

WHOLE SCHOOL LONG TERM SUBJECT OVERVIEW

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EI values	Be respectful	Be understanding	Be compassionate	Be responsible	Be patient	Be positive
EYFS Theme	All About Us (Diversity)	Celebrations and Festivals (Values and Perception)	Friendship and Fairness (Social Justice)	Caring for our Environment (Sustainable development)	People who Help Us (Interdependence)	Changes (Aspirations)
Ongoing Nursery	<ul style="list-style-type: none"> Notice differences between people (Birth to three). Continue to develop positive attitudes about the differences between people (3 and 4-year-old). 					
More specific-Linked to other subjects	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things (Science). Show interest in different occupations (RE) Begin to make sense of their own life-story and family's history (History). 					
	<p>Notice differences between people</p> <p>All about me</p> <p><i>Differences between myself and others around me</i></p>	<p>Continue to develop positive attitudes about the differences between people</p> <p>Special times</p> <p><i>Exploring the following festivals: Diwali, Halloween, Hanukkah, Thanksgiving, birthdays and Christmas</i></p>	<p>Continue to develop positive attitudes about the differences between people</p> <p>Special times</p> <p><i>Explore the Lunar New year celebration</i></p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>The World</p> <p><i>We live in a world, we have a place in the world</i></p>	<p>Show interest in different occupations.</p> <p>Special people</p> <p><i>People who help us in our community</i></p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Special times</p> <p><i>Explore what they do in their family and where they belong</i></p>

Ongoing Reception	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. 					
More specific Linked to other subjects	<ul style="list-style-type: none"> Explore the natural world around them (Science) 					
Reception	<p>Strand: Living F5 Being special: Where do we belong?</p> <p>All about us</p> <p>Talk about members of their immediate family and community <u>Theme connection</u> -Diversity <u>Significant stories:</u> The story of Zaccheus</p>	<p>Strand: Expressing F4 What times are special and why?</p> <p>Beliefs and Special times</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. <u>Theme connection:</u> Celebrations and Festival: Diwali, Eid-Ul-fitr, Hanukkah, Christmas <u>Significant stories:</u> The story of Rama and Sita, The jewish story of Hanukkah and The Christmas story,.</p>	<p>Strand: Believing F1 Which stories are special and why?</p> <p>Special books</p> <p>Talk about the Bible being the Christians' holy book and the Qur'an being the Muslim holy book which helps them to understand more about God, and how people and the world work. Values from the bible: Friendship and fairness (Links to theme) <u>Theme connection:</u> Values from the holy books-being compassionate <u>Significant people:</u> Jesus and Zacchaeus, Luke 19 <u>Significant stories: Bible:</u> The Lost sheep (Revisit in Year 1), Jesus calms the storm, revisit The story of Zaccheus (Autumn 1) and David and Goliath. <u>Our'an:</u> Muhammad first revelation story</p>	<p>Strand: Living F6 What is special about our world?</p> <p>The World</p> <p>Experience and explore the wonders and beauty of the natural world and life cycles of new life, growth and decay; explore the idea that the world is special and that some people believe it was created by God. <u>Theme connection:</u> Caring for the environment <u>Significant people:</u> God (Creator) <u>Significant stories:</u> The story of creation from Genesis 1, Muhammad and the crying camel.</p>	<p>Strand: Believing F2 Which people are special and why?</p> <p>Special people (Community)</p> <p>Think about people who are special, including themselves, their peers and members of the wider community. Finding out about people who are special in religious communities today. People who help us in our community. <u>Theme connection:</u> How friends and other people in our community are important to us and how they help us. <u>Significant people:</u> God, Jesus and the disciples <u>Significant stories:</u> Jesus choosing the twelve disciples (his special friends and helpers) (Matthew 4.17-22); The story of the feeding of the 5 000</p>	<p>Strand: Expressing F3 What places are special and why?</p> <p>Special places (Community)</p> <p>Exploring a range of special places and finding out about some buildings that are special for religious believers. Places that are special for members of our community: The church, the Mosque and the Temple. <u>Theme connection:</u> Be positive-Feeling towards places of worship and the act of worship. Changes from one place of worship and another. <u>Significant people:</u> minister/priest</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
El values	Be respectful	Be understanding	Be compassionate	Be responsible	Be patient	Be positive
Whole School Theme	Diversity	Values & Perceptions	Social Justice	Sustainable Development	Interdependence	Aspirations
Year 1	<p>Strand: Believing</p> <p>What is religion? Diverse religions and beliefs (Introduction to RE)</p> <p>Beliefs</p> <p>Diverse religions and beliefs Exploring different religions and some key beliefs for each one</p>	<p>Strand: Believing Christians</p> <p>1.1 What makes someone a Christian and what do they believe?</p> <p>Beliefs and special times</p> <p>What Christians believe about God and about Jesus as the Son of God. <u>Theme connection:</u> Chistians celebrations <u>Significant people:</u> God and Jesus <u>Significant texts:</u> The lost son, The lost sheep, The story of Jesus healing ten lepers.</p>	<p>Strand: Believing Christians, Muslims and Jewish people</p> <p>1.4 What can we learn from sacred books?</p> <p>Special books</p> <p>Finding out about sacred books Thinking about what makes a book 'holy'. Looking at stories and teachings in holy books and finding out what these mean for believers. The Bible, the Torah and the Qur'an <u>Theme connection:</u> Values from stories <u>Significant people:</u> Jesus, Moses and Prophet Muhammad <u>Significant texts:</u> The Good Samaritan (Christians), The Story of Moses (Jewish), Muhammad and the Black Stone (Muslims), The story of Jonah (Jewish and Christians).</p>	<p>Strand: Expressing Christians and Muslims</p> <p>1.5 What makes some places sacred?</p> <p>Special places (Community)</p> <p>Learning in depth from different religious and spiritual ways of life about places of worship : Christians and Muslims Answering their own questions about places of worship, what they are used for and their significance in the local community <u>Theme connection:</u> Environmental link <u>Significant people:</u> God (Worship in church/mosque)</p>	<p>Strand: Living Christians and Jewish people</p> <p>1.7 What does it mean to belong to a faith community?</p> <p>Beliefs and special times (Community)</p> <p>Learning about how religious people show they belong to their faith community. <u>Theme connection:</u> Belonging to religious groups in the community <u>Significant events:</u> ways babies are welcomed in religions and the promises made at weddings. <u>Significant texts:</u> The lost coin</p>	<p>Strand: Living Muslims</p> <p>1.7 What does it mean to belong to a faith community?</p> <p>Beliefs and special times (Community)</p> <p>Learning about how religious people show they belong to their faith community. <u>Theme connection:</u> Belonging to religious groups in the community <u>Significant events:</u> ways babies are welcomed in religions and the promises made at weddings.</p>
Year 2	<p>Strand: Believing Beliefs</p> <p>Review the main characteristics of the Religion and beliefs studied</p>	<p>Strand: Expressing Christians, Muslims and Jewish people</p> <p>1.6 How and why do people celebrate special and sacred times?</p>	<p>Strand: Believing Muslims</p> <p>1.2 What makes someone a Muslim and what do they believe?</p>	<p>Strand: Living Personal Focus</p> <p>1.8 How should we care for others and the world? Why does it matter?</p>	<p>Strand: Expressing Jewish people</p> <p>1.5 What makes some places sacred?</p> <p>Special places</p>	<p>Strand: Believing Jewish people</p> <p>1.3 Can I talk about who is Jewish and what do they believe?</p>

	<p>in Year 1 and key characteristics of other major religions. Community context. <u>Theme connection:</u> Links to the school theme 'Diversity'. <u>Significant people:</u> Jesus, Prophet Muhammad (PBUH)</p>	<p>Beliefs and special times</p> <p>Learning in depth from different religious and spiritual ways of life about Easter, Pesach (Passover) and Eid-ul- Fitr. <u>Theme connection:</u> Christians, Muslims and Jewish Celebrations <u>Significant people:</u> God, Jesus, Moses, Allah, Prophet Muhammad. <u>Stories from the Torah:</u> The passover story (Story of Moses explored previously in Year 1 Spring 1)</p>	<p>Beliefs and special times</p> <p>Finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions. <u>Theme connection:</u> Muslims Values <u>Significant people:</u> Allah, Prophet Muhammad (PBUH) <u>Stories from the Qur'an:</u> 'Mohammad (PBUH)and the cat', 'Story of the tiny ants', 'The story of the two brothers', 'The crying camel'.</p>	<p>The world</p> <p>Learning in depth from different religious and spiritual ways of life about caring for other people and for the world. The Jewish practice of Tzedakah and Sukkot celebrations learning about how beliefs turn into actions for many religious and non-religious people. <u>Significant people:</u> Dr Barnardo <u>Stories from the bible:</u> The Good samaritan (Introduced in Year 1) and Jesus blesses the children (Matthew 19, Mark 10, Luke 18) (Introduced in Reception) The account of Adam and Eve in Genesis 2.</p>	<p>Beliefs and special times</p> <p>Learning in depth from different religious and spiritual ways of life about places of worship : Jewish people Answering their own questions about places of worship, what they are used for and their significance in the local community <u>Theme connection:</u> Belonging to religious groups in the community and attending a place of worship</p>	<p>Beliefs and special times</p> <p>Thinking about what might be found in a Jewish home and how these objects link to the Jewish way of life. There is a focus on the mezuzah, the belief in one God, Shabbat and Chanukah. Other festivals are mentioned on the planning page but this unit chooses to focus on Chanukah. <u>Theme connection:</u> Belonging to religious groups in the community and attending a place of worship</p>
Year 3	<p>Strand: Believing Christians and Muslims</p> <p>L2.1 What do different people believe about God?</p> <p>Beliefs</p> <p>Learning in depth from different religious and spiritual ways of life regarding diverse beliefs about God. <u>Theme connection:</u> Diversity <u>Significant people:</u> God, Jesus, Allah, Prophet Muhammad Moses and Saint Paul <u>Significant texts:</u> Moses and the burning bush and Saint Paul's conversion</p>	<p>Strand: Expressing Christians and Muslims</p> <p>L2.5 Why are festivals important to religious communities?</p> <p>Special times</p> <p>Learning in depth from different religious and spiritual ways of life as shown through festivals and celebrations. We have chosen to focus on Easter and Eid ul Fitr in Islam. <u>Theme connection:</u> Christians and Muslims Celebrations <u>Significant people:</u> God, Jesus Christ and his disciples <u>Significant texts:</u> The Easter story</p>	<p>Strand: Believing Christians and Muslims</p> <p>L2.2 Why is the Bible so important to Christians today? Why is the Quran so important to Muslims today?</p> <p>Special books</p> <p>Learning in depth from different religious and spiritual ways of life about Christian scriptures – the Bible – exploring questions about what the Bible/ the Quran says and how the bible/Quran is used and valued in Christian/Muslim communities today. <u>Theme connection:</u> Values from the bible/Quran</p>	<p>Strand: Believing Christians and Muslims</p> <p>L2.3 Why is Jesus inspiring to some people? Why is Mohammed inspiring to some people?</p> <p>Special People</p> <p>Learning in depth from the following faith communities: Christians and Muslims, exploring different reasons why Jesus/Prophet Muhammad are considered inspiring figures by Christians/Muslims – and by many other people too. <u>Theme/value connection:</u> Values from Jesus and Muhammad's teachings <u>Significant people:</u> God, Jesus, Prophet Muhammad</p>	<p>Strand: Expressing Christians and Muslims</p> <p>L2.4 Why do people pray?</p> <p>Beliefs and practices</p> <p>Learning in depth from different religious communities (Christians and Muslims) and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer. <u>Theme connection:</u> beliefs and practices (Patience) <u>Significant texts:</u> Muslim First Surah of the Qur'an, the Christian Lord's</p>	<p>Strand: Living Christians</p> <p>L2.7 What does it mean to be a Christian in Britain today?</p> <p>Beliefs and practices</p> <p>Learning in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to Them. <u>Theme connection:</u> Aspirations-Inspiring people like Mother Teresa <u>Significant texts:</u> the story of Rosa Parks and the Montgomery bus boycott</p>

			<p><u>Significant people:</u> God, Adam and Eve</p>	<p><u>Significant texts:</u> Verse from the Bible: 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self control.' [Galatians 5:22] (Manley Park Collective worship link), The parable of the two builders, The parable of the unforgiving servant.</p>	Prayer	
Year 4	<p>Strand: Believing Jewish people, Hindus and Humanists</p> <p>L2.1 What do different people believe about God?</p> <p>Beliefs</p> <p>Learning in depth from different religious and spiritual ways of life regarding diverse beliefs about God.</p> <p><u>Theme connection:</u> Diversity</p> <p><u>Significant people:</u> God (Jewish people), Hindus gods and goddesses Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer); Atheist/agnostics (Humanists)</p>	<p>Strand: Living Jewish people</p> <p>L2.10 How do family life and festivals show what matters to Jewish people?</p> <p>Special times</p> <p>Learning in depth from different religious and spiritual ways of life regarding how do family life and festivals show what matters to Jewish People.</p> <p><u>Theme connection:</u> Jewish people' special celebrations and Festivals. Rosh Hashanah and Yom Kippur</p> <p><u>Significant stories:</u> Story of the Exodus</p>	<p>Strand: Living Religious and non-religious</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>Beliefs and values</p> <p>Learning in depth from different religious and spiritual ways of life regarding the guidance that people follow to help them live their lives.: the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation. Finally, pupils investigate the life of a religious figure,</p>	<p>*Strand: Believing Jewish people and Hindus</p> <p>L2.3 Why is Moses inspiring to some people? Why is Ramakrishna inspiring to some people?</p> <p>Special people</p> <p>Learning in depth from the following faith communities: Jewish people and Hindus exploring different reasons why Moses and Ramakrishna are considered inspiring figures by Jewish people and Hindus– and by many other people too.</p> <p><u>Theme/value connection:</u> Values from Moses and Rama's teachings</p> <p><u>Significant people:</u> God, Moses and Ramakrishna</p> <p><u>Significant texts:</u> Revisit the story of the Exodus (Moses) and In the dense forest of this world (Sri Ramakrishna)</p>	<p>Strand: Expressing Jewish people and Hindus</p> <p>L2. 4 How and why do people pray?</p> <p>Beliefs and practices</p> <p>Learning in depth from different religious communities (Hindus and Jewish people) and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.</p> <p><u>Theme connection:</u> beliefs and practices (Patience)</p> <p><u>Significant texts:</u> the Hindu Gayatri Mantra and the Shema</p>	<p>Strand: Living Hindu</p> <p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p>Beliefs and practices</p> <p>Learning in depth from different religious and spiritual ways of life about key aspects of Hindu belief and worship. What we call 'Hinduism' is the diverse way of life, spiritual practices and beliefs of the Indian people. We are focussing on British Hindus, and there is great diversity in British Hinduism as well as the original Indian Hinduism.</p> <p>Hinduism is more appropriately called 'Sanatana Dharma'; eternal truth.</p> <p><u>Theme connection:</u> Aspiration-to be a hindu in the modern Britain</p> <p><u>Significant texts:</u> Hindu important sacred text; the Bhagavad Gita</p> <p><u>Significant people:</u> Mahatma Gandhi,</p>

			<p>looking at how teachings from religion may affect the actions of a believer.</p> <p><u>Theme connection:</u> Links to the LKS2 KQ and the whole school theme 'Social Justice'</p> <p><u>Significant texts/stories:</u> Guides for living: the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists. Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4. Christian teaching from Jesus on the Beatitudes (Matthew 5: 2–13). The story of Jesus' three temptations in the desert</p>			
<p>Year 5 (Key Enquiry, RE topic, Summary, Why now? Theme connection, Significant people)</p>	<p>Strand: Believing Christians and non-religious people</p> <p>U2.1 Why do some people believe God exists?</p> <p>Beliefs</p> <p>Learning in depth from different religious and learn in depth from different religious and non-religious groups about believing in God. Pupils enquire into the key question- raising questions about the nature and focusing on Christian ideas about God. Pupils will consider why people do or don't believe in God and the</p>	<p>Strand: Believing Christians</p> <p>U.2.2 What would Jesus do? Can Christians live by the values of Jesus in the 21st century?</p> <p>Special people</p> <p>Learning in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings.</p>	<p>Strand: Believing Christians, Muslims, Hindus, Jewish and non-religious people</p> <p>U2.3 What do religions say to us when life gets hard?</p> <p>Beliefs</p> <p>Learning in depth from different religious communities (Christians, Hindus and Muslims) and spiritual ways of life about teaching about hard times, focussing on exploring death.</p> <p><u>Why now?</u> Builds on the values of Jesus (Au2) taught</p>	<p>Strand: Expressing Hindus and Jewish people</p> <p>U2.4 If God is everywhere, why go to a place of worship?</p> <p>Special places</p> <p>Learning in depth from different religious communities and spiritual ways of life about worship, drawing out more detail, history and diversity through focussing on places of worship.</p> <p>Learning about the various purposes of a place of worship as well as how believers see these places. Think about the idea of God's</p>	<p>Strand: Expressing Christians, Hindus, Jewish people and Non-religious</p> <p>L2.6 Why do some people think that life is a journey and what significant experiences mark this?</p> <p>Beliefs</p> <p>Learning in depth from different religious communities and spiritual ways of life about relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage pupils explore how and why people chose to mark significant moments in</p>	<p>Strand: Living Muslims</p> <p>U2.6 What does it mean to be a Muslim in Britain today?</p> <p>Practice</p> <p>Learning in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas. This</p>

	<p>impact that might have on the way they live their everyday life. This investigation provides an opportunity to meet Christians, agnostics and atheists and ask questions about why they do or don't believe in God.</p> <p><u>Why now?</u> Builds on learning from Key Question L2.1, and explore some of the names of God and metaphors for God in the Bible. If this God exists, what difference would 'he' make to the way people live? Make links with prior learning about the Bible and its 'big story' (Key Question L2.2).</p> <p><u>Significant people:</u> God <u>Theme connection:</u> Diverse ideas about God <u>Significant texts:</u> Genesis account of creation</p>	<p><u>Why now?</u> Build on learning from Key Question L2.3. <u>Theme connection:</u> Jesus's teachings and example (Values and perceptions) <u>Significant people:</u> Jesus <u>Significant texts:</u> Love, 'Love your enemies', Matthew 5:43-48; Paul's letter, 1 Corinthians 13:4-7; Forgiveness 'forgive others', Mark 11:25/Luke 6:37; the two debtors, Luke 7:36-50; Justice and fairness-'serve others', Mark 9:35-37; Generosity and not being greedy: widow's offering, Mark 12:41-44; Zacchaeus, Luke 19:1-9).</p>	<p>to Christians-Judgement day will consider how you live your life. <u>Theme connection:</u> beliefs (Social Justice) <u>Significant people:</u> God (Christian) and Allah <u>Significant texts:</u> 'Heaven' by Nicholas Allan, poem 'Heaven' by Steve Turner</p>	<p>presence on earth and in believers' lives. Opportunities to debate are given, including of the key question, to offer pupils a chance to reflect for themselves on the value and purpose of worship in religion.</p> <p><u>Theme connection:</u> The world theme-Sustainable development <u>Significant places:</u> Anglican and Baptist churches; mandir; Orthodox and a Reform synagogue.</p>	<p>life. <u>Theme connection:</u> Interdependence in one another <u>Significant people:</u> Christians, Jewish people, non-religious people and Hindus <u>Significant times:</u> confirmation and 'believers' baptism or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; bar/bat mitzvah/chayil in Judaism; marriage ceremonies religious and non-religious; life after death;</p>	<p>investigation provides an opportunity to learn about the Qur'an and other forms of guidance and visit a Mosque.</p> <p><u>Theme connection:</u> Aspirations-Becoming a good muslim citizen <u>Significant people:</u> Prophet Muhammad, Allah. <u>Significant texts:</u> Qur'an; Surah 17, the Prophet's Night Journey.</p>
<p>Year 6</p>	<p>Strand: Living Christians, Muslims and non-religious people</p> <p>U2.9 What can be done to reduce racism? Can religion help?</p> <p>Community</p> <p>Learning in depth from different religious and spiritual ways of life through exploring ideas and examples of what religions do to reduce racism, including for example the work of</p>	<p>Strand: Expressing Christians and Muslims</p> <p>U2.4 If God is everywhere, why go to a place of worship?</p> <p>Special places</p> <p>Learning in depth from different religious and spiritual ways of life about worship, drawing out more detail, history and diversity through focussing on places of worship. Pupils learn about the various purposes of a place of worship as well as how</p>	<p>Strand: Expressing Christians, Muslims and non-religious people</p> <p>U2.5 Is it better to express your beliefs through arts and architecture or in charity and generosity?</p> <p>Beliefs and special places</p> <p>This investigation enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to</p>	<p>Strand: Living Christians, Hindus, Muslims and Jewish people</p> <p>U2.10 Green religion? How and why should religious communities do more to care for the Earth?</p> <p>The world/Community</p> <p>Learning in depth about the challenges of climate justice issues and about how different religious and spiritual ways of life can contribute to the urgent human need to stop spoiling</p>	<p>Strand: Living Christians and non religious-people</p> <p>U2.7 What matters most to Christians and Humanists?</p> <p>Values/Practice</p> <p>Learning in depth from Christianity and from Humanism, a non-religious way of life.</p> <p><u>Theme/Value connection:</u> Be patient-Code for living <u>Significant people:</u> Jesus Christ, God.</p>	<p>Strand: Living Christians, Hindus and Muslims</p> <p>Beliefs</p> <p>U2.8 What is 'ahimsa' (harmlessness), 'Grace' and 'Ummah' (community) and what difference does it make to believe in them?</p> <p>Learning in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions in ways that relate to commitment.</p>

	<p>different religious leaders in promoting respect and the teaching of different sacred texts about human unity.</p> <p><u>Theme connection:</u> Diversity</p> <p><u>Significant people:</u> The statues of Colston and Wesley in Bristol.</p> <p>Prophet Muhammad</p> <p><u>Significant texts:</u> stories about human unity (Christianity)</p>	<p>believers see these places. Pupils think about the idea of God's presence on earth and in believers' lives.</p> <p><u>Theme connection:</u> Values and perceptions</p> <p><u>Significant people:</u> God, Jesus Christ</p> <p><u>Significant places:</u> Anglican and Baptist churches (Christians), Pilgrimage (Hindus), Synagogue-House of assembly (Jewish people).</p>	<p>God and worship, and about how they practise generosity and charity. Muslim and Christian examples are sometimes criticised by non-religious people: this critique is examined too. Of course, the rather polarising title can receive the response 'both matter', as the final lesson will show, but the controversy is good for the pupils' learning.</p> <p><u>Theme connection:</u> Faith values-Social justice and be compassionate (charity and generosity)</p> <p><u>Significant people:</u> Allah</p> <p><u>Significant texts/art:</u> Muslim Poetry-Al Ghazali Muslim Art-Yasmin Kathrada and Ahemd Moustapha</p>	<p>the environment and the Earth. Pupils will develop a rich knowledge of examples, concepts, sources of wisdom and authority and practice in different religions and worldviews with regard to climate change, environmental care and building a sustainable future.</p> <p><u>Theme connection:</u> The world, caring for the environment.</p> <p><u>Significant people:</u> Greta Thunberg, Pope Francis</p> <p><u>Significant texts:</u> Greta Thunberg speech. Stories of Saint Francis of Assisi, the story of Genesis 1.</p> <p><u>Significant projects:</u> the Jewish Ecological Coalition, Islamic Relief's tree-planting, the Hindu Bhumi Project, Christian projects such as Eco Church or Operation Noah.</p>	<p><u>Significant texts:</u> belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). The story of the Good Samaritan (Luke 10:25-37) and Jesus' attitude on the cross (Luke 23:32-35).</p>	<p><u>Theme connection:</u> Community-Aspirations</p> <p><u>Significant people:</u> Gandhi, God, Jesus Christ</p> <p><u>Significant texts:</u> The story of the forgiving father/lost son (Luke 15: 11-32). (Luke 23:34, John 3:16, 1 John 1:7-9).</p>
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