabia | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 3 | Develop- The birth of Muhammad | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. |
| Lesson 4 | Develop- Al-Amin | Find out about questions of right and wrong and begin to express their ideas and opinions in response. |
| Lesson 5 | Develop- Why is Muhammad so special? | Notice and respond sensitively to some similarities between different religions and world views. |
| Lesson 6 | Innovate- Thinking about leadership | Find out about and respond with ideas to examples of cooperation between people who are different. |
| Lesson 7 | Express- Followers of Muhammad today | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 8 | Express- Respecting other people's beliefs | Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art, or poetry. |

Spring – Cycle A – KS1

Spring 1: Hinduism- Diwali

Expressing- 1.6 How and why do we celebrate special and sacred times?

Key Vocab : arti, barfi, demon, dhal, diva lamps, Lakshmi's footsteps, mandir, mehndi, murti, puja, rangoli

| | Learning Aim | Skills/ Knowledge |
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| Lesson 1 | Memorable Experience: Making Diva lamps | Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them. |
| Lesson 2 | Develop- Hindu mandir visit | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 3 | Develop- New beginnings | Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art, or poetry. |
| Lesson 4 | Develop- Good Versus Evil: The story of Diwali | Find out about questions of right and wrong and begin to express their ideas and opinions in response. |
| Lesson 5 | Develop- A warm welcome | Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. |
| Lesson 6 | Innovate- Exploring good luck | Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them. |
| Lesson 7 | Express- Let's celebrate | Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them. |
| Lesson 8 | Express- Comparisons | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |

Spring 2: Sikhism – Naam Karan

Living- 1.8 How should we care for others and the world, and why does it matter?

Key Vocab: amrit, chauri, Granthi, Gurdwara, Guru Granth Sahib, Kaur, Mool Mantra, Punjabi, Sikh, Singh

| | Learning Aim | Skills/ Knowledge |
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| Lesson 1 | Memorable Experience: Nursery role play | Identify special people, what makes them special and how they should be treated. |
| Lesson 2 | Develop- New babies | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 3 | Develop- What's in a name? | Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. |
| Lesson 4 | Develop- The Guru Granth Sahib | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| Lesson 5 | Develop- Families | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| Lesson 6 | Innovate- Exploring family | It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively. |
| Lesson 7 | Express- Older and wiser | Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry |
| Lesson 8 | Express- Persona dolls | Find out about and respond with ideas to examples of cooperation between people who are different. |

Summer – Cycle A – KS1

Summer 1: Judaism- Purim

Believing - 1.3 Who is Jewish and what do they believe?

Key Vocab: celebration, Esther, gragger, Haman, King Ahasuerus, Mishloach Manot, mitzvah, Mordecai, Purim

| | Learning Aim | Skills/ Knowledge |
|----------|---------------------------------------|--|
| Lesson 1 | Memorable Experience: Make some noise | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. |
| Lesson 2 | Develop- Special clothes | Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. |
| Lesson 3 | Develop- Esther | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| Lesson 4 | Develop- Retelling a Story | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. |
| Lesson 5 | Develop- Mishloach Manot | Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. |
| Lesson 6 | Innovate- Thinking about gifts | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| Lesson 7 | Express- Purim party | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 8 | Express- Faith stories | Find out about questions of right and wrong and begin to express their ideas and opinions in response. |

Summer 2: Buddhism – Esala Perahera

Living- 1.7 What does it mean to belong to a faith community?

Key Vocab : architecture, belief, Buddha, Buddhist, casket, celebration, festival, memories, mundras, offerings, perahera, procession, relic, religion, sacred, Sri Lanka, statues, stupa, temple

| | Learning Aim | Skills/ Knowledge |
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| Lesson 1 | Memorable Experience: Imaginary trip to Sri Lanka (zoom trip?) | I Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 2 | Develop- Who was Buddha? | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. |
| Lesson 3 | Develop- Relics | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| Lesson 4 | Develop- Temple of the Tooth | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 5 | Develop- Sacred places | Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. |
| Lesson 6 | Innovate- Exploring remembering and memories | Learn how to listen to other people and play and work cooperatively. |
| Lesson 7 | Express- Celebrating | Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them. |
| Lesson 8 | Express- Special procession | Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art, or poetry. |

Autumn – Cycle B – KS1

| Autumn 1: Judaism - Hanukkah | | |
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| Living - 1.7 What does it mean to belong to a faith community? | | |
| Key Vocab: dreidel, gelt, Hanukkah, kosher, latke, menorah, Shamash candle | | |
| | Learning Aim | Skills/ Knowledge |
| Lesson 1 | Memorable Experience: Lighting the candles | Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. |
| Lesson 2 | Develop- Story of Hanukkah | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. |
| Lesson 3 | Develop- Menorah | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| Lesson 4 | Develop- Dreidel | Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. |
| Lesson 5 | Develop- Hanukkah traditions | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 6 | Innovate- Exploring miracles | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. |
| Lesson 7 | Express- Right or wrong? | Find out about questions of right and wrong and begin to express their ideas and opinions in response. |
| Lesson 8 | Express- Light the lights | Notice and respond sensitively to some similarities between different religions and world views. |

Autumn 2: Christianity – Christmas

Believing- 1.2 Who is a Christian and what do they believe?

Key Vocab: Advent, angel, candle, card, carol, celebration, Christian, Christingle, gift, Jesus, joy, message, nativity, prayers, stable, star, traditions, wreath

| | Learning Aim | Skills/ Knowledge |
|----------|--------------------------------------|--|
| Lesson 1 | Memorable Experience: New baby visit | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 2 | Develop- Advent wreath | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| Lesson 3 | Develop- Nativity | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. |
| Lesson 4 | Develop- The gifts | Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. |
| Lesson 5 | Develop- Celebrations | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 6 | Innovate- Exploring joy | Discuss good and not so good feelings and develop simple strategies for managing feelings. |
| Lesson 7 | Express- Christmas cards | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| Lesson 8 | Express- Christingle | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |

Spring – Cycle B – KS1

Spring 1: Buddhism – Losar

Living- 1.7 What does it mean to belong to a faith community?

Key Vocab: auspicious symbols, Cham dancing, chants, chemar bo, compassion, generosity, Guthuk soup, karma, khapse, khata scarf, Losar, loving-kindness, luck, Mahayana Buddhism, mantras, merit-making, monasteries, New Year resolution, offerings, sentient, shrine, Songkran, Theravada Buddhism, Tibet, Tibetan, Tibetan prayer flags, tormas

| | Learning Aim | Skills/ Knowledge |
|----------|--------------------------------------|---|
| Lesson 1 | Memorable Experience: New Year party | Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class. |
| Lesson 2 | Develop- Making a fresh start | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come |
| Lesson 3 | Develop- Good luck | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| Lesson 4 | Develop- Tibetan prayer flags | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 5 | Develop- Offerings | Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. |
| Lesson 6 | Innovate- Thinking about the future | People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships. |
| Lesson 7 | Express- Dancing | Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. |
| Lesson 8 | Express- Celebrations | Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. |

| <p style="text-align: center;">Spring 2: Hinduism- Navrati</p> <p style="text-align: center;">Expressing- 1.6 How and why do we celebrate special and sacred times?</p> | | |
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| <p style="text-align: center;">Key Vocab: dandiya, diva lamp, fast, garba, God, goddesses, gods, Kum Kum powder, mantra, prasad, prayer, puja, puja thalis, sari</p> | | |
| | Learning Aim | Skills/ Knowledge |
| Lesson 1 | Memorable Experience: Growing from seed | Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. |
| Lesson 2 | Develop- What is God like? | Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. |
| Lesson 3 | Develop- Story of Durga | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. |
| Lesson 4 | Develop- Special clothing | Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. |
| Lesson 5 | Develop- Puja sets | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| Lesson 6 | Innovate- Thinking about celebrations | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 7 | Express- Quiet time | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 8 | Express- Durga, the mother goddess | Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. |

Summer – Cycle B – KS1

Summer 1: Sikhism – Anand Karaj

Living- 1.8 How should we care for others and the world, and why does it matter?

Key Vocab: aisle, Anand Karaj, best man, bhangra, bride, bridesmaid, cake, celebration, churas, church, cloth, family, food, gifts, Granthi, groom, guests, Gurdwara, Guru Granth Sahib, hymns, kaleera, Karah Parshad, Lavan, mehndi, pageboy, promise, reception, register, register office, rings, romalla, vow, wedding, wedding car, witnesses

| | Learning Aim | Skills/ Knowledge |
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| Lesson 1 | Memorable Experience: Marriage and weddings | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| Lesson 2 | Develop- Why are weddings special? | Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. |
| Lesson 3 | Develop- Making promises | Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. |
| Lesson 4 | Develop- Sikh weddings | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 5 | Develop- Working as one | Find out about and respond with ideas to examples of cooperation between people who are different. |
| Lesson 6 | Innovate- Exploring love | Discuss good and not so good feelings and develop simple strategies for managing feelings. |
| Lesson 7 | Express- Invitation | Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| Lesson 8 | Express- Weddings from different faiths | Notice and respond sensitively to some similarities between different religions and world views. |

Summer 2: Islam – Jumu’ah

Living- 1.7 What does it mean to belong to a faith community?

Key Vocab: ablutions area, adhan, dome, headscarf, Imam, Jumu’ah, mihrab, minaret, minbar, mosque, muezzin, prayer, prayer hall, prayer mat, Qibla compass, worship, worshippers

| | Learning Aim | Skills/ Knowledge |
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| Lesson 1 | Memorable Experience: Friday prayers | Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class. |
| Lesson 2 | Develop- Bilal | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. |
| Lesson 3 | Develop- Prayer | Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities. |
| Lesson 4 | Develop- Why do Muslims visit the mosque during Jumu’ah? | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| Lesson 5 | Develop- Sacred places | Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities. |
| Lesson 6 | Innovate- Exploring worship | Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities. |
| Lesson 7 | Express- Visiting their mosque | Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. |
| Lesson 8 | Express- Other special times | Notice and respond sensitively to some similarities between different religions and world views. |