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EYFS (Kestrel class)

Topic – to cover all year	Who are we, and how do people celebrate belonging?
Core knowledge	Children will learn that: • Every child is special, unique and belongs to many different groups, including their family, school and local community. • Families may look different from one another, but all families are important and deserve respect. • People celebrate special times in different ways, and these celebrations often help families and communities come together. • Christians celebrate events such as Harvest, Christmas and Easter, and these are important within our school and local community. • People from other religions also have special celebrations, including Diwali, Hanukkah, Lunar New Year and Eid, which help families remember important stories and traditions. • Churches, mosques, synagogues, mandirs and gurdwaras are special places where people gather to worship, celebrate and belong. • Stories from different faiths teach people about kindness, friendship, generosity and caring for others. • Although people may have different beliefs and celebrations, many share common values such as kindness, respect, helping others and caring for the world around us.
Skills	Children will: • talk about the groups and communities they belong to. • recognise that people celebrate different festivals and special occasions. • notice similarities and differences between their own experiences and those of others. • ask simple questions about why people celebrate and worship in different ways. • listen carefully to stories from different religions and cultures. • talk about ways people show kindness, care and respect. • begin to use simple vocabulary linked to different faiths and celebrations. • show curiosity, respect and interest when learning about people whose lives may be different from their own.
Key vocabulary	Belong; family; community; celebration; church; Christmas; Easter; Harvest; Diwali Eid; Hanukkah; mosque; synagogue; mandir; gurdwara; special; kindness; respect; friendship; welcome



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Adaptations	• Read high-quality picture books that explore different families, celebrations and faiths. • Use No Outsiders texts to celebrate diversity and belonging. • Visit St John's Church and welcome visitors from the church community. • Celebrate festivals through stories, music, food, art and role play. • Explore photographs, artefacts and clothing from different faiths. • Use small-world resources to recreate celebrations and places of worship. • Encourage children to share their own family traditions and celebrations. • Provide sentence stems such as: • <i>"My family..."</i> • <i>"I celebrate..."</i> • <i>"This is special because..."</i> • Use Circle Time to discuss kindness, friendship and helping others. • Make strong links with Forest School by exploring how different religions encourage people to care for the natural world.
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Year 1 (Sparrowhawk class)

(Subject) Topic/Term	What does it mean to belong to a Christian community?	Why is Jesus special to Christians?	How do Muslims show they belong to their faith?
Core knowledge	Pupils will learn that: Christians believe that everyone is special and loved by God. A church is a special place where Christians gather to worship, pray and celebrate together. Christians belong to a community of believers called the Church. Baptism is a special Christian ceremony that welcomes a person into the Christian family. The Bible is the special book for Christians and teaches them how to live. Christians show their beliefs through worship, prayer, kindness and helping others. St John's Church plays an important role within the Ashton Hayes community and is a place where Christians gather for worship, celebration and remembrance. Belonging to a community involves caring for others, showing respect and supporting one another.	Christians believe Jesus is the Son of God and is special because he teaches people how to live The Bible contains stories about Jesus' life and teachings. Christians celebrate Jesus' birth at Christmas. Christians remember Jesus' death and resurrection at Easter. Jesus taught people to love God, care for others and show kindness and forgiveness. Christians try to follow Jesus' example through their words and actions. Many Christians worship Jesus in church and through prayer. Stories about Jesus continue to influence Christians around the world today.	Muslims believe in one God, known as Allah. Muslims follow the teachings of the Prophet Muhammad. The Qur'an is the holy book of Islam. A mosque is a special place where Muslims gather to pray and worship. Muslims pray regularly to show their faith and remember Allah. Eid al-Fitr is a joyful celebration that marks the end of Ramadan and brings families and communities together. Muslims show kindness, generosity and care for others through charity and helping those in need. Although Christians and Muslims have different beliefs, both religions encourage kindness, respect and caring for others.



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Skills	Identify features of a Christian church and explain why they are important. Recognise and describe Christian symbols such as the cross, Bible, font and candle. Retell the main events of a Christian baptism and explain why it is important to Christians. Talk about what it means to belong to different groups, including family, school and church. Compare belonging to a Christian community with belonging to their own school community. Ask thoughtful questions about why Christians worship together. Begin to recognise how beliefs influence the way Christians live and behave. Use simple religious vocabulary when talking about Christianity.	Retell some key stories about Jesus, including his birth, miracles and acts of kindness. Recognise why Christmas and Easter are important Christian celebrations. Identify ways that Jesus showed kindness, forgiveness and compassion. Talk about how Christians try to follow Jesus' teachings in everyday life. Compare Jesus' teachings about kindness with the school's 'Be Kind' values. Ask thoughtful questions about why Jesus is important to Christians. Use simple evidence from Bible stories to explain Christian beliefs. Use appropriate religious vocabulary when talking about Christianity.	Identify some of the key beliefs and practices of Muslims. Recognise the Qur'an and a mosque as important in Islam. Describe how Muslims celebrate Eid. Compare some similarities and differences between Christian and Muslim celebrations. Talk about how belonging is shown in different faith communities. Ask respectful questions about beliefs and religious celebrations. Begin to understand that people from different faiths may have different beliefs whilst sharing common values. Use simple religious vocabulary when talking about Islam.
Key vocabulary	Christian Christianity church community belong belonging Bible God Jesus baptism font cross	Jesus God Bible Christian Christianity Christmas Easter miracle disciple forgiveness kindness love	Muslim Allah Muhammad Qur'an mosque prayer worship Ramadan Eid celebration faith community

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	worship prayer faith symbol respect kindness celebration	prayer church cross resurrection parable worship	charity respect kindness belong
Possible Adaptations	Visit St John's Church to explore the building and meet members of the church community. Use photographs and artefacts (Bible, cross, baptism candle, christening gown, font). Role-play a baptism or church service. Storytelling using the Bible story of Jesus welcoming the children. Compare photographs of different groups children belong to (family, football club, Beavers, school, church). Use sentence stems such as "Christians believe..." and "I belong to..." Provide picture vocabulary cards and symbol matching activities. Encourage paired discussion before whole-class responses. Use simple sequencing activities to order the events of a baptism.	Use Bible story books, story sacks and picture books to explore the life of Jesus. Retell stories through role play, puppets and drama. Sequence key events from Jesus' life using picture cards. Use artwork to explore different representations of Jesus. Provide vocabulary cards with symbols and illustrations. Use sentence stems such as "<i>Christians believe...</i>" and "<i>Jesus taught...</i>". Encourage paired discussion before whole-class responses. Compare Jesus' teachings with examples of kindness shown in school. Challenge higher-attaining pupils to explain why Christians continue to follow Jesus today.	Use photographs and videos of mosques, prayer and Eid celebrations. Explore artefacts such as a prayer mat, Qur'an stand, prayer beads and traditional clothing. Read stories about Muslim families celebrating Eid. Compare Christian and Muslim celebrations using sorting and matching activities. Use role play to explore giving, sharing and celebrating together. Provide picture vocabulary cards and simple sentence stems such as "<i>Muslims believe...</i>" and "<i>Muslims celebrate...</i>". Encourage paired discussion before sharing ideas with the class. Challenge higher-attaining pupils to identify similarities and differences between Christian and Muslim beliefs and celebrations.



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	Challenge higher-attaining pupils to compare why belonging might be important to different people and communities.		
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Year 2/3 Cycle A (Owl class)

(Subject) Topic/Term	Autumn: How do Jewish beliefs help people belong to their community?	Spring: How do Christians show their beliefs in everyday life?	Summer: How do people decide what is right and wrong? <i>Humanism</i>
Core knowledge	Jewish people believe in one God and have a special relationship (covenant) with Him. The Torah is the holy book of Judaism and contains teachings that help Jewish people live good lives. Jewish families and communities gather to worship in a synagogue. Shabbat is a special weekly day of rest, worship and family time. Jewish festivals, such as Hanukkah and Passover, help Jewish people remember important events and celebrate their faith. Symbols such as the Star of David and the Menorah are important within Judaism. Belonging to a faith community gives many people a sense of identity, support and shared purpose. Whilst Jewish beliefs and practices are distinctive, Judaism shares many values with Christianity and Islam, including caring	Christians believe that Jesus taught people how to live through his words and actions. The Bible contains teachings, stories and parables that guide Christians in their everyday lives. Christians believe that loving God and loving their neighbour are two of Jesus' most important teachings. Prayer, worship, generosity, forgiveness and helping others are ways that Christians put their beliefs into practice. Churches often support their local communities through acts of service, charity and caring for others. Christians celebrate important events such as Christmas and Easter because they remember the life, death and resurrection of Jesus. Whilst Christianity has distinctive beliefs about Jesus, Christians share many values with people of other faiths and	People make decisions about right and wrong in different ways. Many Christians believe the Bible and the teachings of Jesus help them decide how to live. Jewish people use the Torah and their traditions to guide their choices. Muslims use the Qur'an and the teachings of the Prophet Muhammad to help them live good lives. Humanists do not usually believe in a god but believe people should make moral choices through reason, evidence, empathy and considering the consequences of their actions. Humanists believe that kindness, fairness, honesty and respect are important because they help people live happy and peaceful lives together. Although people may have different beliefs and worldviews, many share common values such as kindness, compassion, generosity, honesty,



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	for family, showing kindness, helping others, worshipping one God and belonging to a supportive community. Living Well Together By studying Judaism, pupils will understand that: Jewish people have been part of Britain's history and communities for hundreds of years. Learning about Judaism helps us appreciate and respect people whose beliefs and traditions may be different from our own. Many religions share common values such as kindness, generosity, family and community. Understanding different faiths helps us challenge stereotypes and build welcoming, inclusive communities where everyone feels they belong.	worldviews, including kindness, compassion, generosity, honesty, forgiveness and serving others. People may express their beliefs in different ways, but many are inspired to make a positive difference within their communities. Living Well Together By studying Christianity, pupils will understand that: Christian communities continue to play an important role in villages, towns and cities across Britain. People of many different faiths, and those with no religious faith, often share values such as kindness, generosity, honesty and compassion. Understanding why Christians live the way they do helps us appreciate different beliefs whilst recognising the values we have in common. Respecting people's beliefs helps us build caring, welcoming and inclusive communities where everyone feels valued.	justice and caring for others. Respecting different beliefs and worldviews helps create strong, welcoming communities where everyone feels valued. Living Well Together By studying different faiths and Humanism, pupils will understand that: People in Britain hold many different religious and non-religious beliefs. Understanding different worldviews helps us appreciate why people may think or act differently. Although beliefs may differ, many people share common values such as kindness, honesty, fairness and respect. Listening to different viewpoints with curiosity and respect helps us build welcoming, inclusive communities where everyone feels they belong.
Skills	Identify key features of Jewish belief and worship.	Explain how Christians use the Bible to guide their lives.	Explain that people use different beliefs and

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	Explain why the Torah is important to Jewish people. Recognise the importance of Shabbat and Jewish festivals. Compare similarities and differences between Jewish and Christian places of worship and celebrations. Ask thoughtful questions about why belonging is important in different faith communities. Use evidence from stories and religious artefacts to explain beliefs. Begin to recognise how beliefs influence people's everyday lives. Use appropriate religious vocabulary confidently.	Recognise how Christian beliefs influence actions and choices. Explore stories and parables told by Jesus and identify the messages they contain. Compare how Christians, Jews and Muslims show commitment to their faith. Identify similarities and differences between how different faiths express their beliefs. Ask thoughtful questions about how beliefs influence behaviour. Use evidence from Bible stories and examples of Christian life to explain beliefs. Use appropriate religious vocabulary confidently.	values to help them make decisions. Identify similarities and differences between religious and non-religious worldviews. Compare how Christians, Jews, Muslims and Humanists decide what is right and wrong. Discuss moral questions respectfully, recognising that people may have different opinions. Use evidence from stories, religious teachings and real-life examples to explain ideas. Ask thoughtful questions about fairness, kindness and responsibility. Begin to explain their own ideas whilst listening respectfully to others. Use appropriate religious and philosophical vocabulary confidently.
Key vocabulary	Judaism Jewish Torah synagogue rabbi Shabbat Hanukkah Passover Star of David Menorah covenant worship community belief	Christianity Christian Bible parable Gospel prayer worship church disciple forgiveness compassion service charity community	Humanism Humanist worldview belief values morals fairness respect empathy responsibility kindness honesty community religion

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	tradition respect identity	belief faith love neighbour	choice consequences
Possible Adaptations	Explore Jewish artefacts, including a Torah scroll (or replica), kippah, menorah and mezuzah. Use photographs and virtual tours of a synagogue. Listen to and retell stories from the Torah. Compare a church and synagogue using photographs, diagrams and sorting activities. Sequence the events of Shabbat or Hanukkah. Use sentence stems such as <i>"Jewish people believe..."</i> and <i>"This is similar because..."</i>. Provide vocabulary cards with symbols and images. Challenge higher-attaining pupils to explain why traditions help communities stay connected across generations.	Explore a range of Bible stories, including The Good Samaritan, The Lost Sheep and The Feeding of the Five Thousand. Use drama and role play to explore how Christians might respond to everyday situations. Invite pupils to sort actions into those that reflect Jesus' teachings. Compare examples of Christian charities and community work. Use sentence stems such as <i>"Christians believe..."</i> and <i>"This teaches Christians to..."</i>. Provide picture prompts and key vocabulary cards. Encourage paired discussion before whole-class responses. Challenge higher-attaining pupils to explain why different Christians may express their beliefs in different ways.	Use stories that present simple moral dilemmas for discussion. Compare teachings from Christianity, Judaism, Islam and Humanism using picture cards. Use role play to explore different ways people might respond to everyday situations. Encourage paired discussions using sentence starters such as: <i>"I think..."</i> <i>"Some Christians believe..."</i> <i>"A Humanist might say..."</i> Use sorting activities to identify shared values across different faiths and worldviews. Provide visual vocabulary cards and discussion prompts. Challenge higher-attaining pupils to explain why different people can reach similar conclusions even when their beliefs are different.



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Year 2/3 Cycle B (Owl class)

(Subject) Topic/Term	Autumn: How do Hindus express their beliefs through worship and celebration?	Spring: Why is the Bible still important to Christians today?	Summer: How does prayer help Muslims live their faith every day?
Core knowledge	Hindu Dharma is one of the world's oldest religions and is followed by millions of people around the world, including many living in Britain. Hindus believe in one supreme reality, Brahman, which may be understood and worshipped in different forms, including deities such as Vishnu, Shiva, Lakshmi and Ganesha. Hindus worship at home and in a mandir (Hindu temple). Puja is an act of worship in which Hindus pray, make offerings and show devotion. Diwali, the Festival of Light, celebrates the triumph of light over darkness and good over evil. Hindus believe that actions (karma) are important and that people should try to live good and responsible lives. Whilst Hindu beliefs and worship are distinctive, Hindus share many values	Christians believe the Bible is the inspired Word of God and provides guidance for how they should live. The Bible is made up of two main sections: the Old Testament and the New Testament. Christians read stories, parables and teachings from the Bible to help them understand God, Jesus and how to live a good life. Jesus often taught through parables, which encourage people to think about kindness, forgiveness, love and compassion. Christians continue to use the Bible in churches, schools and at home for worship, prayer and reflection. Different Christians may understand and apply the Bible in different ways. • Whilst Christians look to the Bible for guidance, Jews use the Torah, Muslims use the Qur'an and Humanists may	Muslims believe in one God, known as Allah, and follow the teachings of the Prophet Muhammad. Muslims pray (Salah) five times each day as part of the Five Pillars of Islam. Prayer helps Muslims remember Allah, reflect on their actions and strengthen their faith. Before praying, Muslims prepare by washing (Wudu) as a symbol of cleanliness and respect. Muslims pray facing the Ka'bah in Makkah (Mecca), which is a place of great importance in Islam. The Five Pillars of Islam help Muslims live faithful, disciplined and caring lives. Prayer is one way in which Muslims worship, but they also show their faith through charity, fasting, kindness and helping others. Whilst Muslims worship differently from Christians, Jews and Hindus, many faiths



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	with Christians, Jews, Muslims and Humanists, including kindness, honesty, respect, generosity, family, community and caring for others. People express their beliefs in different ways, but many religions encourage individuals to live positively and contribute to their communities. Living Well Together By studying Hindu Dharma, pupils will understand that: Hindu communities are an important part of modern Britain and contribute to many aspects of British life. Learning about Hindu beliefs and celebrations helps us appreciate and respect the diversity of people who live in our communities. Although religions express beliefs in different ways, many encourage people to live with kindness, honesty, generosity and respect for others. Understanding different faiths helps us celebrate diversity, challenge stereotypes and create communities where everyone feels welcome and valued.	look to reason, evidence and shared human values when making decisions. Although different faiths and worldviews have different sources of guidance, many encourage people to live with kindness, honesty, respect, forgiveness and generosity. Living Well Together By studying the Bible and comparing it with other sacred texts, pupils will understand that: Many people in Britain are guided by religious beliefs, whilst others are guided by different worldviews. Sacred books continue to influence how many people live, worship and care for others. Although different religions have different sacred texts, many encourage people to show kindness, honesty, forgiveness and compassion. Understanding why sacred books are important helps us respect the beliefs of others and build inclusive communities where everyone feels valued.	encourage regular reflection, prayer or quiet thought, helping people to live with kindness, honesty, compassion and generosity. Although people express their beliefs in different ways, many are inspired by their faith or worldview to make positive choices and contribute to their communities. Living Well Together By studying Islam, pupils will understand that: Islam is the second largest religion in Britain, and Muslim communities make a rich and valuable contribution to British society. Learning about Muslim beliefs and practices helps us understand and respect people whose faith may be different from our own. Although people pray and worship in different ways, many religions encourage kindness, generosity, honesty, self-discipline and caring for others. Respecting different beliefs and worldviews helps us build welcoming, inclusive communities where everyone feels safe, valued and able to belong.
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Skills	Identify key beliefs and practices within Hindu Dharma. Explain why puja and worship are important to many Hindus. Describe the significance of Diwali and other Hindu celebrations. Compare Hindu worship and celebrations with those studied in Christianity, Judaism and Islam. Recognise similarities and differences between places of worship. Ask thoughtful questions about why people worship in different ways. Use artefacts, stories and images as evidence when discussing beliefs. Use appropriate religious vocabulary confidently when describing Hindu beliefs and practices.	Explain why the Bible is important to Christians. Identify the difference between the Old and New Testaments. Explore and interpret some of Jesus' parables and explain their meaning. Compare the Bible with the Torah and Qur'an as sacred texts. Recognise that different people use different sources of guidance when making decisions. Ask thoughtful questions about why sacred books are important. Use evidence from stories and teachings to explain Christian beliefs. Use increasingly accurate religious vocabulary when discussing sacred texts.	Explain why prayer is important to many Muslims. Identify the Five Pillars of Islam and describe their purpose. Recognise how Muslims prepare for prayer and why this is important. Compare prayer and worship in Islam with worship in Christianity, Judaism and Hindu Dharma. Identify similarities and differences between the ways people express their beliefs. Ask thoughtful questions about why prayer or reflection is important to many people. Use evidence from stories, artefacts and religious practices to explain beliefs. Use increasingly accurate religious vocabulary when discussing Islam.
Key vocabulary	Hindu Dharma Hindu Brahman deity Vishnu Shiva Lakshmi Ganesha mandir puja Diwali	Bible Old Testament New Testament parable Gospel disciple Christianity Christian sacred scripture guidance	Islam Muslim Allah Muhammad Qur'an Salah prayer Wudu Five Pillars Makkah (Mecca) Ka'bah

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	karma festival worship devotion belief community respect	teaching belief faith Torah Qur'an respect compassion forgiveness	mosque worship faith commitment charity respect community
Possible Adaptations	Explore Hindu artefacts, including a Diya lamp, murti (statue), incense holder and puja tray. Watch video clips of a family performing puja at home and worship in a mandir. Read and discuss stories linked to Diwali and the story of Rama and Sita. Compare photographs of a church, synagogue, mosque and mandir. Use drama or role play to explore Diwali celebrations. Provide picture vocabulary cards and sentence stems such as: "Hindus believe..." "During Diwali..." "This is similar because..." Encourage paired discussion before whole-class responses. Challenge higher-attaining pupils to explain how worship can help people feel connected to their faith and community.	Explore a range of children's Bibles and compare them with a Torah and Qur'an (or high-quality images if originals are not available). Read and discuss parables such as The Good Samaritan, The Lost Sheep and The Wise and Foolish Builders. Use drama and role play to explore the meaning of Bible stories. Sort stories according to the values they teach (kindness, forgiveness, honesty, courage). Compare sacred books using photographs and simple comparison charts. Provide sentence stems such as: "Christians believe the Bible..." "This story teaches..." "This is similar to..." Encourage paired discussion before whole-class responses.	Explore artefacts including a prayer mat, prayer beads, Qur'an stand and compass showing the direction of Makkah. Watch high-quality videos showing Wudu and Salah (where appropriate). Use photographs and virtual tours of a mosque. Compare Muslim prayer with Christian prayer and Jewish worship using Venn diagrams or sorting activities. Sequence the steps involved in Wudu and Salah using picture cards. Use sentence stems such as: "Muslims pray because..." "This is similar to..." "One difference is..." Encourage paired discussion before whole-class responses. Challenge higher-attaining pupils to explain how daily prayer might influence the



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		Challenge higher-attaining pupils to explain why different people may interpret the same story in different ways.	choices a Muslim makes throughout the day.
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Year 4/5 Cycle A (peregrine Class)

(Subject) Topic/Term	Autumn: What do Jews believe about their relationship with God?	Spring: Why do Christians believe Jesus changed the world?	Summer: Can people live a good life without believing in God? <i>(Exploring Humanism alongside religious worldviews.)</i>
Core knowledge	Jews believe God made a special agreement, or covenant, with Abraham and his descendants, forming the basis of the Jewish faith. The Torah is the most sacred text in Judaism and teaches Jewish people how to live faithful and responsible lives. Jewish people demonstrate their faith through worship, prayer, festivals, acts of kindness and following God's commandments (mitzvot). The synagogue is an important place for worship, learning and community life. Festivals such as Passover (Pesach) remind Jewish people of God's faithfulness and the importance of freedom, hope and remembering their history.	Christians believe Jesus is the Son of God and that his life, death and resurrection changed the relationship between God and humanity. Christians believe Jesus' teachings continue to influence millions of people throughout the world today. Jesus taught through parables, miracles and his own example, encouraging people to live with love, forgiveness, compassion and humility. Christians believe Jesus' death on the cross and resurrection at Easter demonstrate God's love, forgiveness and promise of eternal life. Many Christians try to follow Jesus' example through worship, prayer, serving others and working for justice and peace.	Humanism is a non-religious worldview followed by many people in Britain and around the world. Humanists do not usually believe in God or gods but believe that people can lead meaningful, moral and fulfilling lives through reason, evidence, empathy and shared human values. Humanists believe people should take responsibility for their own actions and work together to improve the lives of others. Many Humanists support charities, campaigns and organisations that promote equality, justice, human rights and protecting the environment. Christians, Jews, Muslims and Hindus often believe that their moral values are rooted in their faith and sacred teachings.



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	Jewish beliefs continue to shape the identity, traditions and daily lives of Jewish communities throughout Britain and the wider world. Whilst Judaism has distinctive beliefs about covenant and the Torah, Jewish people share many values with Christians, Muslims, Hindus and Humanists, including justice, compassion, generosity, family, respect, community and caring for others. Different faiths may understand God in different ways, but many encourage people to live responsibly, care for others and contribute positively to society. Living Well Together By studying Judaism, pupils will understand that: Jewish communities have made significant contributions to Britain's history, culture, education, science and public life. Learning about Judaism helps us challenge prejudice and recognise the importance of respecting different beliefs and traditions. Although religions have distinctive beliefs and	Churches and Christian organisations continue to make a positive difference within communities through charity, education, healthcare and supporting people in need. Christianity has had a significant influence on British history, culture, traditions and values. Whilst Christians have distinctive beliefs about Jesus, many of the values he taught—such as kindness, forgiveness, generosity, compassion and serving others—are shared across many religions and worldviews, including Judaism, Islam, Hindu Dharma and Humanism. Although different faiths understand Jesus differently, many recognise him as an important historical figure whose teachings continue to inspire people today. Living Well Together By studying Christianity, pupils will understand that: Christianity remains an important part of life for many people across Britain and the wider world. Jesus' teachings have influenced many of the values that shape British	Humanists may arrive at many of the same moral values through careful thinking, experience, science and concern for the wellbeing of others. Whilst religious and non-religious worldviews may have different foundations, they often promote shared values such as kindness, honesty, compassion, justice, generosity, respect, responsibility and caring for others. People with different beliefs can work together respectfully to improve their communities and make the world a better place. Living Well Together By studying Humanism alongside different religions, pupils will understand that: Modern Britain is home to people from many different religious and non-religious worldviews. People do not have to share the same beliefs to work together, care for one another and make positive contributions to society. Respecting different beliefs, listening carefully and finding common ground helps communities
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	practices, many encourage people to live with justice, compassion, generosity and respect for others. Understanding the beliefs and experiences of others helps us build welcoming, inclusive communities where everyone feels valued and able to contribute.	society, including compassion, service, forgiveness and caring for those in need. Although different religions understand Jesus in different ways, many encourage people to show kindness, generosity and respect towards others. Understanding why Jesus is important to Christians helps us appreciate different beliefs, challenge stereotypes and contribute to welcoming communities where everyone is respected.	become stronger, kinder and more inclusive. Although people may disagree about some questions, they often share important values such as kindness, honesty, justice, compassion and respect. Understanding different worldviews helps us become thoughtful, respectful citizens who are prepared to contribute positively to modern Britain.
Skills	Explain the meaning of the covenant between God and the Jewish people. Describe how Jewish beliefs influence everyday life and decision making. Interpret stories from the Torah and explain what they teach Jewish people today. Compare Jewish beliefs about God with those studied in Christianity and Islam. Explain similarities and differences between the sacred texts and practices of different faiths. Use evidence from sacred texts, artefacts and religious practices to	Explain why Christians believe Jesus is central to their faith. Interpret Bible stories and parables, explaining what they teach Christians today. Explore how Jesus' teachings influence the choices Christians make in everyday life. Compare Christian beliefs about Jesus with the beliefs of other faiths previously studied. Recognise similarities and differences between the values promoted by different religions and worldviews. Use evidence from sacred texts, artwork and historical sources to support their explanations.	

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	support their explanations. Ask thoughtful theological questions about belief, commitment and identity. use increasingly precise religious vocabulary when discussing Judaism.	Ask thoughtful theological and philosophical questions about forgiveness, sacrifice, hope and compassion. Use increasingly precise religious vocabulary when discussing Christianity.	
Key vocabulary	Judaism Jewish God covenant Abraham Torah mitzvot synagogue rabbi Pesach (Passover) Exodus faithfulness identity tradition community justice compassion belief	Christianity Jesus Son of God Bible Gospel parable miracle disciple Salvation resurrection crucifixion forgiveness compassion justice service hope faith worship	
Possible Adaptations	Explore extracts from the story of Abraham and the Exodus through storytelling and discussion. Examine Jewish artefacts including a Torah scroll (or replica), yad, mezuzah, tallit and kippah. Use timelines to place key events in Jewish history. Compare a synagogue with St John's Church using photographs, plans and virtual tours.		



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	Use Venn diagrams to compare Jewish, Christian and Muslim beliefs about God. Provide sentence stems such as: <i>"Jews believe..."</i> <i>"This covenant means..."</i> <i>"This is similar because..."</i> Encourage collaborative discussion before independent reflection. Challenge higher-attaining pupils to explain why the covenant remains central to Jewish identity today.		
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Year 4/5 Cycle B (peregrine Class)

(Subject) Topic/Term	How do the Five Pillars help Muslims live a good life?	Spring: How do Sikhs put their beliefs into action?	Summer: What can different religions and worldviews teach us about living well together?
Core knowledge	Muslims believe in one God (Allah) and follow the teachings of the Prophet Muhammad as revealed in the Qur'an. The Five Pillars of Islam provide a framework that helps Muslims live faithful, disciplined and purposeful lives. The Five Pillars are: • Shahadah (faith) • Salah (prayer) • Zakat (charity) • Sawm (fasting during Ramadan) • Hajj (pilgrimage to Makkah) • Muslims believe these practices strengthen their relationship with Allah and help them become kind, generous, honest and responsible members of society. The Five Pillars influence many aspects of daily life, encouraging self-discipline, gratitude, compassion and service to others. Muslims around the world may practise their faith in	Sikhism was founded by Guru Nanak, who taught that all people are equal and should be treated with dignity and respect. Sikhs believe in one God and are guided by the teachings of the Ten Gurus, which are recorded in the Guru Granth Sahib, the Sikh holy book. The Gurdwara is the Sikh place of worship and welcomes everyone, regardless of their background or beliefs. Langar, the community kitchen, is an important expression of equality, generosity and service. Everyone is welcomed to eat together, regardless of their religion, wealth or status. Sikhs believe in Seva (selfless service), encouraging people to help others without expecting anything in return. Many Sikhs show their faith through acts of kindness, volunteering	People from different religions and worldviews may have different beliefs about God, worship, life after death and sacred texts. Although beliefs differ, many religions and worldviews encourage similar values, including kindness, compassion, honesty, forgiveness, generosity, justice, equality, respect and caring for others. Christians, Jews, Muslims, Hindus, Sikhs and Humanists all encourage people to make positive contributions to their families, communities and wider society, although they may explain these values in different ways. Learning about different beliefs helps us understand why people make different choices and express their beliefs in different ways. Modern Britain is home to people from many different religions and non-religious worldviews

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	different ways, but the Five Pillars provide a shared foundation for belief and worship. Whilst the Five Pillars are unique to Islam, many of the values they encourage—such as generosity, compassion, self-discipline, gratitude, honesty and serving others—are shared by Christianity, Judaism, Hindu Dharma, Sikhism and Humanism. Different faiths express commitment in different ways, but many encourage people to contribute positively to their families, communities and the wider world. Living Well Together By studying the Five Pillars of Islam, pupils will understand that: Muslims are an important part of communities throughout Britain and make valuable contributions to every area of society. Learning about Islam helps us understand and respect people whose beliefs and ways of life may be different from our own. Many religions encourage generosity, compassion, self-discipline and caring for others, even though	and supporting their local communities. The Five Ks are important symbols of commitment for many Sikhs and remind them of their beliefs and responsibilities. Whilst Sikh beliefs and practices are distinctive, Sikhs share many values with Christians, Jews, Muslims, Hindus and Humanists, including equality, compassion, honesty, generosity, justice and serving others. Different faiths encourage people to care for others in different ways, but many inspire individuals to make positive contributions to society. Living Well Together By studying Sikhism, pupils will understand that: Sikh communities make important contributions to life in Britain through volunteering, charity, business, healthcare, education and public service. Learning about Sikh beliefs helps us understand why equality, hospitality and serving others are valued by many people. Although religions express these ideas in different ways, many encourage people to show	who live, work and contribute alongside one another. Respecting different beliefs does not mean everyone has to agree; it means listening carefully, treating people with dignity and recognising that everyone deserves respect. Diversity strengthens communities by bringing together different experiences, ideas and perspectives. Understanding both the similarities and the distinctive features of different faiths helps us become thoughtful, respectful and informed citizens who are prepared to contribute positively to modern Britain. Living Well Together By studying a range of religions and worldviews, pupils will understand that: Modern Britain is strengthened by people from many different religions, cultures and non-religious worldviews living and working together. Learning about different beliefs helps us challenge stereotypes, overcome prejudice and appreciate the richness of diversity.
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	they express these values in different ways. Understanding why people are committed to their beliefs helps us challenge stereotypes, appreciate diversity and build inclusive communities where everyone feels respected and valued.	compassion, generosity, justice and respect. Understanding different beliefs helps us challenge prejudice, celebrate diversity and build welcoming communities where everyone feels respected, included and able to contribute.	We do not have to share the same beliefs to share common values or work towards common goals. Listening respectfully, asking thoughtful questions and finding common ground helps create welcoming, inclusive communities where everyone feels safe, valued and able to contribute.
Skills	Explain the purpose of each of the Five Pillars of Islam. Describe how the Five Pillars influence the daily lives of Muslims. Compare how Muslims demonstrate commitment to their faith with how people from other religions and worldviews express their beliefs. Explain how acts of worship, charity and service strengthen religious communities. Identify similarities and differences between religious practices across different faiths. Use evidence from sacred texts, religious practices and personal accounts to explain beliefs. Ask thoughtful theological and philosophical	Explain the significance of Seva and why it is central to Sikh life. Describe how the Guru Granth Sahib guides Sikhs in their daily lives. Explain why Langar is an important expression of equality and community. Compare how Sikhs demonstrate commitment through service with how people from other faiths and worldviews put their beliefs into action. Identify similarities and differences between acts of service across different religions. Interpret evidence from sacred texts, artefacts, visitors and lived experiences to explain how Sikh beliefs influence people's lives.	Compare the beliefs, practices and values of the religions and worldviews studied. Identify both similarities and differences between faiths using evidence from sacred texts, religious practices, artefacts and lived experiences. Explain how beliefs influence people's decisions, behaviour and contributions to society. Interpret evidence from a range of religious and non-religious sources to support their ideas. Recognise that people may respectfully disagree whilst valuing one another. Justify their own viewpoints using evidence whilst listening carefully to the opinions of others.

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	questions about commitment, sacrifice, generosity and responsibility. Use increasingly sophisticated religious vocabulary accurately and confidently.	Ask thoughtful questions about equality, justice and serving others. Justify their ideas using evidence from what they have learned.	Begin to evaluate how different beliefs can contribute positively to communities. Use increasingly sophisticated religious and philosophical vocabulary when discussing different worldviews.
Key vocabulary	Islam Muslim Allah Muhammad Qur'an Five Pillars Shahadah Salah Zakat Sawm Ramadan Hajj Makkah (Mecca) Ka'bah commitment discipline charity pilgrimage faith community gratitude compassion	Sikhism Sikh Guru Nanak Guru Granth Sahib Gurdwara Langar Seva Five Ks Equality Community Service Respect Justice Compassion Generosity Belief Faith Commitment	worldview belief faith religion Humanism diversity equality respect community identity values compassion justice generosity beliefs similarities differences contribution citizenship
Possible Adaptations	Explore the Five Pillars through artefacts, photographs and short video clips showing Muslims practising their faith. Use a "day in the life" case study of a Muslim child to explore how beliefs influence everyday routines. Create comparison charts between the Five Pillars	Explore artefacts including a kara, turban, kanga and photographs of the Guru Granth Sahib. Take a virtual tour (or visit) of a Gurdwara. Watch videos showing Langar in action and discuss why everyone is welcomed equally. Compare acts of service in Sikhism with Christian	Create comparison grids showing the key beliefs, places of worship, sacred texts and values of each religion and worldview studied. Use sorting activities to identify values that are shared across different faiths. Explore real-life case studies of people from different backgrounds

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	and practices from Christianity, Judaism and Hindu Dharma. Use role play and discussion to explore how generosity, self-discipline and service can be shown in everyday life. Provide visual organisers and vocabulary cards for each of the Five Pillars. Use sentence stems such as: • <i>"Muslims believe..."</i> • <i>"The Five Pillars help Muslims..."</i> • <i>"This is similar because..."</i> Encourage paired discussion before independent reflection. Challenge higher-attaining pupils to evaluate which of the Five Pillars they think has the greatest impact on daily life and justify their reasoning.	charities, Zakat in Islam and Humanist volunteering. Use photographs and case studies of Sikh individuals serving their communities. Use sentence stems such as: • <i>"Sikhs believe..."</i> • <i>"Langar is important because..."</i> • <i>"This is similar to..."</i> Encourage collaborative discussion before independent reflection. Challenge higher-attaining pupils to explain why equality is such an important principle within Sikhism and compare this with other religions and worldviews.	working together within Britain. Hold structured classroom discussions where pupils respectfully explain and compare different viewpoints. Use sentence stems such as: • <i>"One similarity is..."</i> • <i>"One difference is..."</i> • <i>"This teaches us..."</i> • <i>"The evidence suggests..."</i> Encourage pupils to support their ideas using examples from previous learning. Challenge higher-attaining pupils to evaluate why people with different beliefs are often able to work together successfully.
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Year 5/6 Cycle A (Buzzard class)

(Subject) Topic/Term	Autumn: How can different religions and worldviews help us understand what it means to be human?	Spring: Can religion and science both help us understand our world?	Summer: How can beliefs inspire people to change the world?
Core knowledge	People throughout history have asked big questions about the purpose and meaning of life. Different religions and worldviews offer different answers to questions such as: • Why are we here? • What makes life meaningful? • What happens when we die? • How should we treat one another? Christians believe people are created in the image of God and are called to love God and their neighbour. Jews understand their identity through their covenant with God and living faithfully according to the Torah. Muslims believe human beings are created by Allah to worship Him and care for His creation.	Throughout history, people have sought to understand the origins of the universe, the Earth and life itself. Science investigates the natural world through observation, evidence, experimentation and testing ideas. Many religious believers understand the world through sacred texts, faith, worship and reflection on life's deeper meaning. Christians hold a range of views about the relationship between the Genesis creation accounts and scientific explanations such as the Big Bang Theory and evolution. Many Christians believe that science explains how the universe developed, whilst religion helps answer why it exists and what purpose it has. Some religious believers understand the creation stories symbolically rather than as literal historical accounts.	Throughout history, religious and non-religious beliefs have inspired people to improve the lives of others and work for justice, peace and equality. Christians may be inspired by the life and teachings of Jesus to serve others, forgive, show compassion and challenge injustice. Sikhs are encouraged to practise Seva (selfless service), supporting their communities through generosity and equality. Muslims may be inspired by the Qur'an and the teachings of the Prophet Muhammad to care for those in need through charity (Zakat) and acts of compassion. Jewish beliefs about justice (Tzedakah) encourage responsibility, generosity and helping others. Humanists may be inspired by reason, empathy and a shared



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	Hindus believe life is part of a continuing journey and that actions (karma) influence future lives. Sikhs believe people should remember God, earn an honest living and serve others selflessly. Humanists believe people create meaning through relationships, compassion, reason and making positive contributions to society. Whilst these religions and worldviews answer life's biggest questions in different ways, they often share values such as kindness, justice, compassion, honesty, respect and service to others. Understanding different beliefs helps us appreciate why people make different choices whilst recognising our shared humanity. Living Well Together By exploring how different religions and worldviews understand what it means to be human, pupils will understand that: Modern Britain is enriched by people who hold many different beliefs and worldviews. People may answer life's biggest questions	Many scientists are religious, and many religious people value scientific discovery. Science and religion are not always in conflict; for many people they offer different ways of understanding the world. Different people interpret evidence and belief in different ways, and thoughtful disagreement can exist within both religious and scientific communities. Understanding both scientific and religious perspectives helps us appreciate the complexity of some of life's biggest questions. Living Well Together By exploring scientific and religious perspectives, pupils will understand that: People in modern Britain hold a wide range of beliefs about the origins and purpose of life. Science and religion often seek to answer different kinds of questions, and many people find value in both. Respectful discussion allows people with different viewpoints to	responsibility to improve life for everyone. People with different beliefs often work together to address poverty, inequality, environmental issues and humanitarian crises. Beliefs do not simply shape personal choices—they can influence communities, nations and the wider world. Although religions and worldviews differ in many ways, they often inspire people to show courage, kindness, compassion, justice and service to others. Understanding how beliefs influence people's actions helps us appreciate the positive contribution that faith communities and non-religious organisations make to modern Britain and the wider world. Living Well Together By studying how beliefs inspire people to change the world, pupils will understand that: People from many different religions and worldviews make valuable contributions to communities throughout
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	differently whilst sharing common values and aspirations. Listening carefully to different viewpoints helps us develop empathy, challenge assumptions and appreciate the diversity of our communities. Respectful disagreement is an important part of living well together, allowing people to learn from one another whilst recognising the dignity and worth of every individual.	learn from one another without needing to agree. Understanding different ways of thinking helps us become open-minded, thoughtful and respectful citizens who value both evidence and diversity of belief.	Britain and across the world. Shared values such as compassion, justice, generosity and service often bring people together, even when they hold different beliefs. Positive change is often achieved when people work together with respect, determination and a shared commitment to helping others. Understanding what motivates different people helps us appreciate diversity whilst recognising the values that unite us.
Skills	Compare how different religions and worldviews answer questions about the meaning and purpose of life. Explain similarities and differences between religious and non-religious beliefs using evidence. Interpret evidence from sacred texts, philosophical ideas and lived experiences. Recognise that people from the same religion may hold different viewpoints.	Explain how science and religion investigate different types of questions. Interpret different viewpoints about creation, origins and the natural world using evidence. Compare religious and scientific explanations respectfully and fairly. Evaluate different perspectives, recognising that there may not always be one simple answer. Distinguish between questions that can be investigated scientifically	Evaluate how beliefs and worldviews inspire people to take action. Analyse case studies of individuals and organisations motivated by different beliefs. Interpret evidence from sacred texts, historical sources, biographies and contemporary examples. Compare how different religions and worldviews encourage social action. Explain how shared values can unite people from different backgrounds.



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	Evaluate different answers to life's big questions respectfully. Justify their own ideas using evidence whilst acknowledging alternative viewpoints. Reflect critically on how beliefs influence identity and behaviour. Use sophisticated religious, theological and philosophical vocabulary accurately.	and those that involve belief, values or purpose. Justify their own ideas using evidence whilst acknowledging alternative viewpoints. Reflect critically on how different forms of knowledge contribute to human understanding. Use increasingly sophisticated scientific, theological and philosophical vocabulary accurately.	Evaluate the impact of individuals whose beliefs have changed communities or the wider world. Justify conclusions using evidence from a range of sources. Reflect critically on how beliefs can influence their own choices and actions.
Key vocabulary	worldview purpose meaning identity belief faith Humanism Christianity Islam Judaism Hindu Dharma Sikhism karma covenant compassion dignity humanity	creation Genesis evolution Big Bang scientific theory evidence observation belief faith interpretation symbolic literal purpose meaning origins theology science	belief worldview justice compassion service equality charity Tzedakah Zakat Seva humanitarian responsibility activism community dignity courage hope

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	responsibility reflection	worldview	change
Possible Adaptations	Use age-appropriate philosophical stories to introduce questions about life's meaning and purpose. Compare quotations from sacred texts and Humanist writings. Use discussion circles where pupils respectfully explore different viewpoints. Create comparison grids showing how different religions answer the same question. Encourage collaborative enquiry before independent reflection. Provide sentence stems such as: "Christians believe..." "Humanists may argue..." "The evidence suggests..." "Another perspective could be..." Use visual organisers to compare beliefs. Challenge higher-attaining pupils to explain why people with different beliefs may still share similar values and reach similar moral conclusions.	Sort questions into those that science can investigate (e.g. <i>What is the Earth made of?</i>) and those that explore meaning or belief (e.g. <i>Why are we here?</i>). Compare different Christian interpretations of Genesis using age-appropriate texts. Explore biographies of scientists who were also people of faith, such as Sir Isaac Newton, Georges Lemaître (who proposed the Big Bang theory and was also a Catholic priest) and Jennifer Wiseman. Use Venn diagrams to compare the questions science and religion seek to answer. Watch short, balanced video clips presenting different viewpoints. Provide sentence stems such as: <i>"Science explains..."</i> <i>"Many Christians believe..."</i> <i>"The evidence suggests..."</i> <i>"Another interpretation is..."</i>	Investigate inspiring case studies such as: • Martin Luther King Jr. • Mother Teresa • Mahatma Gandhi • Malala Yousafzai • Abdul Sattar Edhi • The Salvation Army • Islamic Relief • Christian Aid • Khalsa Aid • Humanists UK Compare how different beliefs inspire acts of service and leadership. Use biographies, photographs and video clips as evidence. Encourage pupils to identify common values across different examples. Use sentence stems such as: • <i>"This person was inspired by..."</i> • <i>"The evidence suggests..."</i>



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		Encourage structured debate where pupils practise listening as well as speaking. Challenge higher-attaining pupils to evaluate whether science and religion always have to disagree.	• <i>"This is similar because..."</i> Challenge higher-attaining pupils to evaluate whether beliefs alone change the world, or whether courage and action are equally important.
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