

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Respectful R&W (1 lesson)	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
		Christian, Jewish, Hindu (plus option to include locally represented worldview)	Christian, Hindu, Muslim	Jewish, Zoroastrianist, Muslim, Hindu	Christianity, Jewish, Muslim, Hindu, Jain	Muslim, Hindu, Humanist (plus option to include locally represented worldview)	Christianity, Jewish, Muslim, Bahá'í (plus option to include locally represented worldview)
Year 2		<u>Why do we need to give thanks?</u>	<u>What do candles mean to people?</u>	How do we know some people were chosen in early life?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
		Hindu, Christian, Humanist	Christian, Hindu, Jewish (plus option to include locally represented worldview)	Sikh, Muslim, Christianity	Christian, Muslim, Jewish	Muslim, Jewish, Hindu	Hindu, Alevi, Muslim, Sikh (plus option to include locally represented worldview)

Year 3	Respectful R&W (1 lesson)	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	Are scriptures central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
		Hindu, Christian, Buddhist, Humanist	Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	Jewish, Muslim, Christian, Hindu (plus option to include locally represented worldview)	Hindu, Muslim, Humanist, Christian	Christian, Sikh, Muslim, Shinto (plus option to include locally represented worldview)	Hindu/Sikh, Zoroastrianist (plus option to include locally represented worldview)
		<u>Are all religions equal?</u>	<u>How can books also be teachers?</u>	Just how important are our beliefs?	Who was Jesus?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
		Bahá'í, Sikh, Hindu,	Sikh, Christian, Buddhist (plus option to include locally represented worldview)	Sikh, Muslim, Jewish (plus option to include locally represented worldview)	Christian, Jewish, Muslim	Christian	Christian, Muslim, Jewish
Year 4		<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	What happens when we die? (Part 1)	What happens when we die? (Part 2)	Who should get to be in charge?	Why are some places in the world significant to believers?
		Christian Muslim, Sikh	Christian	Jewish, Christian, Muslim Humanist	Hindu, Buddhism (plus option to include locally represented worldview)	Muslim, Sikh	Muslim, Christian, Jewish
Year 5		<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?
		Jewish, Muslim, Christian (plus option to include locally represented worldview)	Hindu, Sikh, Buddhist (plus option to include locally represented worldview)	Muslim, Hindu, Buddhist (plus option to include locally represented worldview)	Muslim, Christian, Zoroastrianist	Shinto, Buddhist, Sikh Humanist (plus option to include locally represented worldview)	Interfaith Student choice
Year 6							

EYFS- Autumn 1- Why am I special?

Religions	Vocabulary	EYFS Learning Goals
<ul style="list-style-type: none"> • Christianity • Islam • Sikhism • Hinduism • Judaism 	<ul style="list-style-type: none"> • 	<p>Personal, Social and Emotional Development 3 / 4 year olds:</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. <p>Understanding the World - People, Cultures & Communities - RE 3 / 4 year olds:</p> <ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people. <p>Reception: Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • I can see myself as a valuable individual. • I can think about the perspective of others.

EYFS- Autumn 2- Who is special?

Religions	Vocabulary	EYFS Learning Goals
<ul style="list-style-type: none"> • Christianity • Islam • Sikhism • Hinduism • Judaism 	<ul style="list-style-type: none"> • Special • Family 	<p>Reception: Understanding the World - People, Cultures & Communities - RE:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. <p>ELG: UTW: Past and Present:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. <p>ELG: UTW: People and Communities:</p>

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

EYFS- Spring 1- What stories and festivals are special?

Religions	Vocabulary	Books	EYFS Learning Goals
<ul style="list-style-type: none"> • Christianity • Islam • Sikhism • Hinduism • Judaism 	•		<p>Understanding the World - People, Cultures & Communities - RE</p> <p>Reception</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways.

EYFS- Spring 2- What stories and festivals are special?

Religions	Vocabulary	Books	EYFS Learning Goals
<ul style="list-style-type: none"> • Christianity • Islam • Sikhism • Hinduism • Judaism 	•		<p>Understanding the World - People, Cultures & Communities - RE</p> <p>Reception</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways.

EYFS- Summer 1- What places are special?

Religions	Vocabulary	Books	EYFS Learning Goals
<ul style="list-style-type: none"> • Christianity • Islam • Sikhism • Hinduism • Judaism 	•		<p>Understanding the World - People, Cultures & Communities - RE</p> <p>Reception:</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community

EYFS- Spring 1- What books are special?

Religions	Vocabulary	Books	EYFS Learning Goals
<ul style="list-style-type: none"> • Christianity • Islam • Sikhism • Hinduism • Judaism 	•		•

Year 1- Autumn 1- How did the world begin?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim 	<ul style="list-style-type: none"> • God • Creation • Belief 	<ul style="list-style-type: none"> • I can explore stories 	<ul style="list-style-type: none"> • I can recall a range of creation stories 	<ul style="list-style-type: none"> • I can ask questions about the world around me.

Year 1- Autumn 2- What do some people believe God looks like?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Hindu • Muslim 	<ul style="list-style-type: none"> • Images • Represents • challenging 	<ul style="list-style-type: none"> • I can explore stories 	<ul style="list-style-type: none"> • I can explain how different religions have different ideas about what god looks like 	<ul style="list-style-type: none"> • I can ask questions about the world around me.

Year 1- Spring 1- What is God's job?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Jewish • Hindu • Muslim • Zoroastrianist 	<ul style="list-style-type: none"> • Job • Roles and responsibility • Sacred 	<ul style="list-style-type: none"> • I can explore stories and scriptures 	<ul style="list-style-type: none"> • I can explain what different people think god does for them 	<ul style="list-style-type: none"> • I can ask questions about the world around me.

Year 1- Spring 2- Why should we care for the world?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim • Jain 	<ul style="list-style-type: none"> • Tu BiShvat • Relationships • Care 	<ul style="list-style-type: none"> • I can explore stories • I can explore photographs and images 	<ul style="list-style-type: none"> • I can explain what happens in the Jewish festival of Tu BiShvat • I can discuss the relationship between humans and nature 	<ul style="list-style-type: none"> • I can ask questions about the world around me.

Year 1- Summer 1- How do we know that new babies are special?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge

<ul style="list-style-type: none"> • Muslim • Hindu • Humanist 	<ul style="list-style-type: none"> • Ceremonies • Baby • Welcoming 	<ul style="list-style-type: none"> • I can explore images and videos 	<ul style="list-style-type: none"> • I can recall different facts about how babies are welcomed home in different religions • I can explain some of the symbolism in these ceremonies 	<ul style="list-style-type: none"> • I can ask questions about the world around me.
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Year 1- Summer 2- Why should we care for others?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim 	<ul style="list-style-type: none"> • Responsibility • Charity • Making a difference 	<ul style="list-style-type: none"> • I can explore stories 	<ul style="list-style-type: none"> • I can explain what Christian and Muslim stories teach about caring for others 	<ul style="list-style-type: none"> • I can ask questions about the world around me.

Year 2- Autumn 1-Why do we need to give thanks?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge

<ul style="list-style-type: none"> • Christian • Hindu • Humanist 	<ul style="list-style-type: none"> • Thankful • Puja • Offerings 	<ul style="list-style-type: none"> • I can explore artefacts 	<ul style="list-style-type: none"> • I can explain how offerings are used to show gratitude • I can explain what happens during Puja 	<ul style="list-style-type: none"> • I can ask questions about the world around me. • I can begin to express my own opinion/ answer to questions.
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Year 2- Autumn 2- What do candles mean to people?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Hindu 	<ul style="list-style-type: none"> • Light • Festivals • Hanukkah 	<ul style="list-style-type: none"> • I can explore artwork and stories 	<ul style="list-style-type: none"> • I can understand how light is used in a range of religious festivals • I can explain the symbolism of candles used during Hanukkah 	<ul style="list-style-type: none"> • I can ask questions about the world around me. • I can begin to express my own opinion/ answer to questions.

Year 2- Spring 1- How do we know some people were chosen in early life?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Sikh 	<ul style="list-style-type: none"> • Chosen • Views 	<ul style="list-style-type: none"> • I can explore stories 	<ul style="list-style-type: none"> • I can recall facts about the early lives of significant religious 	<ul style="list-style-type: none"> • I can ask questions about the world around me.

<ul style="list-style-type: none"> • Muslim 	<ul style="list-style-type: none"> • Significant 		people	<ul style="list-style-type: none"> • I can begin to express my own opinion/ answer to questions.
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Year 2- Spring 2- What is a prophet?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim 	<ul style="list-style-type: none"> • Prophets • Teacher 	<ul style="list-style-type: none"> • I can explore stories 	<ul style="list-style-type: none"> • I can explain what a prophet is 	<ul style="list-style-type: none"> • I can ask questions about the world around me. • I can begin to express my own opinion/ answer to questions.

Year 2- Summer 1- How do some people talk to God?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Jewish • Muslim • Hindu 	<ul style="list-style-type: none"> • Prayer • Communication • Worship 	<ul style="list-style-type: none"> • I can explore artefacts 	<ul style="list-style-type: none"> • I can explain why prayer is important to some people • I can describe and explain what some of the artefacts are that are used during prayer 	<ul style="list-style-type: none"> • I can ask questions about the world around me. • I can begin to express my own opinion/ answer to questions.

Year 2- Summer 2- Where do some people talk to God?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Hindu • Alevi • Muslim 	<ul style="list-style-type: none"> • Place of worship • Features 	<ul style="list-style-type: none"> • I can explore artefacts 	<ul style="list-style-type: none"> • I can explain how buildings some buildings are designed to represent beliefs about their faith 	<ul style="list-style-type: none"> • I can ask questions about the world around me. • I can begin to express my own opinion/ answer to questions.

Year 3- Autumn 1-What makes us human?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Hindu • Buddhist • Humanist 	<ul style="list-style-type: none"> • Inner self • Soul • Spirituality 	<ul style="list-style-type: none"> • I can explore artwork 	<ul style="list-style-type: none"> • I can interpret what what pieces of art are saying about spirituality, inner self and the soul 	<ul style="list-style-type: none"> • I can discuss my own and others' ideas about deciding what is good and bad, and right and wrong.

Year 3- Autumn 2- Where do we get our morals from?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Buddhist • Muslim 	<ul style="list-style-type: none"> • Morals • Moral code • Tallit 	<ul style="list-style-type: none"> • I can explore artefacts 	<ul style="list-style-type: none"> • I can explain how Jewish people use a tallit for guidance 	<ul style="list-style-type: none"> • I can discuss my own and others' ideas about deciding what is good and bad, and right and wrong.

Year 3- Spring 1- Are scriptures central to religion?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim 	<ul style="list-style-type: none"> • Scriptures • Sacred 	<ul style="list-style-type: none"> • I can learn through experience 	<ul style="list-style-type: none"> • I can explain how and why scripture is important to different people 	<ul style="list-style-type: none"> • I can discuss my own and others' ideas about deciding what is good and bad, and right and wrong.

Year 3- Spring 2- What happens if we do wrong?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim 	<ul style="list-style-type: none"> • Consequences • Reincarnation • Moral guidance 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I can describe different people's beliefs about reincarnation 	<ul style="list-style-type: none"> • I can discuss my own and others' ideas about deciding what is good and bad, and right and wrong.

Year 3- Summer 1- Why is water symbolic?				
Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Sikh • Muslim 	<ul style="list-style-type: none"> • Symbolic • Rituals and ceremonies 	<ul style="list-style-type: none"> • I can explore historical connections 	<ul style="list-style-type: none"> • I can explain why water has symbolic and historical connections in some religions 	<ul style="list-style-type: none"> • I can think about my own ideas about god in light of my learning, experiences and discussions.

Year 3- Summer 2- Why is fire used ceremonially?				
Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Hindu 	<ul style="list-style-type: none"> • Symbolism 	<ul style="list-style-type: none"> • I can explore 	<ul style="list-style-type: none"> • I can explain why fire can be an 	<ul style="list-style-type: none"> • I can think about my own ideas

<ul style="list-style-type: none"> • Zoroastrianist 	<ul style="list-style-type: none"> • Remembrance • Commemorate 	religious symbolism	important symbol of remembrance	about god in light of my learning, experiences and discussions.
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Year 4- Autumn 1- Are all religions equal?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Baha'i • Sikh • Hindu 	<ul style="list-style-type: none"> • Unity • Equality • Baha'i 	<ul style="list-style-type: none"> • I can explore geographical and historical links 	<ul style="list-style-type: none"> • I can explain that religious and non-religious worldviews change over time for individuals and groups. • I can explain that there are historical links and connections between religions. 	<ul style="list-style-type: none"> • I can think about my own ideas about god in light of my learning, experiences and discussions.

Year 4- Autumn 2- How can books also be teachers? What makes some texts sacred?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian 	<ul style="list-style-type: none"> • Attitudes 	<ul style="list-style-type: none"> • I can explore stories 	<ul style="list-style-type: none"> • I can explain how scriptures and 	<ul style="list-style-type: none"> • I can present different views

<ul style="list-style-type: none"> Sikh Buddhist 	<ul style="list-style-type: none"> Guru Origins 	and scriptures	holy books are used by different faiths.	thoughtfully and creatively, using evidence from learning.
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Year 4- Spring 1- Just how important are our beliefs?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> Sikh Jewish Muslim 	<ul style="list-style-type: none"> Commitment Belonging Priorities Promises 	<ul style="list-style-type: none"> I can use surveys what is important to different people 	<ul style="list-style-type: none"> I can explain that people from different religions believe some of the same things. I can explain that organised and personal religious beliefs change and develop over time. 	<ul style="list-style-type: none"> I can present different views thoughtfully and creatively, using evidence from learning.

Year 4- Spring 2- Who was Jesus?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> Christian Jewish Muslim 	<ul style="list-style-type: none"> Communities Actions Perspective 	<ul style="list-style-type: none"> I can explore historical figures and texts 	<ul style="list-style-type: none"> I can explain that there is evidence that Jesus was a real person and that people have 	<ul style="list-style-type: none"> I can present different views thoughtfully and creatively, using evidence from learning.

			different beliefs about his significance	
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Year 4- Summer 1- Why is the Bible the best-selling book of all time?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian 	<ul style="list-style-type: none"> • Bible • Spread • Identity 	<ul style="list-style-type: none"> • I can explore maps and historical connections 	<ul style="list-style-type: none"> • To know that holy means divine, sacred or connected to God. 	<ul style="list-style-type: none"> • I can present different views thoughtfully and creatively, using evidence from learning.

Year 4- Summer 2- Does the language of scripture matter?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim 	<ul style="list-style-type: none"> • Translation • Calligraphy • Equality 	<ul style="list-style-type: none"> • I can explore scripture 	<ul style="list-style-type: none"> • I can explain how scriptures and holy books are used by different faiths. 	<ul style="list-style-type: none"> • I can discuss my own views about belonging, meaning, purpose and truth.

Year 5- Autumn 1- Why do people have to stand up for what they believe in?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Sikh • Muslim 	<ul style="list-style-type: none"> • Religious freedom • Controversial • Commitment 	<ul style="list-style-type: none"> • I can explore historical sources 	<ul style="list-style-type: none"> • I can explain that in some times and places people did not or do not have religious freedom. • I can explain that throughout history and in modern times people have had to protest or fight for religious freedom. 	<ul style="list-style-type: none"> • I can discuss ideas about how my own or another person's worldview influences their responses to ethical issues.

Year 5- Autumn 2- Why doesn't Christianity always look the same?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian 	<ul style="list-style-type: none"> • Denominations • Difference • Worldwide 	<ul style="list-style-type: none"> • I can explore geographical and historical sources 	<ul style="list-style-type: none"> • I can explain some of the ways that history, migration and leadership influence people's worldviews. 	<ul style="list-style-type: none"> • I can engage in times of thoughtfulness and reflection and make links between my own and others' experiences.

Year 5- Spring 1- What happens when we die? (Part 1)

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim • Humanist 	<ul style="list-style-type: none"> • After life • Ceremonies • Death 	<ul style="list-style-type: none"> • I can interpret sources 	<ul style="list-style-type: none"> • I can explain that people have different beliefs about what happens when we die. • I can explain that a person's beliefs about death may influence how they live their life. 	<ul style="list-style-type: none"> • I can make links and comparisons between my own and others' views about belonging, meaning, purpose and truth.

Year 5- Spring 2- What happens when we die? (Part 2)

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Hindu • Buddhist 	<ul style="list-style-type: none"> • Reincarnation • Karma • Similarities 	<ul style="list-style-type: none"> • I can explore sources 	<ul style="list-style-type: none"> • I can explain that people have different beliefs about what happens when we die. • I can explain that a person's beliefs about death may influence how they live their life. 	<ul style="list-style-type: none"> • I can make links and comparisons between my own and others' views about belonging, meaning, purpose and truth.

Year 5- Summer 1- Who should get to be in charge?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Sikh • Muslim 	<ul style="list-style-type: none"> • Authority • Democracy • Bloodline 	<ul style="list-style-type: none"> • I can explore sources 	<ul style="list-style-type: none"> • I can explain that some people believe leaders are anointed (chosen by god). • I can explain how leadership and authority can impact people's worldviews. 	<ul style="list-style-type: none"> • I can discuss ideas about how my own or another person's worldview influences their responses to ethical issues.

Year 5- Summer 2- Why are some places in the world significant to believers?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim 	<ul style="list-style-type: none"> • Pilgrimage • Culture • Primary sources 	<ul style="list-style-type: none"> • I can explore maps, pictures and texts 	<ul style="list-style-type: none"> • I can explain that some places in the world are significant to religious and non-religious people. 	<ul style="list-style-type: none"> • I can engage in times of thoughtfulness and reflection and make links between my own and others' experiences.

Year 6- Autumn 1- Why does religion look different around the world? (Part 1)

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Jewish • Muslim 	<ul style="list-style-type: none"> • Practices • Tradition • Migration 	<ul style="list-style-type: none"> • I can explore geographical connections 	<ul style="list-style-type: none"> • I can say some of the ways that culture, history, migration and tradition and interpretation influence people's worldviews. 	<ul style="list-style-type: none"> • I can engage in times of thoughtfulness and reflection and make links between my own and others' experiences.

Year 6- Autumn 2- Why does religion look different around the world? (Part 2)

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Hindu • Sikh • Buddhist 	<ul style="list-style-type: none"> • Obligation • Perceptions • Life-styles 	<ul style="list-style-type: none"> • I can explore geographical connections 	<ul style="list-style-type: none"> • I can say some of the ways that culture, history, migration and tradition and interpretation influence people's worldviews. 	<ul style="list-style-type: none"> • I can engage in times of thoughtfulness and reflection and make links between my own and others' experiences.

Year 6- Spring 1- Why is it better to be there in person?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Muslim • Hindu • Buddhist 	<ul style="list-style-type: none"> • Pilgrimages • Challenges and benefits • 	<ul style="list-style-type: none"> • I can learn through experience 	<ul style="list-style-type: none"> • I can explain that some places are valued by certain people due to things that have happened there. 	<ul style="list-style-type: none"> • I can express my own thoughts about the existence and nature of god.

Year 6- Spring 2- Why is there suffering? (Part 1)

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Christian • Zoroastrianist • Muslim 	<ul style="list-style-type: none"> • Suffering • Sin • Free will 	<ul style="list-style-type: none"> • I can explore stories and scriptures 	<ul style="list-style-type: none"> • I can explain that free will means humans are able to make their own choices and determine their own fate. 	<ul style="list-style-type: none"> • I can express ideas about fairness, honesty, love, forgiveness, truth and peace.

Year 6- Summer 1- Why is there suffering? (Part 2)

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge

<ul style="list-style-type: none"> • Shinto • Buddhist • Sikh • Humanist 	<ul style="list-style-type: none"> • Influences • Reactions • Accounts 	<ul style="list-style-type: none"> • I can explore scriptures and interview others 	<ul style="list-style-type: none"> • I can explain that beliefs about the nature of God impact people's ideas about and responses to suffering. 	<ul style="list-style-type: none"> • I can express ideas about fairness, honesty, love, forgiveness, truth and peace.
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Year 6- Summer 2- What place does religion have in our world today?

Religions	Vocabulary	Disciplinary knowledge	Substantive Knowledge	Personal Knowledge
<ul style="list-style-type: none"> • Interfaith (student choice). 	<ul style="list-style-type: none"> • Enquiry • Evidence • Interfaith 	<ul style="list-style-type: none"> • I can explore sources and interview others 	<ul style="list-style-type: none"> • I can explain how each religion fits into our world today. 	<ul style="list-style-type: none"> • I can express my own thoughts about the existence and nature of god.