

Trinity St Mary's C of E VA Primary School – Religious Education whole school detailed curriculum – 2025/26

Theology	Philosophy	Human/Social Science
<p><b>Thinking through believing</b></p> <p>This discipline focuses on asking questions that believers would ask. It requires our pupils to think like theologians, or to look at concepts through a theological lens. Our pupils will explore questions and answers that arise from inside religions and worldviews.</p>	<p><b>Thinking through thinking</b></p> <p>This discipline focuses on asking questions that thinkers would ask. It requires our pupils to think like philosophers, or to look at concepts through a philosophical lens. Our pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.</p>	<p><b>Thinking through living</b></p> <p>This discipline focuses on asking questions that people who study lived reality or phenomena would ask (people who have gained knowledge through direct, first hand involvement) It requires our pupils to think like human and social scientists, or to look at concepts through a human/social lens. Our pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.</p>

	Theology focus	Philosophy focus	Human/Social Science focus
<p>Disciplinary Focus from Essex Syllabus in <b>EYFS</b></p>	<ul style="list-style-type: none"> <li>• Recognise simple religious beliefs or teachings.</li> <li>• Talk about some aspects of a religious or belief story.</li> <li>• Introduce key theological vocabulary such as 'God'.</li> <li>• Recreate religious and belief stories through small world play.</li> <li>• Talk about sacred texts</li> </ul>	<p>Raise puzzling and interesting questions about religious and belief stories.</p> <ul style="list-style-type: none"> <li>• Raise puzzling and interesting questions about the world around them.</li> <li>• Talk about what concerns them about different ways in which people behave.</li> <li>• Say what matters to them or is of value.</li> <li>• Use their senses to investigate religion and belief.</li> </ul>	<p>Identify simple features of religious life and practice in a family context</p> <ul style="list-style-type: none"> <li>• Recognise a number of religious words.</li> <li>• Know where some religious worldviews originated</li> <li>• Name some religious symbols</li> <li>• Name some religious artefacts.</li> <li>• Talk about religious events that they see or hear about e.g. festivals, ceremonies</li> <li>• Talk about what people wear because of their beliefs</li> <li>• Visit a local place of worship.</li> </ul>

	<u>Line of questioning:</u> <ul style="list-style-type: none"> <li>• What does this religious word mean? How do we say this religious word?</li> <li>• What is this religious story about? Why might people tell this story?</li> <li>• What does the word 'God' mean?</li> <li>• What is a belief</li> <li>• Why is this sacred book important?</li> </ul>		<u>Line of questioning:</u> <ul style="list-style-type: none"> <li>• What puzzles you?</li> <li>• Is it real?</li> <li>• What is right? What is wrong? What is 'good'?</li> <li>• What do we mean by true?</li> </ul>		<ul style="list-style-type: none"> <li>• Talk to someone who holds a particular religious or non-religious belief</li> </ul> <u>Line of questioning:</u> <ul style="list-style-type: none"> <li>• How do people celebrate?</li> <li>• What might people use this artefact for?</li> <li>• What ceremonies and festivals have you taken part in?</li> <li>• What happens in [place of worship]?</li> <li>• What do these symbols mean?</li> </ul>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>I am special</b> Being special in my own family. Being special as part of God's family.  <b>Creation</b>	How does a celebration bring a community together?   <b>Incarnation</b>	<b>Bible Stories</b> Why is the Bible important to Christians? What do stories from the bible teach us?  <b>Bible Stories</b> Joseph and his coloured coat, Noah, David and Goliath, Jonah	Why does Easter matter to Christians?   <b>Salvation</b>	<b>Other Faiths and Festivals</b> Where do different religions go to worship? (Places of worship around the world)  <b>Pentecost</b>	<b>Other Faiths and Festivals</b> Ramadan Diwali Holi Vesak – Buddha Day
Focus/topic from Understanding Christianity including aspect e.g. <b>Introduction</b>	<b>Creation</b> In the beginning, God created the universe (Genesis 1:1-2:4 ISV)  <b>(core)</b>	<b>Incarnation</b> Recognise that is part of the 'Big Story' of the Bible. Tell the story of the birth of	Tell <b>stories from the Bible</b> and recognise a link with a concept: for example, the idea of 'good	<b>Salvation</b> Palm Sunday: Matthew 21:1–11 • Jesus' arrest, death and burial: Matthew 26:47–56; 27:15–66 •	<b>Pentecost</b> Acts of the Apostles (Acts 2:1–31) Crucifixion, Resurrection, and Ascension of Jesus Christ	Make links between behaviour and beliefs. Identify the values of other faiths and their special place of worship.

<p><b>Core Digging Deeper</b></p>	<p>Why is the word God so important to Christians?</p> <p><b>(Digging deeper)</b> How can we care for this wonderful world?</p> <p>God is ‘the Father almighty, the Creator of heaven and earth’, who created the world from nothing. God is eternal and has no beginning and end.</p> <ul style="list-style-type: none"> <li>• God’s creation is awesome – full of beauty, design, variety and a sense of purpose. The natural world points to God its Creator and calls humans to praise him.</li> <li>• ‘The Earth is the Lord’s and everything in it.’ God is King of the universe, above all else. His name should be respected and hallowed (kept holy)</li> </ul>	<p>Jesus and recognise the link with Incarnation — Jesus is ‘God on Earth’</p> <p><b>(core)</b> Why do Christians perform Nativity plays at Christmas?</p> <p><b>(Digging deeper)</b> What makes every single person unique and precious?</p> <ul style="list-style-type: none"> <li>• God came to earth as Jesus Christ. He is called the ‘Son of God’, born of the Virgin Mary and fathered by God by the power of the Holy Spirit. Jesus was ‘God in the flesh’, i.e. ‘incarnate’, a real human being and a historical person</li> <li>• People are God’s treasured possessions,</li> </ul>	<p>news’ links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. Describe how Christians show their beliefs: for example, showing forgiveness, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in</p>	<p>Jesus’ resurrection: Matthew 28:1–15</p> <ul style="list-style-type: none"> <li>• Easter morning in the garden</li> </ul> <p><b>(core)</b> Why do Christians put a cross in an Easter garden?</p> <p><b>(Digging deeper)</b> How can we help others when they need it?</p> <p>The world is not perfect; its pain and suffering is not what God intended. The world needs to be put right and people can make a new start with God as King. Christians pray ‘your kingdom come, your will be done’.</p> <ul style="list-style-type: none"> <li>• The world has been spoilt by sin. ‘Sin’ means deliberate wrongdoing, and also</li> </ul>	<p><b>(core)</b> How and why do Christians commemorate the descent of the Holy Spirit?</p> <p><b>(Digging deeper)</b> Represents the beginning of the Christian Church. Understanding that God now dwells within the community of Jesus followers.</p> <ul style="list-style-type: none"> <li>• The Holy Spirit is with us and available to us.</li> <li>• God comes to us in many different ways. Christians experience of God is both personal and communal.</li> </ul>	<p>Question values tie into world today and compare / contrast different religions.</p>
-----------------------------------	--	--	--	---	---	---

	<ul style="list-style-type: none"> <li>• Humans are part of God's creation. Each person is known by God and has a place and purpose in the universe; each has been created to 'know God and enjoy him forever'.</li> <li>• Humans are called to be caretakers of God's wonderful world; we are responsible as God's co-workers for preserving what God says is 'good'</li> <li>• Humans are made in God's image. We can create and be creative like our Maker, but God is the true 'giver of life'. We should give thanks to God for his good gifts; at Harvest, for example.</li> </ul>	<p>each known even before they were born. Christians should work to end neglect and poverty – anything which devalues one of God's creatures.</p> <ul style="list-style-type: none"> <li>• Jesus shows what God is like: the Bible says he is the image of the invisible God (Colossians 1:15). People heard and saw and felt God through him. He made God real to those who met him.</li> <li>• All humans are made in 'God's image', but the image is spoilt by things we do wrong. Jesus embodies what humans should be like, a bit like re-drawing what has been spoilt.</li> <li>• Every human is precious to God, known and loved by</li> </ul>	<p>their church communities and their own lives. Think, talk and ask questions about whether Bible stories matters to anyone other than Christians.</p>	<p>failure to do the right thing. All humanity sins and falls short of God's standards; no one is perfect.</p> <ul style="list-style-type: none"> <li>• The Bible tells the story of salvation, of how Jesus came to earth on a rescue mission. Jesus' name means 'he saves'. Jesus said he came to 'seek and save the lost', and he helped all he met.</li> <li>• The cross is a reminder of Jesus' death, and that putting things right can be costly. Christians say Jesus died to save everyone, to pay the price of sin in our world and reunite humans with God</li> <li>• Christians ask God to forgive their sins in Jesus' name. They pray for help to live the</li> </ul>	<p>. Each person of the Trinity leads to the other.</p> <p>. Before Pentecost, the apostles were fearful and unsure about their future, but after they were filled with the Holy Spirit they became bold, confident and empowered to carry out the work of Christ. Christians believe that this transformation is a powerful reminder that the Holy Spirit can transform us as well.</p>	
--	--	---	---	---	--	--

		<p>God. We are created to 'know God and enjoy him forever'. He does not want us to be lost; he wants to welcome us into his presence.</p> <ul style="list-style-type: none"> <li>• Jesus came as 'Emmanuel' (God with us). He wants his followers to be like him and show (incarnate) God's love to the world. His followers can be God's hands and feet in the world..</li> </ul>		<p>right way. They pray for people in need. They tell others about Jesus the Saviour and what he has done.</p> <ul style="list-style-type: none"> <li>• Christians should be committed to 'rescuing' or 'saving' others. Jesus said, 'Love your neighbour'; they must not 'walk by' those in need. Christians say we should help to bring in the Kingdom of God.</li> </ul>		
L.O. / EOY expectations covered	<p>EYFS Understanding the World – People, Cultures and Communities:</p> <p>L.O. I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>L.O. I know some similarities and</p>	<p>EYFS Understanding the World – People, Cultures and Communities:</p> <p>L.O. I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>L.O. I know some similarities and</p>	<p>EYFS Understanding the World – People, Cultures and Communities:</p> <p>L.O. I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>L.O. I know some similarities and differences between</p>	<p>EYFS Understanding the World – People, Cultures and Communities:</p> <p>L.O. I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>L.O. I know some similarities and differences between</p>	<p>EYFS Understanding the World – People, Cultures and Communities:</p> <p>L.O. I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>L.O. I know some similarities and</p>	<p>EYFS Understanding the World – People, Cultures and Communities:</p> <p>L.O. I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>L.O. I know some similarities and</p>

	<p>differences between different religious and cultural communities in this country, drawing on my own experience and what has been read in class.</p> <p>LO: I can understand what it means to belong to Christianity community</p> <p>LO: I can understand what it means to Christians to be part of a religious family.</p> <p>LO: I can understand how celebrations bring people together</p> <p>LO: I can explore why Christians feel closer to Jesus in a church building.</p> <p>LO: I can understand why people have</p>	<p>differences between different religious and cultural communities in this country, drawing on my own experience and what has been read in class.</p> <p>LO: I can understand why Christians believe in the “good news”</p> <p>LO: I can understand Christians believe that Jesus brought “friendship, forgiveness and peace to earth.</p> <p>LO: I can understand that Jesus teaches Christians everyone is loved.</p> <p>LO: I can understand the story of the birth of Jesus brought people together</p>	<p>different religious and cultural communities in this country, drawing on my own experience and what has been read in class.</p>	<p>different religious and cultural communities in this country, drawing on my own experience and what has been read in class. LO: I can understand why Easter matters to Christians</p> <p>LO: I can question what I might learn from the Easter story</p> <p>LO: I can understand why the cross is important Symbol to so many Christians</p> <p>LO: I can learn from the story of “Good Friday” and what it means to Christians</p> <p>LO: I can explore what the different symbols of the Easter story mean</p>	<p>differences between different religious and cultural communities in this country, drawing on my own experience and what has been read in class.</p>	<p>differences between different religious and cultural communities in this country, drawing on my own experience and what has been read in class.</p>
--	--	--	--	---	--	--

	<p>different views about creation</p> <p>LO: I can retell the story of Genesis 2.1 (creation). LO: I can understand how Christians believe the big idea was formed.</p> <p>LO: I can question how the universe came to be.</p> <p>LO: I can show thanks during Harvest season.</p> <p>LO: I can say what the Creation story tells Christians about God, Creation and the world.</p>	<p>LO: I can understand why certain symbols important to Christians at Christmas time.</p> <p>LO: I can understand why Christmas is a special time for Christians</p>				
Key Vocabulary Focus	<ul style="list-style-type: none"> <li>• Christian</li> <li>• God</li> <li>• Creator</li> <li>• Bible</li> <li>• Beginning</li> <li>• Old Testament</li> <li>• Special</li> <li>• Precious</li> <li>• Unique</li> </ul>	<ul style="list-style-type: none"> <li>• Christian</li> <li>• Christmas</li> <li>• Jesus</li> <li>• Angel Gabriel</li> <li>• Mary, Joseph, innkeeper, shepherds, wise men</li> <li>• Advent</li> </ul>	<ul style="list-style-type: none"> <li>• Son of God</li> <li>• Human</li> <li>• Christian</li> <li>• Bible</li> <li>• Temple</li> <li>• Special</li> <li>• Jesus</li> <li>• Parable</li> <li>• Miracle</li> </ul>	<ul style="list-style-type: none"> <li>• Christian</li> <li>• Easter</li> <li>• Good Friday</li> <li>• Palm Sunday</li> <li>• Disciple</li> <li>• Betrayal</li> <li>• Last Supper</li> <li>• Garden of Gethsemane</li> </ul>	<ul style="list-style-type: none"> <li>• Pentecost</li> <li>• Ascension</li> <li>• Foreign language</li> <li>• Disciples</li> <li>• Fire/flames</li> <li>• Resurrection</li> <li>• Jesus</li> <li>• Jerusalem</li> </ul>	<ul style="list-style-type: none"> <li>• Festivals</li> <li>• Belief</li> <li>• Diwali</li> <li>• Light and dark</li> <li>• Holi</li> <li>• Festival of Colour</li> <li>• Veska</li> </ul>

	<ul style="list-style-type: none"> <li>Care</li> <li>Love</li> <li>Thankfulness</li> <li>Harvest</li> <li>Harvest celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Wreath</li> <li>Candle</li> <li>Good news</li> <li>Special</li> <li>Festival</li> <li>Celebrate</li> <li>Joy</li> <li>Peace</li> <li>Incarnation</li> <li>Love</li> <li>Trust</li> <li>Community</li> <li>Faith</li> </ul>	<ul style="list-style-type: none"> <li>Heal</li> <li>Commandment</li> <li>Noah</li> <li>Old Testament</li> <li>Ark</li> <li>Promise</li> <li>Covenant</li> <li>Grace</li> <li>Hope</li> <li>Joseph</li> <li>David</li> <li>Goliath</li> <li>Faith</li> <li>Forgiveness</li> <li>Right the wrong</li> </ul>	<ul style="list-style-type: none"> <li>Cross</li> <li>Crucifixion</li> <li>Sacrifice</li> <li>Prayer</li> <li>Tomb</li> <li>Risen</li> <li>Festival</li> <li>Celebrate</li> </ul>	<ul style="list-style-type: none"> <li>Wind</li> <li>Holy</li> <li>Holy Spirit</li> <li>Prayers</li> <li>Faith</li> </ul>	<ul style="list-style-type: none"> <li>Hindu</li> <li>Muslim</li> <li>Fasting</li> <li>Prayer</li> <li>Holy Qur'an</li> <li>Prophet Mahammad</li> <li>Holy Book</li> </ul>
--	---	---	--	---	---	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus/topic from Essex Syllabus including aspect e.g. <b>Theology</b> <b>Philosophy</b>	What do my senses tell me about religion? (Creation – Christianity)	How does a celebration bring a community together? (Incarnation)	Who is Jesus? How does he influence our lives and others? (good news, gospel)	Why does Easter matter to Christians? (Salvation)	Where do different religions go to worship? (Places of worship around the world)	Where do different religions go to worship? (Places of worship around the world)

Human/Social Science					Question ways of reasoning with Humanism.	
<p>Focus/topic from Understanding Christianity including aspect e.g. <b>Introduction</b> <b>Core</b> <b>Digging</b> <b>Deeper</b></p>	<p>Retell the story of creation from <b>Genesis</b> 1:1–2:3 simply. Say what the story tells Christians about God, creation and the world. Give at least two examples of what Christians do to look after the world for God. Think, talk and ask questions about living in an amazing world.</p>	<p>Recognise that <b>Incarnation</b> is part of the 'Big Story' of the Bible. Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p>	<p>Tell <b>stories from the Bible</b> and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. Describe how Christians show their beliefs: for example, thanking God in prayer. Give at least two examples of ways in which Christians use</p>	<p>Recognise that <b>Incarnation and Salvation</b> are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p>	<p>Understand where Jewish people worship and question why a synagogue important to Jewish people. Question where Sikh's worship and make links between behaviour and belief. Question ways of reasoning with Humanism.</p>	<p>Recognise the temple important place for Hindu's. Make links between behaviour and beliefs. Understand the mosque important place for Islam's. Identify the values of Buddhists and their special place of worship. Question values tie into world today and compare / contrast different religions.</p>

			<p>Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.</p> <p>Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas</p>	<p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>		
L.O. / EOY expectations covered	<p>LO: I can understand why people have different views about creation</p> <p>LO: I can retell the story of Genesis 2.1 (creation).</p> <p>LO: I can understand how Christians believe the big idea was formed.</p> <p>LO: I can question how the universe came to be.</p> <p>LO: I can show thanks during Harvest season.</p>	<p>LO: I can understand how celebrations bring people together</p> <p>LO: I can understand what it means to belong to Christianity community</p> <p>LO: I can understand what it means to Christians to be part of a religious family.</p> <p>LO: I can understand the story of the birth of Jesus brought people together</p>	<p>LO: I can understand why Christians believe in the "good news"</p> <p>LO: I can understand Christians believe that Jesus brought "friendship, forgiveness and peace to earth.</p> <p>LO: I can learn from the story of the "good Samaritan" as one of Jesus teachings.</p>	<p>LO: I can understand why Easter matters to Christians</p> <p>LO: I can question what I might learn from the Easter story</p> <p>LO: I can understand why the cross is important</p>		

	LO: I can say what the Creation story tells Christians about God, Creation and the world.	LO: I can understand why certain symbols important to Christians at Christmas time.  LO: I can understand why Christmas is a special time for Christians	LO: I can understand that Jesus teaches Christians everyone is loved.  LO: I can explore why Christians feel closer to Jesus in a church building. LO: I can understand why Christians think of God as the one who matters most and why Jesus good news.	Symbol to so many Christians LO: I can learn from the story of "Good Friday" and what it means to Christians LO: I can explore what the different symbols of the Easter story mean		
Key Vocabulary Focus	Creation, God, Jesus, earth, people, animals, objects, the world in seven days, belief, growth, taking care, thanks, grateful, I wonder? What if? Harvest festival, impact, universe.	Incarnation, Christmas, birth of Jesus, special time for Christians, celebration, love, trust, kindness, listening, belong, community, Mary, Joseph, three wise men, Gabriel, impact, faith.	Gospel, good news, good Samaritan, lost sheep, friendship, peace, love, reflection, calm, teachings, parable, helping others, spreading love, followers.	Palm Sunday Last Supper Good Friday Easter Sunday Holy Week Cross Tomb Resurrection Jesus Mary Magdalene Disciples Holy Communion	Jewish, Synagogue, values, faiths, views, Sikh's, Gurdwara, artefacts, Humanism, senses, special places, religion, how did the universe come to be?	How did the universe come to be? Islamic, Hindu's, Buddhists, values, respect, places of worship, temple, mosque, animals, people, Ramadan, Prayer hall.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus/topic from Essex Syllabus including aspect e.g. <b>Theology</b> <b>Philosophy</b> <b>Human/Social Science</b>	<b>Theology</b> <b>Why is light an important symbol for Christians, Jews, and Hindus?</b>	<b>Theology</b> <b>What does the Nativity story teach Christians about Jesus?</b>	<b>Human/Social Science</b> <b>How do Muslims belong to their faith family</b>	<b>Human/Social Science</b> <b>How do Christians belong to their faith family?</b>	<b>Human/Social Science</b> <b>How do Jewish people celebrate Passover?</b>	<b>Human/Social Science</b> <b>How do Buddhists belong to their faith family?</b>
					<b>Philosophy</b> <b>Why do people have different views about the idea of God?</b>	<b>Philosophy</b> <b>Why do people have different views about the idea of God?</b>
Focus/topic from Understanding Christianity including aspect e.g. <b>Introduction</b> <b>Core</b> <b>Digging Deeper</b>	<b>Understanding Christianity - Creation</b>  <b>Digging Deeper</b> <b>Who made the World?</b>	<b>Understanding Christianity - Incarnation</b>  <b>Digging Deeper</b> <b>Why does Christmas matter to Christians?</b>	<b>Islam - Understanding Islamic identity and community</b>  How do the beliefs and practices in Islam shape the identities and values of Muslims?  How do these elements contribute to their roles within society?	<b>Understanding Christianity - Salvation</b>  <b>Digging Deeper</b> <b>Why does Easter matter to Christians?</b>	<b>Judaism – Understanding Jewish identity and community.</b>  How do the beliefs and practices in Judaism shape the identities and values of Jews?  How do these elements contribute to their roles within society?	<b>Buddhism - Understanding Buddhist identify and community.</b>  How do the beliefs and practices in Buddhism shape the identities and values of Buddhists?  How do these elements contribute to their roles within society?

<p>L.O. / EOY expectations covered</p>	<p>L.O. I can explain why light is an important symbol for Christians.</p> <p>L.O. I can explain why light is an important symbol for Jews.</p> <p>L.O. I can explain why light is an important symbol for Hindus.</p> <p>LO: I can compare the Jewish festival of Sukkot to the Christian festival of harvest.</p> <p>LO: I can explain what the creation story tells Christians about God, creation, and the world.</p> <p>LO: I can explain what Christians do to look after the world for God.</p> <p>LO: I can reflect on my own beliefs and think, talk, and ask questions</p>	<p>LO: I can retell the story of the birth of Jesus and recognise its link with Incarnation.</p> <p>LO: I can understand why Christmas is important to Christians.</p> <p>LO: I can explore what different symbols represent in churches at Christmas.</p> <p>L.O: I can explain the concept of the Holy Trinity and its role in the Christmas story.</p> <p>LO: I can explain how Christians use the nativity story in churches and at home.</p> <p>LO: I can connect the symbolism of the Christingle to the Christmas story and its themes.</p>	<p>LO: I can understand what the five pillars of Islam are and how they shape the lives of Muslims.</p> <p>LO: I can explore the features of a mosque and understand its importance to the Muslim community.</p> <p>LO: I can find out about the Qur'an and explain why it is significant to Muslims.</p> <p>LO: I can explore who Allah is and learn about the life and importance of Prophet Muhammad (pbuh).</p> <p>LO: I can explain the significance of Ramadan and Eid and how they are celebrated by Muslims.</p>	<p>L.O. I can explain the concept of salvation in Christianity and its significance to Christians.</p> <p>LO: I can explain the importance of forgiveness in Christianity.</p> <p>LO: I can retell the Easter story and understand its connection to salvation and forgiveness.</p> <p>LO: I can identify and explain the different symbols associated with Easter and their meanings.</p> <p>LO: I can explain how Christians show their beliefs about Jesus as a saviour in their everyday lives.</p>	<p>LO: I can explain what Jews believe about God.</p> <p>LO: I can identify how Jews care for their community and support one another.</p> <p>LO: I can explain the significance of Shabbat and its practices.</p> <p>LO: I can explain the significance of Passover and its key traditions.</p> <p>LO: I can explore why people have different views about the concept of God. (Focus on comparison of Judaism and Christianity)</p>	<p>LO: I can recount the story of Siddhartha Gautama and his journey to becoming the Buddha.</p> <p>LO: I can explain the concepts of Karma and Dharma in Buddhism.</p> <p>LO: I can understand how Buddhists show care within their community through the Sangha.</p> <p>LO: I can explain the concept of Nirvana and its significance in Buddhism.</p> <p>LO: I can explore some key symbols in Buddhism and their meanings.</p> <p>LO: I can understand the importance of worship and</p>
--	--	--	--	---	---	--

	about living in an amazing world.	LO: I can reflect and think, talk, and ask questions about the Christmas story.	LO: I can understand the importance of Salah (prayer) in Islam and compare it with Christian practices.	LO: I can think, talk, and ask questions about the concept of salvation and its relevance to me.		meditation in Buddhism. LO: I can explain the concepts of Samsara and Anitya.
Key Vocabulary Focus	<p>Symbol</p> <p>Light of the world</p> <p>Hanukkah</p> <p>Miracle of the oil</p> <p>Light over darkness</p> <p>Diwali</p> <p>Guidance</p> <p>Hope</p> <p>Love</p> <p>Community</p> <p>World</p> <p>Genesis</p> <p>Creation</p>	<p>Jesus</p> <p>Christian</p> <p>Christmas</p> <p>Advent</p> <p>Nativity</p> <p>Incarnation</p> <p>Mary and Joseph</p> <p>Bethlehem</p> <p>Manger</p> <p>Angel</p> <p>Shepherds</p> <p>Wise Men</p> <p>Angel Gabriel</p>	<p>Islam</p> <p>Muslim</p> <p>Five Pillars</p> <p>Shahada</p> <p>Salah</p> <p>Zakat</p> <p>Sawm</p> <p>Haji</p> <p>Allah</p> <p>Muhammad (pbuh)</p> <p>Prophet</p> <p>Mosque</p> <p>Qur'an</p>	<p>Christianity</p> <p>Salvation</p> <p>Forgiveness</p> <p>Easter</p> <p>Cross</p> <p>Resurrection</p> <p>Saviour</p> <p>Symbols</p> <p>Love</p> <p>Last supper</p> <p>Holy Communion</p> <p>Passover</p> <p>Sacrifice</p>	<p>Judaism</p> <p>Celebration</p> <p>Remembering</p> <p>Passover</p> <p>Seder</p> <p>Exodus</p> <p>Freedom</p> <p>Community</p> <p>God</p> <p>Tradition</p> <p>Shabbat (Sabbath)</p> <p>Rest</p> <p>Prayer</p>	<p>Buddhism</p> <p>Siddhartha Gautama</p> <p>Buddha</p> <p>Karma</p> <p>Dharma</p> <p>Sangha</p> <p>Nirvana</p> <p>Samsara</p> <p>Anitya</p> <p>(impermanence)</p> <p>Meditation</p> <p>Symbols</p> <p>Enlightenment</p>

	Rest Sukkot Harvest Thankfulness Gratitude	Holy Trinity God the Father God the Son God the Holy Spirit Christingle Light of the world Emmanuel (God with us) Joy Love Hope Blood of Christ Peace God in the flesh	Community Ramadan Eid al-Fitr Faith Belief Worship Charity Spirituality Fasting Prayer Ethics Identify Arabic Geometric Pattern Jibril Wudu Prayer Mat Respect	Baptism New life	Havdalah Mitzvot Torah Synagogue Tikkun Olam tzedakah Identity Respect Culture	Compassion Mindfulness Four Noble Truths Temple
--	--	--	--	---------------------	--	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus/topic from Essex Syllabus including aspect e.g. <b>Theology</b>	<b>Creation/Fall</b> How do people express commitment to a religion/ worldview in different ways?	<b>Incarnation</b> What is the Trinity?	<b>Hinduism</b> Worshipping in the home: Puja and Divali focus What do Hindu's believe about God?	<b>Salvation</b> What is philosophy? How do people make moral decisions?	<b>Islam</b> Muhammad and the Qur'an What difference does being a Muslim make to daily life?	<b>Kingdom of God</b> How do/have religious groups contribute to society and culture?

<b>Philosophy</b> <b>Human/Social</b> <b>Science</b>	<b>Harvest Festival</b>					
Focus/topic from Understanding Christianity including aspect e.g. <b>Introduction</b> <b>Core</b> <b>Digging Deeper</b>	<b>Creation/Fall</b>  (Core and Digging Deeper)	<b>Incarnation/God</b>  (Core digging deeper)	<b>Gospel</b>  (Digging Deeper)  <b>People of God</b> (Core and Digging Deeper)	<b>Salvation</b>  (Core and Digging Deeper)	<b>Islam</b>  <b>Expressing their beliefs</b>	<b>Kingdom of God</b>  (Core and Digging Deeper)
L.O. / EOY expectations covered	L.O: I can learn about the creation story.  L.O: I can learn about the harvest festival in different cultures.  L.O: I can understand why Christians say sorry and the links it has with the Creation Story.  L.O: I can understand the link between the	L.O: I can describe how Christians show their beliefs about God the Trinity in the way they live.  LO: I can understand how Christians contribute to society. LO: I can understand what we can learn incarnation story.  LO: I can identify how Christians commit to a religion or worldview.	<b>Gospel</b> L.O: I can make connections between bible stories and what Christians believe about being the People of God.  L.O: I can understand how the People of God trust him.  L.O: I can understand how	<b>Salvation</b> L.O I can decide if a reason or argument based on a religion or belief makes sense and is expressed clearly.  L.O I can use more than one reason to support my view.  LO: I can see the effect of the salvation story.	LO: I can understand what a difference being a Muslim makes to a daily life.  LO: I can learn how Muslims contribute to society. LO: I can identify what different expressions of the Muslim tradition.  LO: I can understand how Muslims express	<b>Kingdom of God</b> LO: I can explore what the Lord's Prayer means to Christians  LO: I can understand how Christians looking after themselves and their neighbours.  LO: I can recognise resurrection to Pentecost.

	<p>Creation Story and how humans act today.</p> <p>L.O. I can develop awareness of different sources of authority and how they link with beliefs.</p> <p>L.O. I can identify different types of writing and give an example of how a believer might interpret a source of authority</p>	<p>LO: I can recognise what the holy trinity means to Christians.</p> <p>LO: I can understand what difference being a Christian in society makes to the world</p>	<p>following God can make a difference.</p> <p><b><u>Hinduism</u></b></p> <p>LO: I can understand what Hindu's believe about their God.</p> <p>LO: I can identify how events in history shape the belief of Hinduism.</p> <p>LO: I can understand how Hindu's talk about their God.</p>	<p><b><u>Salvation – Philosophy</u></b></p> <p>LO: I can tell the difference between knowing and believing.</p> <p>LO: I can identify how Christians respond to issues of poverty and justice.</p> <p>LO: I can give my opinion about what kind of world we should live in.</p>	<p>their religious beliefs in modern Britain.</p> <p>LO: How do Muslims contribute to local community.</p> <p>LO: I can learn the effect Muslims have on the world.</p>	<p><b><u>Kingdom of God – theology</u></b></p> <p>LO: I can understand what Christians learn from the Kingdom of God.</p> <p>LO: I can understand how events in history shape the beliefs of the Kingdom of God.</p> <p>LO: I can identify the diversity of belief within Christians.</p>
Key Vocabulary Focus	<ul style="list-style-type: none"> <li>• Christian</li> <li>• The Bible</li> <li>• The Old/New Testament</li> <li>• Concepts: God, creation, the fall, people of God, incarnation,</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas</li> <li>• Bible</li> <li>• Old Testament</li> <li>• New Testament</li> <li>• Prophet and prophecy</li> <li>• Message/messenger</li> <li>• Foretell</li> <li>• John the Baptist</li> <li>• Prepare</li> </ul>	<ul style="list-style-type: none"> <li>• Hinduism</li> <li>• Ahimsa</li> <li>• Arti</li> <li>• Deity</li> <li>• Dharma</li> <li>• Karma</li> <li>• Mandir</li> <li>• Pilgrimage</li> </ul>	<ul style="list-style-type: none"> <li>• Salvation</li> <li>• Ascension</li> <li>• Betrayal</li> <li>• Denial</li> <li>• Crucifixion</li> <li>• Disciple</li> <li>• Forgiveness</li> <li>• Redemption</li> <li>• Resurrection</li> <li>• Good Friday</li> </ul>	<ul style="list-style-type: none"> <li>• Islam</li> <li>• Muslim</li> <li>• Allah</li> <li>• Muhammad (PBUH)</li> <li>• Prophet</li> <li>• The Five pillars of Islam: The Shahadah,</li> </ul>	<ul style="list-style-type: none"> <li>• Christian</li> <li>• Faith</li> <li>• Belief</li> <li>• Humility</li> <li>• Kindness</li> <li>• Generosity</li> <li>• Faithful</li> <li>• Practice</li> <li>• Role model</li> <li>• Guide</li> </ul>

	<p>Gospel, Salvation, Kingdom of God</p> <ul style="list-style-type: none"> <li>• Christian life</li> <li>• The Apostles' Creed</li> <li>• Chapter</li> <li>• Verse</li> </ul>	<ul style="list-style-type: none"> <li>• Advent</li> <li>• Epiphany</li> <li>• Gift</li> <li>• Gold, frankincense and myrrh</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Sacrifice</li> <li>• Crucifixion</li> <li>• resurrection</li> <li>• Holy Week</li> <li>• Maundy Thursday</li> <li>• Palm Sunday</li> <li>• Forgiveness</li> <li>• Betrayal</li> <li>• Disciples</li> <li>• Holy Trinity</li> <li>• God the Father</li> <li>• God the Son</li> <li>• God the Holy Spirit</li> <li>• People of God</li> <li>• Abraham</li> <li>• Trust</li> <li>• Bible</li> </ul>	<p>Salah Sawm, Zakat, Hajj,</p> <ul style="list-style-type: none"> <li>• Ramadan</li> <li>• Mecca</li> <li>• Prayer mat</li> <li>• Commitment</li> </ul>	
--	--	---	--	---	--	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus/topic from Essex Syllabus including aspect e.g.	<p><b>Creation</b></p> <p><b>Adam and Eve</b></p>	<p><b>Judaism</b></p>	<p><b>Gospel</b></p>	<p><b>Salvation</b></p>	<p><b>Buddhism and Hinduism and Islam</b></p> <p>How do religious groups contribute to</p>	<p><b>Kingdom of God</b></p>

<b>Theology</b> <b>Philosophy</b> <b>Human/Social</b> <b>Science</b>	<b>Harvest Festival</b>				society and culture across the world?	<b>What kind of King was Jesus</b>
					<b>Buddhism and Hinduism and Islam</b> How do religious groups contribute to society and culture across the world?	
Focus/topic from Understanding Christianity including aspect e.g. <b>Introduction</b> <b>Core</b> <b>Digging Deeper</b>	<b>Creation</b>  (Core and Digging Deeper)	<b>Incarnation</b>	<b>Gospel</b>  (Digging Deeper)  <b>People of God</b> (Core and Digging Deeper)	<b>Salvation</b>  (Core and Digging Deeper)	<b>Buddhism and Hinduism and Islam</b>	<b>Kingdom of God</b>  (Core and Digging Deeper)
L.O. / EOY expectations covered	L.O: I can learn about the creation story.  L.O: I can learn about the harvest festival in different cultures.  L.O: I can understand how Adam and Eve's actions impact life today.	L.O: I can recognise different Jewish symbols- Menorah  L.O: I can recognise different Jewish symbols- the Mezuzah  L.O: I can recognise different Jewish clothes	L.O: I can describe how Christians show their beliefs about God the Trinity in the way they live.  L.O: I can make connections between bible stories and what Christians believe about being the People of God.	L.O: I can understand the 'big story' of the Bible  L.O: I can understand what Christians mean when they say Jesus' death was a sacrifice  L.O: I can understand the link between	B: L.O: I can understand Buddhists perspectives on moral issues ( <i>karma</i> )  B: L.O: I can understand the different types of festivals and meditation	L.O: I can understand what kind of King Jesus was.  L.O: I can understand what it means by the Kingdom of God ( <i>e.g. not a geographical territory</i> )

	<p>L.O: I can understand why Christians say sorry and the links it has with the Creation Story.</p> <p>L.O: I can understand the link between the Creation Story and how humans act today.</p>	<p>L.O: I can recognise different Jewish symbols-Hamsa</p> <p>L.O: I can recognise different Jewish symbols-the star of David</p>	<p>L.O: I can understand how the People of God trust him.</p> <p>L.O: I can understand the importance of the story of Abraham</p> <p>L.O: I can understand how following God can make a difference.</p>	<p>Jesus' sacrifice and salvation</p> <p>L.O: I can understand the connection between bible stories and the salvation (Isaiah 53, John 19)</p>	<p>undertaken in the Buddhist religion</p> <p>H: L.O: I can understand the importance of Sanatan Dharma</p> <p>H: L.O: I can understand the moral and values expressed in Hindu stories</p> <p>I: L.O: I can understand the customs and practices within Islam religion</p> <p>I: L.O: I can recognise the importance of other religious festivals (<i>Ramadan, Eid</i>)</p>	<p>L.O: I can make connections between Biblical texts and the Kingdom of God (<i>parables/Lords prayer</i>)</p> <p>L.O: I can understand the connection between the Kingdom of God and how Christians put their beliefs into practice</p> <p>L.O: I can understand and reflect on how Jesus/God wanted the world the be (<i>reflection on the human race and if we are leading the life that was set out for us</i>)</p>
Key Vocabulary Focus	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• Creation</li> <li>• Adam and Eve</li> </ul>	<ul style="list-style-type: none"> <li>• Nativity</li> <li>• Sacred</li> <li>• Narrative</li> <li>• Secular</li> </ul>	<ul style="list-style-type: none"> <li>• Good Friday</li> <li>• Sacrifice</li> <li>• Crucifixion</li> <li>• resurrection</li> </ul>	<ul style="list-style-type: none"> <li>• Sacrifice</li> <li>• Salvation</li> <li>• Isaiah 53</li> <li>• John 19</li> </ul>	<ul style="list-style-type: none"> <li>• Hinduism</li> <li>• Buddhism</li> <li>• Islam</li> <li>• Festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Kingdom of God</li> <li>• God/Jesus</li> <li>• Heaven</li> </ul>

	<ul style="list-style-type: none"> <li>• The Fall</li> <li>• Genesis</li> <li>• Temptation</li> <li>• Forgiveness</li> <li>• Bible</li> <li>• Christian</li> <li>• Miracles</li> <li>• Jesus/God</li> <li>• Bible</li> <li>• Gospels</li> <li>• Healing</li> <li>• Faith</li> <li>• Hope</li> <li>• Resurrection</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas carol</li> <li>• Judaism</li> <li>• Menorah</li> <li>• Mezuzah</li> <li>• Tallith</li> <li>• Tefillin</li> <li>• Kippah</li> <li>• Hamsa</li> <li>• Star of David</li> <li>• Commandments</li> </ul>	<ul style="list-style-type: none"> <li>• Holy Week</li> <li>• Maundy Thursday</li> <li>• Palm Sunday</li> <li>• Forgiveness</li> <li>• Betrayal</li> <li>• Disciples</li> <li>• Holy Trinity</li> <li>• God the Father</li> <li>• God the Son</li> <li>• God the Holy Spirit</li> <li>• People of God</li> <li>• Abraham</li> <li>• Trust</li> <li>• Bible</li> <li>• Hope</li> </ul>	<ul style="list-style-type: none"> <li>• Messiah</li> <li>• Holy communion</li> <li>• Lords supper</li> <li>• People of God</li> <li>• Bible</li> <li>• Jesus/God</li> <li>• Gospel</li> <li>• New Testament</li> <li>• Old Testament</li> <li>• Good Friday</li> <li>• Maundy Thursday</li> <li>• Easter Sunday</li> </ul>	<ul style="list-style-type: none"> <li>• Religions</li> <li>• Views</li> <li>• Experiences</li> <li>• Christianity</li> <li>• God/Jesus</li> <li>• Karma</li> <li>• Ramadan</li> <li>• Eid</li> <li>• Sanatan Dharma</li> <li>• Life after death</li> <li>• Heaven</li> <li>• Moral</li> </ul>	<ul style="list-style-type: none"> <li>• Parables</li> <li>• King</li> <li>• Earth</li> <li>• Beliefs</li> <li>• Lord's prayer</li> <li>• Church</li> <li>• Forgiveness</li> <li>• Trust</li> <li>• Big Story</li> <li>• Gospel</li> </ul>
--	---	---	---	---	--	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	----------	----------	----------	----------	----------	----------

Focus/topic from Essex Syllabus including aspect e.g.

**Theology**  
**Philosophy**  
**Human/Social Science**

**God:**  
 How do we know what we know?

**Creation:** What does creation mean to different religions?

**People of God:**  
 Does religion bring peace, conflict or both?

**Hinduism:**  
 What can we learn about the world from Hindu philosophers?

**Islam**  
 Why is Makkah important for Muslims?  
 Why is the Ka'bah sacred?  
 What is Hajj?

**Sikhism**  
 Explain about Guru Nanak, the Guru Granth Sahib and the importance of Five Ks and the turban.

**Kingdom of God:**  
 How have expressions of the Kingdom of God changed over time?

**Other faiths –**  
 Buddhism and Judaism:  
 Why are religions so diverse?

**Creation:**  
 What are different views on creation?

**Incarnation:**  
 Why do Christians believe Jesus is God on Earth?

**Gospel:**  
 How do Christians live in a Christian community?

**Salvation:**  
 How do we know what we know?

<p>Focus/topic from Understanding Christianity including aspect e.g.</p> <p><b>Introduction</b></p> <p><b>Core</b></p> <p><b>Digging Deeper</b></p>	<p><b>God:</b> Core/Digging Deeper What does it mean if God is loving and holy?</p> <p><b>Creation:</b> Core/Digging Deeper Creation and science: conflicting or complimentary?</p>	<p><b>Creation</b> Core/Digging Deeper: Creation and science: conflicting or complimentary?</p> <p><b>Incarnation:</b> Was Jesus the Messiah?</p>	<p><b>People of God</b> Core/Digging Deeper How can following God bring freedom and justice?</p> <p><b>Gospel</b> What would Jesus do?</p>	<p><b>Hinduism:</b> What are the religious practices of Hinduism?</p> <p><b>Islam:</b> Pilgrimage</p> <p><b>Salvation:</b> What did Jesus do to save human beings?</p>	<p><b>Sikhism:</b> What are the religious practices of Sikhs?</p>	<p><b>Kingdom of God:</b> What kind of king was Jesus?</p> <p><b>Other faiths –</b> Buddhism and Judaism</p>
---	---	---	--	--	---	--

<p>L.O. / EOY expectations covered</p>	<p>LO: I can explain Christian beliefs of what God is like.</p> <p>LO: I can show my understanding of how the 10 commandments guide Christians in their everyday lives (argue for and against).</p> <p>LO: To be able to explain why the problem of evil is used by some people to argue against God's existence</p> <p>LO: I can explain how Harvest festival differs around the world.</p> <p>LO: I can explain why we need to show gratitude and celebrate Harvest.</p>	<p>LO: I can explain what the Fall means to Christians.</p> <p>LO: I can compare the creation stories of the Abrahamic religions.</p> <p>LO: I can explain the Sikh beliefs about creation.</p> <p>LO: I can retell the Advent story, explaining the true meaning of Christmas to Christians.</p> <p>LO: I can explain how Christmas is celebrated around the world.</p> <p>LO: I can explain the meaning and importance of Christingle.</p>	<p>LO: I can understand and explain God's promise to his people.</p> <p>LO: I can argue for and against: Does religion bring peace, conflict, or both?</p> <p>LO: I can describe how following God can bring freedom and justice to Christians.</p> <p>LO: I can explain differing views of freedom and justice.</p> <p>LO: I can use passages from the bible to make moral decisions for Christians.</p>	<p>LO: I can critically evaluate the philosophical teachings of Hinduism and discuss how they shape Hindu views.</p> <p>LO: I can analyse the historical and spiritual significance of Makkah in Islam, and explain how it influences the daily lives of Muslims.</p> <p>LO: I can investigate the origins of the Ka'bah and explore its symbolism in Islam.</p> <p>LO: I can explore the rituals of Hajj, evaluating how each part of the pilgrimage reflects core Islamic beliefs.</p> <p>LO: I can examine key religious practices in Hinduism, analysing how rituals, festivals, and daily worship express Hindu beliefs about gods,</p>	<p>LO: I can explore the life and teachings of Guru Nanak, understanding his role in founding Sikhism and shaping its core beliefs.</p> <p>LO: I can explain the significance of the Guru Granth Sahib and how it is treated as the eternal Guru in Sikh worship and daily life.</p> <p>LO: I can identify and analyse the importance of the Five Ks, explaining how each one reflects key Sikh values and principles.</p> <p>LO: I can understand the cultural and religious significance of the Sikh turban and its role in identity and faith.</p> <p>LO: I can examine the religious practices of Sikhs, including prayer, service, and</p>	<p>LO: I can explore how the concept of the Kingdom of God has evolved over time and understand its various expressions in different Christian traditions.</p> <p>LO: I can investigate the diversity of religious beliefs and practices across different faiths, including Buddhism and Judaism.</p> <p>LO: I can analyse the role of Jesus as a king within the Christian understanding of the Kingdom of God, considering how his kingship differs from traditional ideas of monarchy.</p> <p>LO: I can compare the key beliefs and practices of Buddhism and Judaism, understanding how they contribute to the</p>
--	--	--	---	--	---	--

	<p>LO: I can retell the Judeo-Christian story of Creation.</p> <p>LO: I can explain the different Christian views on creations.</p>		<p>LO: I can retell the story of Moses in a timeline and explain the significance.</p>	<p>karma, and the cycle of life.</p> <p>LO: I can investigate the concept of knowledge in religious and philosophical contexts.</p> <p>LO: I can analyse Christian beliefs about the life, death, and resurrection of Jesus.</p>	<p>community work, and how these practices reflect Sikh beliefs.</p> <p>LO: I can explore how Sikh values, such as equality and service to others, are expressed through religious and community practices.</p>	<p>diversity within world religions.</p> <p>LO: I can examine historical and cultural factors that have influenced the development and expression of the Kingdom of God in Christian teachings.</p> <p>LO: I can reflect on the nature of religious diversity and how different religions, including Buddhism and Judaism, answer fundamental questions about life, purpose, and faith.</p>
Key Vocabulary Focus	<p>Christianity</p> <p>God</p> <p>Jesus</p> <p>Bible</p> <p>Hope</p> <p>Commandments</p> <p>Holy Trinity</p> <p>Omnibenevolent</p> <p>Omniscient</p> <p>Omnipotent</p>	<p>Buddhism</p> <p>Judaism</p> <p>Sikhism</p> <p>Nativity</p> <p>Narrative</p> <p>Religious</p>	<p>Religious</p> <p>Secular</p> <p>Message</p> <p>Gospel- good news</p> <p>Narrative</p> <p>Moses</p> <p>God's People</p> <p>Prayers</p> <p>Faith</p> <p>Holy</p>	<p>Atman</p> <p>Karma</p> <p>Moksha</p> <p>Brahman</p> <p>Makkah</p> <p>Ka'bah</p> <p>Hajj</p> <p>Pilgrimage</p> <p>Prophet Muhammad</p> <p>Qur'an</p> <p>Salvation</p>	<p>Guru Nanak</p> <p>Guru Granth Sahib</p> <p>Five Ks</p> <p>Kesh</p> <p>Kara</p> <p>Kirpan</p> <p>Kachera</p> <p>Kangha</p> <p>Turban</p> <p>Gurdwara</p> <p>Seva</p>	<p>Kingdom of God</p> <p>Jesus</p> <p>Monarchy</p> <p>Messiah</p> <p>Parables</p> <p>Buddhism</p> <p>Judaism</p> <p>Dharma</p> <p>Torah</p> <p>Synagogue</p> <p>Enlightenment</p>

	Gospel – good news Old and New Testament Chapter and verse		Chosen People	Jesus Resurrection Dharma Samsara	Langar Waheguru Khalsa Equality	Faith Diversity Teachings Spirituality
Areas for development across the class	To write down and record their work in as much depth as they do in class discussions.	Using key vocabulary more fluently and discussing the wider world more.	Moving onto the challenge questions, digging deeper into the philosophy of the people of god.	To develop deeper critical thinking skills by exploring religious concepts in greater depth, showing more reflective discussions on how beliefs shape individual and community practices.	Exploring the historical and cultural contexts of the Kingdom of God to better understand how its interpretations have evolved and influenced various Christian practices over time.	Enhance their understanding of religious diversity by engaging in comparative studies that highlight the similarities and differences among the beliefs, practices, and historical contexts of various faiths.