Severne Primary School

RE Curriculum map – overview of dispositions and curriculum content

Years 1 - 6

Cluster: Developing Community Disposition: Creating Inclusion, Identity and Belonging		
Year 1 Term: Autumn 1 (Autumn weeks 1-4)	Year 4 Term: Spring 1 (Spring weeks 4-6)	Year 6 Term: Autumn 2 (Autumn weeks 10-12)
Lesson 1 Key Question: How do you know you belong? What do Humanists and people from different religious traditions do when a baby is born to show they belong? Children discuss the groups they belong to and things they have in common. They will watch a video of a humanist naming ceremony and discuss why someone might have a celebration or ceremony to name a new baby.	Lesson 1 Key Question: How do we show we belong? What do Jewish people do to show that they belong? Children create a spider diagram of groups they belong to, then look at how items of dress show this to outside observers, along with rules of behaviour and responsibility attached to wearing these things.	Lesson 1 Key Question: How can names show belonging and identity? The children will explore the ceremony of giving a name to a Sikh baby and the tradition of boys being given the name 'Singh' and girls the name 'Kaur'. They will examine the importance of language to Rastafaris and whether a name helps to define you.
Lesson 2 Key Question: How do you know you belong? What do Christians and people from different religious traditions do when a baby is born to show they belong? The children will watch a video of a Christian Baptism, then discuss what happened and their own experiences of this.	Lesson 2 Key Question: How do Sikhs show that they belong? The children will recap the story of Baisakhi taught in Year 3. The children will go on to explore the Amrit ceremony. They will discuss the rules of being part of the Khalsa and how the ceremony fosters belonging. Link to Years 3 and 6 see information below.	Lesson 2 Key Question: How can names show belonging and identity? The children will look at the traditions in the Islamic and Roman Catholic faiths (confirmation) for naming children. Link to Year 1 lesson 4 this unit.

Lesson 3 **Key Question:** What do Sikhs do when a baby is born? The children will discuss Namkaran (the naming ceremony for Sikhs). They will discuss their own experiences of these things. Link to Year 6 Lesson 1 this unit.	Lesson 3 **Key Question:** What do followers of Islam do to show they belong? The children will explore the 5 pillars of Islam and discuss how by Muslims observing these it shows that they belong to the Muslim faith. They will go on to explore the story 'Ibrahim and Hajj' discussing the house assigned to Abraham and the prayers he made. Link to Year 1 this unit Lesson 4 (5 pillars of Islam).	Lesson 3 **Key Question:** What different names are given to Jesus in the Gospels? What do Christians think about Jesus as a result? The children will explore 3 Bible passages which give different names for Jesus. They will go on to explore the significance of the gifts of the Magi and how the names from the passages relate to the wise men's gifts and Jesus' future. Link to Year 2 see information below.
Lesson 4 **Key Question:** What other ceremonies of belonging do people of faith participate in? The children will explore 'second stage' belonging ceremonies found in Christianity and Sikhism. They will explore Roman Catholic Confirmation by watching and discussing a video. The acceptance of the 5 symbols of Sikhism (The 5 Ks). They will also discuss the adoption of the five Pillars of Islam. Link to Year 4 lesson 2 this unit and Years 3 and 6 see information below.		
Links to other Year Groups and lessons		
Links to lesson 4 Year 3 Summer 2 Week 7 **Key Question:** What do we learn about courage from the festival of Baisakhi? The children will explore courage through the Sikh story of Baisakhi.	**Links to lesson 2** Year 3 Summer 2 Week 7 **Key Question:** What do we learn about courage from the festival of Baisakhi? The children will explore courage through the Sikh story of Baisakhi.	**Link to lesson 3** Year 2 Autumn 2 week 11 **Key Question:** What do Christians think about the presents given to Jesus by the Wise Men in the nativity story? What are good gifts for a baby? The children will look at the story of the wise

Year 6 Spring 1 week 5 **Key Questions:** How did Sikhs show bravery at the first Baisakhi festival? How do some Sikhs show courage today? The children will explore the moral courage involved in religious commitment using the example of the Sikh tradition of Amrit and Basaikhi.	Year 6 Spring 1 week 5 **Key Questions:** How did Sikhs show bravery at the first Baisakhi festival? How do some Sikhs show courage today? The children will explore the moral courage involved in religious commitment using the example of the Sikh tradition of Amrit and Basaikhi.	men and focus on the gifts and their meanings for Jesus' life.

Cluster: Developing Community Disposition: Being Modest and Listening to Others.		
Year 1 Term: Autumn 2 (Autumn weeks 8-10)	Year 4 Term: Spring 1 (Spring weeks 1-3)	Year 5 Term: Spring 2 (Spring weeks 9-11)
Lesson 1 Key Question: Why should we listen to others? The children will play team games and explore the idea that things have to be equally shared. Going on to discuss things we need to share leading to the idea that everyone should have the chance to speak.	Lesson 1 Key Question: Why should we listen to others? What is worth listening to? The children will discuss the benefits of listening to others.	Lesson 1 Key Question: Why should people listen to others and be modest? What do Christians teach from the Bible about humility? The children will discuss pride and humility before examining the story of Jesus washing the disciples' feet. Then they will look at the importance of the bread and wine and how Christians use it today.
Lesson 2 Key Question: What do followers of Islam teach about who we should listen to? The children will listen to then discuss the Story of Suleman and the ant. They will explore what the Qur'an teaches about listening.	Lesson 2 Key Question: What do Christians expect to happen when they listen carefully? How do Christians demonstrate that Jesus' words matter? The children will discuss the story of The wise and foolish builders. They will move on to discussing how you can describe people by actions rather than words before looking at Christians who live by Jesus' words.	Lesson 2 Key Question: How do Christians follow Jesus' example of humility? The children will watch a video of a vicar washing Christians feet on Maundy Thursday. The children will examine different events that show Jesus' humility.

Lesson 3 **Key Question:** What does a story from the Christian tradition (or other tradition) teach us about listening? The children will explore the story of Jesus at the temple. They will then discuss who listens to them.	Lesson 3 **Key Question:** How do Muslims show that Prophet Mohammed's ﷺ words matter? And what do followers of Islam expect to happen when they listen carefully? The children will explore the prophet's words about Salah. They will discuss the importance of Salah to Muslims and how it would make them feel. Link to Years 2, 3 and 4 see information below.	Lesson 3 **Key Question:** Why should we listen to others? The children will explore the idea of being humble about our opinions and beliefs by looking at the Easter Story from both the Christian and Islamic perspectives.
Links to other Year Groups and lessons		
	Links to Lesson 3 Year 2 Autumn 1 Week 3 **Key Question:** What rules do followers of Islam follow? The children will explore the Islamic rules of prayer. Year 3 Autumn 2 Week 9 **Key Question:** What brings followers of Islam together? The children will watch 'Iman and prayer' observing how the people praying pray with unity and harmony. They will then discuss other ways prayer brings the believers together. Year 4 Summer 1 Week 3 **Key Question:** What rules do followers of Islam say are important? The children will revisit the Islamic rules of prayer from Year 2 and 3 and discuss how this helps people to worship together.	

Cluster: Developing Community Disposition: Creating Unity and Harmony		
Year 2 Term: Spring 1 (Spring weeks 1- 3)	Year 3 Term: Autumn 1 and 2 (Autumn weeks 8 – 11)	Year 6 Term: Autumn 1 and 2 (Autumn weeks 7-9)
Lesson 1 Key Question: How are you both different from, yet the same as everyone else? What do Humanists think about people getting along with each other? The children will start by looking at a set of pictures to challenge stereotypes, then look at what these people have in common. They will explore what Humanists believe about people getting along with one another.	Lesson 1 Key Question: How are you both different from, yet the same as everyone else? The children will explore the idea of similarity and difference within each other. They will then explore the story of the tower of Babel and how the events affected people's behaviour.	Lesson 1 Key Question: How are you both different from and also the same as everyone else? What are the fundamental similarities? How do followers of Jesus seek to restore unity and harmony? The children will explore the similarities and differences between people. The children will be given scenarios and points of view to argue for or against leading to a discussion about situations when they might need to arbitrate. They will look at ways to reach unity and harmony, then look at the Bible's teaching.
Lesson 2 Key Question: What does the Christian story of the Good Samaritan teach believers about getting on with each other? The children will explore the story of the Good Samaritan and its meaning. Link to Year 5 see information below.	Lesson 2 Key Question: What brings followers of Islam together? The children will watch 'Iman and prayer' observing how the people praying pray with unity and harmony. They will then discuss other ways prayer brings the believers together. Links to Years 2 and 4 see information below.	Lesson 2 Key Question: How do followers of Islam seek to restore unity and harmony? The children will explore how Muslims create unity and harmony through words from the Qur'an. They will watch a video 'Muslim Prayer – Creating Unity and Harmony' and discuss how prayer creates and restores unity and harmony in the Muslim community.
Lesson 3 Key Question: What do believers of Sikhism teach about getting on with each other? The children will watch the film 'Manjot at	Lesson 3 Key Question: What brings followers of Islam together? The children will watch a film of Moheen performing Wudu. They will discuss why this is	Lesson 3 Key Question: How do followers of the Baha'i faith seek to restore unity and harmony? The children will explore the beliefs of the Baha'i faith in creating unity. They will examine a quotation

the Langar'. They will then discuss what happens at the Langar. Link to Year 5 see information below.	important for unity and harmony, then briefly discuss Adhan, Rakah, Words and Salam and the ways they unify. Before examining universal gestures in UK culture which have meanings. Link to Year 2 see information below.	from the faith. They will then work in groups to find things they have in common and things which make them unique. Link to Year 3 this unit lesson 4.
	Lesson 4 Key Question: What brings followers of the Baha'i faith together? The children will be introduced to the Baha'i faith. Discussing their belief in the unity of humanity and the ways in which they unite. Link to Year 6 this unit lesson 3.	
Links to other Year Groups and lessons		

Link to lesson 2 Year 5 Autumn 1 Week 8 Key Question: What sort of friend are you? What are the boundaries of friendship? How can people show their commitment to others and God? The children will explore the boundaries of friendship through the story of The Good Samaritan.	Links to Lesson 2 Year 2 Autumn 1 Week 3 Key Question: What rules do followers of Islam follow? The children will explore the Islamic rules of prayer. Year 4 Summer 1 Week 3 Key Question: What rules do followers of Islam say are important? The children will revisit the Islamic rules of prayer from Year 2 and 3 and discuss how this helps people to worship together. Year 4 Spring 1 Week 3 Key Question: How do Muslims show that Prophet Mohammed's ﷺ words matter? And what do followers of Islam expect to happen when they listen carefully? The children will explore the prophet's words about Salah. They will discuss the importance of Salah to Muslims and how it would make them feel.	
Link to lesson 3 Year 5 Autumn 1 Week 5 Key Questions: How do Sikhs show generosity? The children will explore the work of the Sikh Langar.	Link to lesson 3 Year 2 Summer 2 Week 6 Key Question: Why is beauty important to the followers of Islam? The children will explore the beauty of Adhan (the call to prayer).	

Cluster: Developing Community Disposition: Participating and willing to lead.		
Year 2 Term: Spring 1 (Spring weeks 4 – 6)	Year 3 Term: Autumn 2 (Autumn weeks 12 – 14)	Year 5 Term: Spring 2 (Spring weeks 6 -8)
Lesson 1 Key Question: What is good about taking part? How do Humanists think we can make a difference? The children will play a team game then discuss what they liked about being in the team. They will discuss how everyone in school works together and explore how Humanists think we can make a difference through the story of the 'Starfish on the Beach'.	Lesson 1 Key Question: What is good about taking part/joining in? How do some Christians join in? The children will discuss activities and clubs they belong to. They will watch a film about a Christian family service. They will discuss what makes up a service and the importance of words.	Lesson 1 Key Question: What is good about taking part? Why are leaders needed? How can people help to make the world a better place? The children will discuss their changing role within the school, and how they can participate in the school community. They will explore 'Mitzvah Day' and how in the Jewish religion, it helps to bring people together.
Lesson 2 Key Question: What do Christians do to show working together? The children will watch a film about Sunday School then explore the idea that each person has a role within the church which is essential.	Lesson 2 Key Question: How do Christians worship together at Christmas? The children will examine a special Christmas service that Christian churches hold.	Lesson 2 Key Question: What is good about taking part? Why are leaders needed? How can people help to make the world a better place? The children will examine a societal change that an individual has been able to influence.
Lesson 3 Key Question: How does a church work together? What do Church leaders do? This is an extension of last week's lesson. The children will watch the video. 'A Week in The Life of A Vicar' then discuss the jobs a vicar does at church, in home and around a parish.	Lesson 3 Key Question: What kind of songs do Christians sing at Christmas? The children will explore hymns and carols that Christians sing at Christmas, looking at the importance of the words they contain.	Lesson 3 Key Question: How do believers of faiths participate in Birmingham, the UK and the world? The children will watch a video about a Christian and a Rastafarian participating and leading within their faith and community. They will discuss the leadership styles shown and other leadership styles. Then look at other famous leaders from different faiths.

Cluster: Developing Creativity Disposition: Being Thankful		
Year 1 Term: Autumn 1 (Autumns week 5-7)	Year 4 Term: Autumn 1 (Autumn weeks 4 – 6)	Year 5 Term: Summer 2 (Summer weeks 7-9)
Lesson 1 Key Question: When and why do we say "Thank you"? The children will explore different situations when we say thank you.	Lesson 1 Key Question: When and why do believers say "thank you" to God for food? How and why do other traditions say thank you? The children will explore where food comes from. Then through watching a film 'Being Thankful' will explore why Christians give thanks at harvest time. They will go onto explore what Hindus are thankful for and how people with no religion (Humanists) acknowledge and celebrate important life events through the example of a humanist naming ceremony.	Lesson 1 Key Question: When, why and how do people say thank you? What different ways are there? The children will explore different times, ways and meanings of the phrase thank you in their daily lives and in other parts of the world.
Lesson 2 Key Question: What does the Christian Harvest celebration mean? Why are there Harvest festivals? The children will be introduced to the idea that Harvest is a time when Christians say thank you for food and go on to discuss where food comes from. Link to Year 4 this unit lesson 2 and Years 2 and 3 see the information below.	Lesson 2 Key Question: When and why do Christians say thank you to God for food? How can they show thankfulness for food? The children will look at a Bible passage and consider the Christian belief that all food is provided by God. The children will look in greater depth at the Harvest festival with a focus on how celebrating this festival can meet the needs of people today. Link to Year 1 this unit lesson 2 and Years 2 and 3 see the information below.	Lesson 2 Key Question: What different ways do followers of Islam have of saying thank you? The children will explore the ways in which Muslims thank Allah for all he has given them: through words, actions, worship and the giving of money.

Lesson 3 **Key Question:** What thank you prayers and reflections are used in Islam? The children will explore prayers and reflections used within Islam and look at different scenarios where they may be used.	Lesson 3 **Key Question:** Why do believers say "Thank you" for parents and carers? The children will start by discussing what people who look after them do for them. They will look at readings showing what the Prophet Mohammad advises about looking after parents being thankful for them and thankful to Allah for them.	Lesson 3 **Key Question:** What different ways do Christian and Jewish believers have to say thank you? The children will explore Bible passages and identify 4 different ways Christians thank God. Link to Years 1, 3 and 4 see information below.
Links to other Year Groups and lessons		
Link to lesson 2 Year 2 Autumn 2 week 9 **Key Question:** How do Christians (or other traditions) try to make things better? The children will look at how a Christian charity responds to the needy. Year 3 Autumn 1 week 4 **Key Question:** What do believers of Christianity (or other traditions) teach about sharing with others? What do believers of Sikhism teach about sharing with others? The children will look at the history of harvest then the work of Water Aid as an example of Harvest giving.	**Link to lesson 2** Year 2 Autumn 2 week 9 **Key Question:** How do Christians (or other traditions) try to make things better? The children will look at how a Christian charity responds to the needy. Year 3 Autumn 1 week 4 **Key Question:** What do believers of Christianity (or other traditions) teach about sharing with others? What do believers of Sikhism teach about sharing with others? The children will look at the history of harvest then the work of Water Aid as an example of Harvest giving.	**Link to lesson 2** Year 1 Summer 1 week 3 **Key Questions:** Which times do followers of Islam remember? B) Ramadan by paying Zakah? The children will examine Eid ul Fitr as a celebration and also introduce the payment of Zakah. Year 3 Autumn 1 Week 3 **Key Questions:** What do believers of Islam (or other RT) teach about sharing with others? What do believers of Sikhism teach about sharing with others? The children will explore the sharing elements of Zakah. Year 4 Spring 2 week 11 **Key Question:** How do Muslims respond to the suffering of others? The children will explore the Hadith and its teachings on suffering, then look at the work of Islamic Relief. Zakah forms part of this lesson.

Cluster: Developing Creativity Disposition: Expressing Joy		
Year 1 Term: Autumn 2 (Autumn weeks 11-13)	Year 4 Term: Autumn 1 (Autumn weeks 1-3)	Year 6 Term: Summer 1 (Summer weeks 1-3)
Lesson 1 Key Questions: What makes me happy and how do I show it? When do Jewish people express joy? How do people from a different worldview express joy? The children will examine the emotion 'happy' and discuss what contributes to people being happy. They will look at the symbol for happiness used by Humanists and explore how Jewish people express joy through a celebration called 'Simchat Torah'.	Lesson 1 Key Question: Are happiness and joy the same thing? When and where can people of faith show joy/happiness? The children will explore the differences between happiness and spiritual joy.	Lesson 1 Key Question: How do people express joy? How do people express happiness? Is there is a difference between happiness and joy? The children will explore the special times of year at which they may celebrate a religious festival and how this brings joy.
Lesson 2 Key Question: When and where do we see happy/joyful people in the story of Mary? How do I show my joy? The children will look at the joy of Mary when she heard she was having a special baby.	Lesson 2 Key Question: When and where can people from Hindu families show joy/happiness? The children will explore the spiritual joy of Hindus at Diwali, they will explore the story of Rama, Sita, Hanuman and Ravanna then watch of video of the festival.	Lesson 2 Key Question: How do Muslims express their joy in worship? The children will explore the joy Muslims experience at Ramadan. Link to Years 1 and 2 see information below.
Lesson 3 Key Question: Why and how do Hindus express joy at Holi? How do I show my joy? The children will explore how Hindus celebrate and express joy at Holi.	Lesson 3 Key Question: When and where can people from Hindu families find joy? The children will look in greater depth at the events of the festival to gain an understanding of how Hindus express joy through Diwali celebrations.	Lesson 3 Key Question: How do followers of Islam express their joy in worship? The children will explore the joy at Eid for Muslims.

Links to other Year Groups and lessons		
		Links to lesson 2 Year 1 Summer 1 week 2 **Key Question:** Which times do followers of Islam remember? a) Ramadan by fasting The children will explore what Ramadan involves. Year 2 Autumn 1 week 6 **Key Question:** What do Christianity and Islam teach about the consequences of misbehavior? The children will explore the reasons why some Christians observe a 40 day fast at Lent and look at the feelings that Muslims try to control when fasting in Ramadan.

Cluster: Developing Creativity Disposition: Being Imaginative and Exploratory		
Year 2 Term: Summer 2 (Summer Weeks 7-9)	Year 4 Term: Summer 2 (Summer Weeks 7-9)	Year 5 Term: Summer 2 (Summer Weeks 10-12)
Lesson 1 **Key Questions:** What do we see in our minds? How do we use our imagination? What do Humanists think about the world? The children will be encouraged to use their imagination with both concrete items and in their minds. They will explore how and what Humanists think about and encounter the world.	Lesson 1 **Key Question:** What do we see in the world? Do others see it differently? The children will explore uniqueness.	Lesson 1 **Key Question:** What do we see in the world? Do others see it differently? What do Christians and Humanists teach about human creativity? The children will explore and begin to appreciate the uniqueness and complexity of imagination through drawing/painting and pieces of art created from nature.
Lesson 2 (first of 2 lessons) **Key Question:** What do Christians, Hindus and Sikhs think God is like? The children will use images and texts from different religions to explore different ideas of God.	Lesson 2 **Key Question:** How do Humanists find out about and explore the world? The children will explore the ways in which Humanists find out about and explore the world. They will watch a video about the Big Bang theory.	Lesson 2 **Key Question:** What do religious people teach and practice about human creativity in worship? The children will explore the way different religious traditions use artistic decoration.
Lesson 3 (second of 2 lessons) **Key Question:** What do Jews and Muslims think God is like? Should I insist on one way of looking at the world? Is my way of seeing the only way? What are the benefits of different points of view? The children will use images and texts from different religions to explore different ideas of God.	Lesson 3 **Key Question:** How do religious people explain the origins of the world? The children will explore creation stories from different faiths.	Lesson 3 **Key Question:** How do Christian artists represent Jesus? How do people imagine Jesus? The children will explore images of Jesus and think about what he might have looked like.

Cluster: Developing Creativity Disposition: Appreciating Beauty		
Year 2 Term: Summer 2 (Summer weeks 10-12)	Year 4 Term: Summer 2 (Summer Weeks 10-12)	Year 6 Term: Summer 1 (Summer weeks 4- 6)
Lesson 1 Key Questions: What do we think is beautiful? What do religious people find beautiful? The children will have a range of stimuli for all 5 senses then draw or write about their experiences.	Lesson 1 Key Question: How do we respond when we see something beautiful? How does calligraphy help Muslims to appreciate the beauty of the world around them? The children will consider what Muslims find beautiful through exploring the art of calligraphy.	Lesson 1 Key Question: How do we respond to something beautiful? The children will explore the beauty of words.
Lesson 2 Key Question: Why is beauty important to Christians? The children will explore the words and imagery used in a reading (Psalm) from the bible and discuss what ideas about God Christians might have when they read this.	Lesson 2 Key Question: How does religious art help religious people to worship God? How does religious art help religious people to appreciate the beauty of the world around them? The children will explore the use of icons and stained-glass windows and how they help people appreciate the beauty of the world around them.	Lesson 2 Key Question: How does the Lord's prayer help Christians to worship God? In what ways could it be said to be beautiful? The children will explore the meaning and significance of the Lord's prayer.

Lesson 3 **Key Question:** Why is beauty important to followers of Islam? The children will explore the beauty of Adhan (the call to prayer). Link to Year 3 see information below.	Lesson 3 **Key Question:** How do flowers and Mandalas help religious people to appreciate the world around them? How do they enable people to worship God? The children will explore how flowers are used in different religious traditions.	Lesson 3 **Key Question:** What is the downside to saying that some things are beautiful? The children will explore bible readings and how they focus on the beauty inside not just the outside.
Links to other Year Groups and lessons		
Link to lesson 3 Year 3 Autumn week 10 **Key Question:** What brings followers of Islam together? The children will watch a film of Moheen performing Wudu. They will discuss why this is important for unity and harmony, then briefly discuss Adhan, Rakah, Words and Salam and the ways they unify. Before examining universal gestures in UK culture which have meanings.		

Cluster: Developing Choice Disposition: Being Fair and Just		
Year 1 Term: Spring 1 (Spring weeks 1-3)	Year 3 Term: Spring 1 (Spring weeks 1-3)	Year 6 Term: Autumn 1 (Autumn weeks 4-6)
Lesson 1 Key Questions: Does it matter if people are unfair? The children will complete a series of activities where rules are changed then discuss how they felt when things weren't fair.	Lesson 1 Key Question: Is the world a fair place? Is life fair? The children will discuss what prejudice is and what it is like to be treated unfairly.	Lesson 1 Key Question: Does it matter if people are unfair? How does it feel to be unfairly treated? Who stands up for those who are treated unfairly? The children will discuss the unfairness of prejudice and discrimination.
Lesson 2 Key Questions: Who decides what is fair? What is wisdom? The children will explore the idea of wisdom and fairness and realise that often things are unfair.	Lesson 2 Key Question: What does Islam teach about fairness and Justice? The children will explore the concept of fairness through the Islamic story of 'The Black Stone'.	Lesson 2 Key Question: What lessons do Christians draw from the story of Jesus and the Samaritan woman? What does sacred story teach about fairness? The children will learn about religious persecution and they will explore how Jesus treated people equally through the story of Jesus and the Samaritan woman at the well.
Lesson 3 Key Question: Who decides what is fair? Is it God? The children will explore the idea of wisdom and fairness through the story of Quaswa.	Lesson 3 Key Question: What do Sikhs teach about fairness and unfairness? The children will explore the ideas of fairness and justice through the Sikh story of Bandi Chhor Divas.	Lesson 3 Key Question: Who stands up for those who are treated unfairly? What can I do when life is unfair to others or to me? The children will explore the concept of discrimination (Empire Windrush) and ways they can deal with unfair situations.

Cluster: Developing Choice Disposition: Being Accountable and Living with Integrity		
Year 1 Term: Spring 1 (Spring Weeks 4-6)	Year 3 Term: Spring 1 (Spring weeks 4-6)	Year 5 Term: Summer 1 (Summer weeks 4-6)
Lesson 1 **Key Questions:** Can others depend on you? What impact does being unfair have upon your friendship? The children will discuss cheating and its repercussions.	Lesson 1 **Key Question:** Can you let yourself down? Am I willing to be answerable to myself and others for my actions? The children will discuss what can be learnt from the challenge of Iblis.	Lesson 1 **Key Question:** Can others depend on me? Can I let myself down? What do Humanists teach about living out beliefs? The children will discuss the idea of morality and how different people practise it.
Lesson 2 **Key Questions:** Can you let yourself down? What can Jewish people and Christians learn from the story of Jonah about running away from God? The children will explore the idea of running away from problems, but we cannot escape our conscience or God, through the story of Jonah.	Lesson 2 **Key Question:** What helps Christians own up to their actions? The children will explore the idea that God is all knowing through the story of Adam and Eve.	Lesson 2 **Key Question:** When am I responsible for my actions? What do Jewish people teach about living out beliefs? The children will explore how Jewish people teach about living out beliefs about responsibility through the Jewish tradition of Bar Mitzvah.
Lesson 3 **Key Question:** How is the story of Jonah important to Jewish people and Christians? How do many Jewish families say sorry to each other and sorry to God? The children will explore how Jewish people say sorry and ask for forgiveness through exploring Rosh Hashanah and Yom Kippur.	Lesson 3 **Key Question:** What helps followers of Islam own up to their actions? The children will be introduced to the idea that Allah is all knowing through the Story of Personal Accountability.	Lesson 3 **Key Question:** What do Christians teach about living out beliefs? The children will examine the story of Jesus anointed by a sinful woman and what it teaches.

Cluster: Developing Choice Disposition: Living by Rules		
Year 2 Term: Autumn 1 (Autumn Weeks 1-3)	Year 4 Term: Summer 1 (Summer weeks 1-3)	Year 6 Term: Autumn 1 (Autumn weeks 1-3)
Lesson 1 **Key Questions:** Why are there rules? How do they help people? Why do religious people follow rules? The children will discuss rules they follow in different places.	Lesson 1 **Key Question:** Are rules helpful, in everyday life? What rules are important for Jewish people? The children will explore the Ten Commandments as rules to live by. Link to Year 6 lesson 2 this unit.	Lesson 1 **Key Question:** What rules are important to follow? The children will discuss and create rules for a new society.
Lesson 2 **Key Question:** Who makes rules? What rules has God made? The children will investigate whose rules they would listen to and obey, their characteristics then relate this to God.	Lesson 2 **Key Question:** What are two important rules for Christians? The children will explore some of the teachings of Jesus about following different laws.	Lesson 2 **Key Question:** What impact do the Ten Commandments have on society? The children will investigate which UK laws are rooted in the Ten Commandments. Link to Year 4 lesson 1 this unit.
Lesson 3 **Key Question:** What rules do followers of Islam follow? The children will explore the Islamic rules of prayer (Second pillar of Islam – Salah).	Lesson 3 **Key Question:** What rules do followers of Islam say are important? The children will revisit the Islamic rules of prayer from Year 2 and 3 and discuss how this helps people to worship together. Link to Year 2 this unit and Years 3 and 4 see information below.	Lesson 3 **Key Question:** What rules do Ahmadiyya Muslims consider to be important? The children will explore '*The 10 Conditions of Bai'at*' that Ahmadiyya Muslims try to follow and which are similar or different to the 10 commandments.
Links to other Year Groups and lessons		
Links to lesson 3 Year 3 Autumn Week 9 **Key Question:** What brings followers of	Links to lesson 3 Year 3 Autumn Week 9 **Key Question:** What brings believers together?	

Islam together? The children will watch 'Iman and prayer' observing how the people praying pray with unity and harmony. They will then discuss other ways prayer brings the believers together. Year 4 Spring 1 Week 3 Key Question: How do Muslims show that Prophet Mohammed's words matter? And what do followers of Islam expect to happen when they listen carefully? The children will explore the prophet's words about Salah. They will discuss the importance of Salah to Muslims and how it would make them feel.	The children will watch 'Iman and prayer' observing how the people praying pray with unity and harmony. They will then discuss other ways prayer brings the believers together. Year 4 Spring 1 Week 3 Key Question: How do Muslims show that Prophet Mohammed's words matter? And what do followers of Islam expect to happen when they listen carefully? The children will explore the prophet's words about Salah. They will discuss the importance of Salah to Muslims and how it would make them feel.	

Cluster: Developing Choice Disposition: Being temperate, self-disciplined and seeking contentment		
Year 2 Term: Autumn 1 (Autumn weeks 4-6)	Year 4 Term: Summer 1 (Summer Weeks 4-6)	Year 5 Term: Summer 1 (Summer weeks 1-3)
Lesson 1 Key Question: What affects my behaviour? How did a character from the Bible behave when he was upset? The children will look at the Christian belief that behaviour can be seen by God through the story of Cain and Abel.	Lesson 1 Key Question: Who do we allow to shape our behaviour? How have famous Christians, Hindus and Muslims changed their lives and the lives of others? The children will look at how the opinion of others influences our behaviour.	Lesson 1 Key Question: Who do we allow to shape our behaviour? Who do Humanists use as a behavioural role model? The children will discuss the natural tendency to protect/defend ourselves, save ourselves, justify ourselves and be seen to belong to our peer group.
Lesson 2 Key Question: What behaviour choices do I make? The children will investigate the feelings of Cain from last week then examine how their actions make them feel good or bad.	Lesson 2 Key Question: How does being a Rastafari alter the way you live? The children will explore how faith can influence behaviour. (Rasafaris Ital diet)	Lesson 2 Key Question: What teachings do Christians and Bahai's follow in order to become more self-disciplined? Who will I choose/allow to have influence over my behaviour? The children will consider the life of Jesus as a role model for behaviour for the life of Christians. They will explore what Bahai's are taught in order to be more self-disciplined.
Lesson 3 Key Question: What do Christianity and Islam teach about the consequences of misbehaviour? The children will explore the feelings that Muslims try to control when fasting in Ramadan. Link to Year 1 see information below.	Lesson 3 Key Question: In what different ways do Christians and Buddhists live self-disciplined lives? The children will explore how Christians and Buddhists show self-discipline through the things they do.	Lesson 3 Key Questions: What practices and teachings do Jains and Buddhists use to become more content? Can I envisage situations when following a tradition could lead to behaviour considered by some to be anti-social? The children will consider the practise of meditation as a way of achieving peace and calm.

		Link to Year 4 see information below.
Links to other Year Groups and lessons		
Links to lesson 3 Year 1 Summer week 2 **Key Question:** Which times do followers of Islam remember? a) Ramadan by fasting The children will explore what Ramadan involves.		**Link to lesson 3** Year 4 Autumn Week 9 **Key Questions:** How does Buddhism encourage its members to do better? What is it like to meditate? The children will experience meditation and discuss their thoughts on its benefits

Cluster: Developing Commitment Disposition: Being Courageous and Confident		
Year 1 Term: Spring 2 (Spring Weeks 7-9)	Year 3 Term: Summer 2 (Summer weeks 6-8)	Year 6 Term: Spring 1 (Spring weeks 4-6)
Lesson 1 Key Question: What is courage? What is bravery? The children will explore the meaning of courage.	Lesson 1 Key Question: What is courage? What do we learn about courage from the story of Queen Esther? The children will investigate their ideas of courage and being courageous.	Lesson 1 Key Question: What is courage? What is moral courage? Where can we see people being confident, including in their faith? The children will explore the idea of moral courage.
Lesson 2 Key Question: How does the Bible story of David illustrate courage? The children will investigate courage through the story of David and Goliath.	Lesson 2 Key Question: What do we learn about courage from the festival of Baisakhi? The children will explore courage through the Sikh story of Baisakhi. Links to Years 1 and 4 see information below and Year 6 lesson 2 this unit.	Lesson 2 Key Questions: How did Sikhs show bravery at the first Baisakhi festival? How do some Sikhs show courage today? The children will explore the moral courage involved in religious commitment using the example of the Sikh tradition of Amrit and Basaikhi. Links to Years 1 and 4 see information below and Year 3 lesson 2 this unit.
Lesson 3 Key Question: How did Hamza (character in story) show courage? The children will explore courage through the story of Hamza and the Prophet Mohammad.	Lesson 3 Key Question: Are courageous people without fear? The children will explore courage through watching a video about Christian Street pastors and what their job entails.	Lesson 3 Key Questions: How do people show bravery today? How did the Buddha show courage? Where is courage to be found? The children will explore courage through the Buddhist story of Angulimala and the Buddha.
Links to other Year Groups and lessons		

	Links to Lesson 2 Year 1 Autumn Lesson 4 **Key Question:** What other ceremonies of belonging do people of faith participate in? The children will explore 'second stage' belonging ceremonies found in Christianity and Sikhism. They will explore Roman Catholic Confirmation by watching and discussing a video. The acceptance of the 5 symbols of Sikhism (The 5 Ks). They will also discuss the adoption of the five Pillars of Islam. Year 4 Spring Lesson 5 **Key Question:** How do Sikhs show they belong? The children will recap the story of Baisakhi taught in Year 3. The children will go on to explore the Amrit ceremony. They will discuss the rules of being part of the Khalsa and how the ceremony fosters belonging.	Links to Lesson 2 Year 1 Autumn Lesson 4 **Key Question:** What other ceremonies of belonging do people of faith participate in? The children will explore 'second stage' belonging ceremonies found in Christianity and Sikhism. They will explore Roman Catholic Confirmation by watching and discussing a video. They will also discuss the adoption of the five Pillars of Islam. Year 4 Spring Lesson 5 **Key Question:** How do Sikhs show they belong? The children will recap the story of Baisakhi taught in Year 3. The children will go on to explore the Amrit ceremony. They will discuss the rules of being part of the Khalsa and how the ceremony fosters belonging.

Cluster: Developing Commitment Disposition: Being Loyal and Steadfast.		
Year 1 Term: Spring 2 (Spring weeks 10-13)	Year 3 Term: Spring 2 (Spring weeks 10-12)	Year 5 Term: Autumn 1 and 2 (Autumn weeks 7-9)
Lesson 1 Key Questions: What makes a good friend? What sort of friend was Peter? The children will explore the idea of being a good friend is about keeping promises, through the actions of Peter in the Easter story.	Lesson 1 Key Question: What makes a good friend? What kind of friend are you? The children will investigate the qualities of friendship and the characters of Jesus' friends.	Lesson 1 Key Question: How can Christians show commitment to their faith? The children will explore the what commitment means through the example of Baptism.
Lesson 2 Key Question: What makes a good friend? What sort of friend was Peter? The children will explore the story of 'Peter denying Jesus' and what sort of friend Peter was.	Lesson 2 Key Question: What particular occasions do Christians show their commitment? The children will explore the Last Supper and how Christians show commitment through Holy Communion.	Lesson 2 Key Questions: What sort of friend are you? What are the boundaries of friendship? How can people show their commitment to others and God? The children will explore the boundaries of friendship through the story of The Good Samaritan. Link to Year 2 see information below.
Lesson 3 Key Questions: What makes a good friend? What sort of friend was Peter? The children will explore further the story of Peter to understand that it is possible to change from a bad friend to a good friend.	Lesson 3 Key Question: What sort of a friend was Judas? The children will look at the Easter story with a special reference to the actions of Judas.	Lesson 3 Key Questions: How do the members of the Sikh faith show their commitment? The children will explore the similarities between the story of the Good Samaritan and the Sikh story of Guru Gobind.
Lesson 4 Key Question: What makes a good friend? What sort of friend was Peter? The children will further explore Jesus and		

Peter's relationship and how peer pressure can affect our actions and words towards our friends.		
Links to other Year Groups and lessons		
		Link to Lesson 2 Year 2 Spring Week 2 **Key Question:** What does the Christian story of the Good Samaritan teach believers about getting on with each other? The children will explore the story of the Good Samaritan and its meaning.

Cluster: Developing Commitment Disposition: Remembering Roots		
Year 1 Term: Summer 1 (Summer weeks 1-3)	Year 3 Term: Spring 2 (Spring weeks 7-9)	Year 6 Term: Spring 1 (Spring weeks 1-3)
Lesson 1 Key Questions: How do you remember special people, places and events? The children will explore the idea that things we remember are not necessarily things in our living memory.	Lesson 1 Key Question: Which times do followers of traditions remember? How do I remember special people/places/events? The children will investigate memories being more than visual pictures.	Lesson 1 Key Question: Why do some people commemorate some people/place events? The children will explore the value of collective remembering.
Lesson 2 Key Question: Which times do followers of Islam remember? a) Ramadan by fasting The children will explore what Ramadan involves. Link to Years 2 and 6 see information below.	Lesson 2 Key Question: What does Pesach (Passover) remember? The children will learn about the story of the Jewish people leaving Egypt and the first Passover.	Lesson 2 Key Questions: How do statues perpetuate the stories that Christians and Sikhs think are important to retell? The children will explore how remembering the past helps people to go forward.
Lesson 3 Key Questions: Which times do followers of Islam remember? b) Ramadan by paying Zakah? The children will examine Eid ul Fitr as a celebration and also introduce the payment of Zakah. Link to Years 3, 4 and 5 see information below.	Lesson 3 Key Question: How do Jewish people remember Pesach (Passover)? The children will investigate what happens at the Seder meal.	Lesson 3 Key Questions: How do statues perpetuate the stories that Christians and Sikhs think are important to retell? The children will further investigate how lessons of the past and promises which were kept help us to go forward.
Links to other Year Groups and lessons		

Links to lesson 2 Year 2 Autumn week 6 **Key Question:** What do Christianity and Islam teach about the consequences of misbehaviour? The children will explore the reasons behind why Christians fast at Lent and the feelings that Muslims try to control when fasting in Ramadan. Year 6 Summer week 2 **Key Question:** How do Muslims express their joy in worship? The children will explore the joy Muslims experience at Ramadan.		
Links to lesson 3 Year 3 Autumn Week 3 **Key Questions:** What do believers of Islam (or other RT) teach about sharing with others? What do believers of Sikhism teach about sharing with others? The children will explore the sharing elements of Zakah. Year 4 Spring week 11 **Key Question:** How do Muslims respond to the suffering of others? The children will explore the Hadith and its teachings on suffering, then look at the work of Islamic Relief. Zakah forms part of this lesson. Year 5 Summer week 8 **Key Question:** What different ways do followers of Islam have of saying thank you? The children will explore the ways in which Muslims thank Allah for all he has given them: through words, actions, worship and the giving of money.		

Cluster: Developing Commitment Disposition: Being Hopeful and Visionary		
Year 1 Term: Summer 1 (Summer weeks 4-6)	Year 3 Term: Summer 2 (Summer weeks 9-11)	Year 5 Term: Autumn 2 (Autumn weeks 10-12)
Lesson 1 Key Questions: What do people hope for? What do you hope for the future? The children will explore their hopes for the future.	Lesson 1 Key Question: What needs changing in our world? Can we imagine the world being different to the way it is now? What do Humanists believe about making the world a better place? What do they do to make the world a better place? The children will consider Humanists beliefs about how to make the world a better place.	Lesson 1 Key Question: What do I hope for? The children will explore their hopes for the future and discuss how hopes are often short term, and fragile.
Lesson 2 Key Question: What do followers of Islam hope for now? The children will explore the Islamic view of treating each other fairly to make a fair and peaceful world.	Lesson 2 (2 lessons may be needed) Key Question: What are the good things in the world, and what needs to be changed? How did Martin Luther King talk about his vision of the future? The children will consider Martin Luther King's aspirations for society as a committed Christian.	Lesson 2 Key Questions: What do Christians hope for the future? Where does their hope lie? The children will explore the Christian hopes of a future in heaven and how this is related to Advent.
Lesson 3 Key Questions: To what do many Hindu believers look forward to? The children will investigate the Hindu belief that death is not the end through the story of the seed of the Banyan Tree and the story	Lesson 3 Key Question: What are the good things in the world, and what needs to be changed? How did Hany El Banna? The children will consider what they want for the future in our city, our country and our	Lesson 3 Key Questions: How do Muslims describe their ideal world? What do they do to help to bring this about? The children will explore how peace could be achieved when it wasn't expected and how this

of Salt in Water. Link to Years 6 see information below.	world.	could provide hope. (Explore Story of Hudaybiyyah and what it teaches about peace)
Links to other Year Groups and lessons		
Link to lesson 3 Year 6 Summer week 11 Key Questions: What does Hinduism and Jainism teach about reflecting on your journey through life? The children will explore how a belief in Karma and reincarnation affects how Hindus and Jains live their lives.		

Cluster: Developing Contemplation Disposition: Being Curious and Valuing Knowledge		
Year 1 Term: Summer 2 (Summer weeks 7-9)	Year 4 Term: Autumn 2 (Autumn weeks 10-12)	Year 6 Term: Summer 2 (Summer weeks 7-9)
Lesson 1 **Key Question:** Can pupils identify what helps them to find out about the world? What questions do they like to ask? Where do followers of religions learn about God and about the world? The children will create questions from a variety of stimuli.	Lesson 1 **Key Question:** Why is 'why' important? The children will consider the process of gaining knowledge.	Lesson 1 **Key Question:** Why do we like asking questions? What do Bahai's and Jains think about knowledge? Is there a cost to seeking wisdom? The children will explore the Baha'i and Jains views on knowledge.
Lesson 2 **Key Question:** How do Jewish people find out about God, and about the world? The children will explore books as a source of information leading to holy books to learn about religion. Link to Year 4 Lesson 3 this unit.	Lesson 2 **Key Question:** Where do Christians look for answers about Jesus? The children will explore the titles given to Jesus in the bible, what it tells us about him and how Christians can find out about Jesus through paintings and artwork.	Lesson 2 **Key Question:** Where is wisdom to be found? What do followers of Islam do to seek this wisdom? The children will explore the Islamic belief that knowledge is from Allah and how this is given to others through the story of Musa and Khidr.
Lesson 3 **Key Question:** How can Christians find out about God? The children will discuss how Christians learn about God from the Bible and this tells them also about his character.	Lesson 3 **Key Question:** Where do Humanists look for answers? What do Humanists think about God? Where do members of Religious Traditions look for answers to questions about the world? The children will be introduced to where Humanists look for answers. They will explore the idea that there are a number of religious traditions each with their own Scriptures.	Lesson 3 **Key Questions:** How did Prince Siddhartha seek wisdom? How does the story of Siddhartha help Buddhists to still be curious and value knowledge? The children will explore the story of Prince Siddhartha and discuss the idea that valuable knowledge comes at a price. Link to Year 4 see information below.

	Link to Year 1 lesson 2 this unit	
Links to other Year Groups and lessons		
		Links to lesson 3 Year 4 Autumn Week 7 **Key Question:** Could you be perfect? What would make a perfect life? How and why do we compare ourselves with others? The children will start to examine the story of Prince Siddartha to the point where he has made 4 journeys out of the palace. They will also discuss what would make their life perfect. Year 4 Autumn Week 8 **Key Question:** How do Buddhist teachings encourage people to do better? What are Buddhist teachings about life? The children will continue with what happened to Siddhartha and look at his teachings and how they helped his followers to change.

Cluster: Developing Contemplation Disposition: Being Open, Honest and Truthful		
Year 1 Term: Summer 2 (Summer weeks 10-12)	Year 3 Term: Summer 1 (Summer weeks 1-3)	Year 5 Term: Spring 1 (Spring weeks 1-3)
Lesson 1 Key Question: Why does the truth matter? What is telling the truth? Why is it sometimes hard? The children will explore the idea of truth through the story of Joseph. Link to Year 4 see information below.	Lesson 1 Key Question: Why does the truth matter? What do Judaism and Christianity teach about behaving honestly? The children will discuss the story of Naboth's Vineyard and how lies brought about injustice.	Lesson 1 Key Question: Why does the truth matter? How do the members of non-religious traditions find out what is right? The children will explore The Balaclava Story discussing the options for the characters and also discussing feelings when they've been wrongly accused and the responsibility of a speaker for listeners reactions when lies are told.
Lesson 2 Key Question: What did a character from the Hindu tradition learn about truth? The children will explore honesty through the Hindu story of King Mahendra's Successor.	Lesson 2 Key Question: What do Sikhism and Jainism teach about honesty? The children will explore what Sikhs and Jains teach about honesty.	Lesson 2 Key Question: How do Christians find out what is right? The children will examine the Bible, looking at how it is a Christian's source of truth and is from God and written by people.
Lesson 3 Key Question: How did characters from the Jewish and Christian traditions respond to a dangerous situation? Are honesty and truthfulness the same? The children will explore the idea of truthfulness and honesty through the	Lesson 3 Key Question: What do Judaism and Islam teach about honesty and truthfulness? The children will consider the idea that Muslims believe Allah knows everything through the story of The King and his Three Children.	Lesson 3 Key Questions: How do Christians learn to live openly honestly and truthfully? The children will explore the Bible story 'The speck and the plank' looking at what it teaches Jesus' followers about living open, honest and truthful lives.

story of Moses as a baby.		Link to Year 2 see information below.
Links to other Year Groups and lessons		
Link to lesson 1 Year 4 Spring week 8 **Key Question:** What does a story from the Bible have to say about forgiveness? What do Jewish people and Christians think about forgiveness? The children will explore the idea of forgiveness shown in the story of Joseph.		**Link to lesson 3** Year 2 Summer week 6 **Key Question:** How do Christians help people to change for the better? The children will look at a parable and relate it to their own experiences. (Speck and the Plank parable link)

Cluster: Developing Contemplation Disposition: Being attentive to the sacred, as well as the precious		
Year 2 Term: Summer 1 (Summer weeks 1-3)	Year 3 Term: Summer 1 (Summer weeks 4-5)	Year 5 Term: Spring 1 (Spring weeks 4-5)
Lesson 1 Key Question: What can happen when we are really quiet? How do followers of different traditions use sound? The children will practise listening to sounds and silence and explain their feelings.	Lesson 1 Key Question: How do Sikhs demonstrate their attentiveness? The children will explore the idea, reason and purpose for Sikhs waking at Amrit Vehla to pray.	Lesson 1 Key Question: What is it like to engage with our own thoughts? Why do Humanists value time for reflection? What might they think about? The children will explore Humanist beliefs on thinking, reflection and where to find answers.
Lesson 2 Key Question: How do people who belong to the Society of Friends (Quakers) attend to what is sacred? The children will explore the idea of silence in a place of worship and why it is important.	Lesson 2 Key Question: What can happen when people are really quiet? How do Christians, Hindus and Buddhists show attentiveness? The children will explore how Christians, Hindus and Buddhists use silence and how it helps them.	Lesson 2 Key Question: Why do Christian's value time for reflection? How do Christians reflect? The children will consider the value of reflection and meditation to help with the understanding of scripture.
Lesson 3 Key Question: How do Buddhists use sound and silence in their worship? The children will explore how Buddhists use sound and silence in their worship and identify the positives of this.		

Cluster: Developing Contemplation Disposition: Being Reflective and Self– Critical		
Year 2 Term: Summer 1 (Summer weeks 4-6)	Year 4 Term: Autumn 1 and 2 (Autumn weeks 7-9)	Year 6 Term: Summer 2 (Summer weeks 10-12)
Lesson 1 Key Question: Are we always perfect people? The children will be given different scenarios and decide on what is the perfect behaviour for each one.	Lesson 1 Key Question: Could you be perfect? What would make a perfect life? How and why do we compare ourselves with others? The children will start to examine the story of Prince Siddartha to the point where he has made 4 journeys out of the palace. They will also discuss what would make their life perfect. Link to Year 6 see information below.	Lesson 1 Key Question: How do we define a perfect life? How do Christians, Jews and Buddhists reflect on what it means to develop and grow in life? The children will examine the 24 dispositions and think about what a spiritually balanced life may be like.
Lesson 2 Key Question: Does a relationship with Jesus initiate changes in behaviour? The children will explore the story of Zacchaeus and discuss how this illustrates the Christian belief that a relationship with Jesus causes changes in behaviour.	Lesson 2 Key Question: How do Buddhist teachings encourage people to do better? What are Buddhist teachings about life? The children will continue with what happened to Siddhartha and look at his teachings and how they helped his followers to change.	Lesson 2 Key Question: What does Hinduism and Jainism teach about reflecting on your journey through life? The children will explore how a belief in Karma and reincarnation affects how Hindus and Jains live their lives.
Lesson 3 Key Question: How does a Christian story help people to change for the better? The children will look at a parable and relate it to their own experiences. Link to Year 5 (Speck and the plank) see information below.	Lesson 3 Key Questions: How does Buddhism encourage its members to do better? What is it like to meditate? The children will experience meditation and discuss their thoughts on its benefits. Link to Year 6 see information below.	Lesson 3 Key Questions: What does Islam teach about life's journey? What role does being reflective play? The children will explore what Islam teaches about a Muslims spiritual journey and the importance of reflection.

Links to other Year Groups and lessons		
Link to lesson 3 Year 5 Spring week 3 **Key Questions:** How do Christians learn to live openly honestly and truthfully? The children will explore the Bible story 'The speck and the plank' looking at what it teaches Jesus' followers about living open, honest and truthful lives.	**Link to lessons 1 and 2** Year 6 Summer week 9 **Key Questions:** How did Prince Siddhartha seek wisdom? How does the story of Siddhartha help Buddhists to still be curious and value knowledge? The children will explore the story of Prince Siddhartha and discuss the idea that valuable knowledge comes at a price.	**Link to lesson 3** Year 1 Summer week 6 **Key Questions:** To what do many Hindu believers look forward to? The children will investigate the Hindu belief that death is not the end through the story of the seed of the Banyan Tree and the story of Salt in Water.
	Link to lesson 3 Year 5 Summer week 3 **Key Questions:** What practices and teachings do Jains and Buddhists use to become more content? Can I envisage situations when following a tradition could lead to behaviour considered by some to be anti-social? The children will consider the practise of meditation as a way of achieving peace and calm.	

Cluster: Developing Compassion Disposition: Responding to Suffering		
Year 2 Term: Autumn 1 and 2 (Autumn weeks 7-9)	Year 4 Term: Spring 2 (Spring weeks 10-12)	Year 6 Term: Spring 2 (Spring weeks 7-8)
Lesson 1 Key Question: What hurts me? The children will discuss the idea of suffering being divided into physical and emotional pain and how the pain changes as times passes. They will explore the Humanists 'Golden rule' through the story of 'The Fox and the Stork'.	Lesson 1 Key Question: Can we recognise when others are in hurt or in pain? The children will explore feelings related to being hurt and begin to explore empathy.	Lesson 1 Key Question: Can we recognise when others are hurt or in pain? The children will look at different kinds of suffering and hurt. Link to Year 4 Lesson 1 and Lesson 2 this unit.
Lesson 2 Key Question: How did Jesus make people better? The children will look at how Jesus relieved suffering through the story of Jairus' daughter.	Lesson 2 Key Question: How do Muslims respond to the suffering of others? The children will explore the Hadith and its teachings on suffering, then look at the work of Islamic Relief. Zakah forms part of this lesson Link to Year 6 lesson 1 this unit and Years 1, 3 and 5 see information below.	Lesson 2 Key Question: How do people handle the suffering that happens to themselves? What are the different responses? The children will explore what Buddhists believe about suffering through the Buddhist story of Kisagotami.
Lesson 3 Key Question: How do Christians (or other traditions) try to make things better? The children will look at how a Christian charity responds to the needy. Link to Years 1 and 4 see information below.	Lesson 3 Key Questions: What do Christians learn about the reactions of witnesses to Jesus' crucifixion? How do some Christians today respond to the account? The children will look at the Easter story and the reactions of different people within it before discussing the reaction of God.	

Links to other Year Groups and lessons		
Links to lesson 3 Year 1 Autumn week 6 **Key Question:** What does the Christian Harvest celebration mean? Why are there Harvest festivals? The children will be introduced to the idea that Harvest is a time when Christians say thank you for food and go on to discuss where food comes from. (Birmingham City Mission Link) Year 4 Autumn week 5 **Key Question:** When and why do believers say thank you to God? How can they show thankfulness for food? The children will look in greater depth at the Harvest festival with a focus on how celebrating this festival can meet the needs of people today. (Birmingham City Mission)	**Links to lesson 2** Year 1 Summer week 3 **Key Questions:** Which times do followers of Islam remember? b) Ramadan by paying Zakah? The children will examine Eid ul Fitr as a celebration and also introduce the payment of Zakah. Year 3 Autumn Week 3 **Key Questions:** What do believers of Islam (or other RT) teach about sharing with others? What do believers of Sikhism teach about sharing with others? The children will explore the sharing elements of Zakah Year 5 Summer week 8 **Key Question:** What different ways do followers of Islam have of saying thank you? The children will explore the ways in which Muslims thank Allah for all he has given them: through words, actions, worship and the giving of money.	

Cluster: Developing Compassion Disposition: Sharing and being generous		
Year 2 Term: Autumn 2 (Autumn weeks 10-12)	Year 3 Term: Autumn 1 (Autumn weeks 1-4)	Year 5 Term: Autumn 1 (Autumn weeks 4-6)
Lesson 1 **Key Question:** Have we ever given or received presents/ gifts? Do gifts have to cost money? Am I rich enough to share? The children will discuss the tradition of giving presents. They will explore the gift of hospitality through the Jewish festival of Sukkot.	Lesson 1 **Key Question:** Is it ever right to wish for others what one wishes for oneself? Do you like to give presents? What can people give that does not cost money? The children will explore the Rainbow Fish story and look at things they could give which would not cost anything. They will discuss the idea of presents being about giving as well as receiving. Link to Year 5 Lesson 1 this unit.	Lesson 1 **Key Question:** Why do we give, as well as receive? What can be given that does not have monitory value? What do Christians teach about sharing with others? The children will examine the idea that things of value to people do not necessarily need to be of monetary value. Link to Year 3 Lesson 1 this unit
Lesson 2 **Key Question:** What do Christians think about the presents given to Jesus by the Wise Men in the nativity story? What are good gifts for a baby? The children will watch a film about the real meaning of Christmas. They will look at the story of the wise men and focus on the gifts and their meanings for Jesus' life. Link to Year 6 see information below.	Lesson 2 **Key Question:** Are you rich enough to share? What do believers of Sikhism teach about sharing with others? The children will explore the Christian story of The Rich Fool and the Sikh story of Duni Chand and the needle and compare what they teach about wealth.	Lesson 2 **Key Question:** How do Sikhs show generosity? The children will examine how Sikhs show generosity through the work of the Sikh Langar. Link to Year 2 see information below.

Lesson 3 **Key Question:** Are you rich enough to share? The children will discuss the types of presents they'd like to give then discuss why Christians give Christmas gifts.	Lesson 3 **Key Questions:** What do believers of Islam (or other RT) teach about sharing with others? What do believers of Sikhism teach about sharing with others? The children will explore the sharing elements of Zakah. Link to Years 1, 4 and 5 see information below.	Lesson 3 **Key Questions:** How do religious and non-religious people show generosity? The children will explore how Humanists show generosity and why they choose to be generous in this way.
	Lesson 4 **Key Question:** What do believers of Christianity (or other traditions) teach about sharing with others? What do believers of Sikhism teach about sharing with others? The children will look at the history of Harvest then the work of Water Aid as an example of Harvest giving. Link to Years 1 and 4 see information below.	
Links to other Year Groups and lessons		
Link to lesson 2 Year 6 Autumn week 12 **Key Question:** What different names are given to Jesus in the Gospels? What do Christians think about Jesus as a result? The children will explore 3 Bible passages which give different names for Jesus. They will go on to explore the significance of the gifts of the Magi and how the names from the passages relate to the wise men's gifts and Jesus' future.	Links to lesson 3 Year 1 Summer week 3 **Key Questions:** Which special person or event do the believers of Islam remember? The children will examine Eid ul Fitr as a celebration and also introduce the payment of Zakah. Year 4 Spring week 11 **Key Question:** How do Muslims respond to the suffering of others? The children will explore the Hadith and its teachings on suffering, then look at the work of Islamic Relief. Zakah forms part of this lesson. Year 5 Summer week 8 **Key Question:** What different ways do followers of	Link to lesson 2 Year 2 Spring week 3 **Key Question:** What do believers of Sikhism teach about getting on with each other? The children will watch the film 'Manjot at the Langar' they will then discuss what happens at the Langar

	Islam have of saying thank you? The children will explore the ways in which Muslims thank Allah for all he has given them: through words, actions, worship and the giving of money.	
	Links to lesson 4 Year 1 Autumn week 6 Key Question: What does the Christian Harvest celebration mean? Why are there Harvest festivals? The children will be introduced to the idea that Harvest is a time when Christians say thank you for food and go on to discuss where food comes from. (Possible Birmingham City Mission Link) Year 4 Autumn week 5 Key Question: When and why do Christians say thank you to God for food? How can they show thankfulness for food? The children will look in greater depth at the Harvest festival with a focus on how celebrating this festival can meet the needs of people today. (Birmingham City Mission)	

Cluster: Developing Compassion Disposition: Caring for Others, Animals and the Environment		
Year 2 Term: Spring 2 (Spring weeks 7-9)	Year 3 Term: Autumn 1 (Autumn weeks 5-7)	Year 5 Term: Autumn 1 (Autumn weeks 1-3)
Lesson 1 Key Question: How wonderful is our world? The children will listen to the song 'What a wonderful world' and discuss what is good about our world. They will explore what Humanists believe about the world and the people in it.	Lesson 1 Key Question: What do others do for us? What can I do for others? What can I do to look after the world I live in? What do Ahmadiyya Muslims believe about caring for others? The children will discuss questions about caring before considering caring for the environment.	Lesson 1 Key Question: What is the difference between a wedding and marriage? How does a wedding relate to the couple's marriage? How does a Humanist, Hindu or Sikh wedding encourage the couple to care for one another? The children will think about the idea of the family unit being the basis for a caring society.
Lesson 2 Key Question: Why do Sikh's care about the planet? The children will explore the Sikh morning prayer and how it shows a relationship to the environment.	Lesson 2 Key Question: How does God want believers to care for others? The children will explore the idea of stewardship and how Christians believe God has asked them to care for animals.	Lesson 2 Key Question: How can marriage create an environment for caring? How does a Muslim wedding encourage the couple to care for each other? The children will investigate further marriage traditions from Islam and how these promote caring.
Lesson 3 Key Question: How do Jewish people care for the world? The children will explore the festival 'Tu Bishvat' and rules they were given to look after the land – specifically trees.	Lesson 3 Key Questions: How do Buddhist and Jains show care for the world? The children will look at the beliefs of Buddhists and Jains with regard to not harming living things and how this impacts on their daily lives.	Lesson 3 Key Questions: How can marriage create an environment for caring? How can promises made at a Christian wedding encourage the couple to care for one another? The children will investigate further marriage traditions from Christianity and how these promote caring.

Cluster: Developing Compassion Disposition: Being Merciful and Forgiving		
Year 2 Term: Spring 2 (Spring weeks 10-12)	Year 4 Term: Spring 2 (Spring weeks 7-9)	Year 6 Term: Spring 2 (Spring weeks 9-10)
Lesson 1 **Key Question:** Have I ever made a mistake? What is forgiveness? What is mercy? The children will explore and define the concepts of mercy and forgiveness.	Lesson 1 **Key Question:** Can all mistakes be forgiven? The children will explore different forgiveness scenarios and discuss how easy or difficult it is to forgive. (Watch 'The Unforgiving Servant' puppet show). Link to Year 2 Lesson 3 and Year 6 Lesson 2 this unit through the video for the unit looking at The Unmerciful Servant.	Lesson 1 **Key Questions:** What do Christians teach about mercy? How did Jesus put others first? The children will discuss the Christian view of mercy through the Easter Story.
Lesson 2 **Key Question:** What do Christians teach about love? What do Christians learn from a Bible story about forgiveness and showing mercy? The children will listen to, explore and discuss the story of The Prodigal Son looking at the concepts of mercy and forgiveness.	Lesson 2 **Key Question:** What does a story from the Bible have to say about forgiveness? What do Jewish people and Christians think about forgiveness? The children will explore the idea of forgiveness shown in the story of Joseph. Link to Year 1 see information below.	Lesson 2 **Key Questions:** How do Christians show forgiveness? The children will examine the story of the Unmerciful servant, what it teaches Peter about forgiveness and how this relates to daily life for Christians. Link to Year 2 Lesson 3, and Year 4 Lesson 1 this unit.
Lesson 3 **Key Question:** What do Christians teach about God's love? The children will explore mercy and forgiveness	Lesson 3 **Key Questions:** What do Christians believe about forgiveness as a result of Jesus' death on the cross?	

in the Unmerciful Servant then contrast with the Easter Story and the idea of Christians being forgiven and need to be forgiving. Link to Year 6 Lesson 2 this unit.	The children will look at the story of the crucifixion and discuss the message of forgiveness it gives.	
Links to other Year Groups and lessons		
	Link to lesson 2 Year 1 Summer week 10 Key Question: Why does the truth matter? What is telling the truth? Why is it sometimes hard? The children will explore the idea of truth through the story of Joseph.	