

SUMMARY OF UNITS OF WORK

Early Years	F1	Which stories are special and why?
	F2	Which people are special and why?
	F3	Which places are special and why?
	F4	Which times are special and why?
	F5	Being special : Where do we belong?
	F6	What is special about our world?
Key Stage 1	1.1	Who is a Christian and what do they believe?
	1.2	Who is a Muslim and what do they believe?
	1.3	Who is Jewish and what do they believe?
	1.4	What can we learn from sacred books?
	1.5	What makes some places sacred?
	1.6	How and why do we celebrate special and sacred times?
	1.7	What does it mean to belong to a faith community?
	1.8	How should we care for others and the world and why does it matter?
Lower Key Stage 2	L2.1	What do different people believe about God?
	L2.2	Why is the Bible important to Christians today?
	L2.3	Why do people pray?
	L2.4	Why are festivals important to religious communities?
	L2.5	Why do some people think life is a journey?
	L2.6	What does it mean to be a Christian in Britain today?
	L2.7	What does it mean to be a Hindu in Britain today?
	L2.8	What can we learn from religions about deciding what is right and wrong?
Upper Key Stage 2	U2.1	Why do some people believe God exists?
	U2.2	What would Jesus do? Can we live by the values of Jesus in the 21st century?
	U2.3	What do religions say to us when life gets hard?
	U2.4	If God is everywhere, why go to a place of worship?
	U2.5	Is it better to express your religion in arts/architecture or in charity and generosity?
	U2.6	What does it mean to be a Muslim in Britain today?
	U2.7	What matters most to Christians and Humanists?
	U2.8	What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God) and Ummah (community)?

EARLY YEARS FOUNDATION STAGE

Unit F1 : Which stories are special and why?

This investigation enables pupils to become familiar with the idea that some books are holy books. Pupils learn stories from and about holy books, including stories about Jesus and Prophet Muhammad. Pupils are given opportunities to retell the stories in a variety of ways and look at how some religious stories are similar and how they differ.

Unit F2 : Which people are special and why?

The start of this unit encourages pupils to think about people who are special, including themselves, their peers and members of the wider community. They move onto finding out about people who are special in religious communities today. Many religious stories focus on specific people and pupils are given an opportunity to learn some of these, thinking about how particular characters can be described as 'special'. There is an emphasis on how some characters show the qualities of friendship.

Unit F3 : Which places are special and why?

This investigation enables pupils to explore a range of special places and find out about some buildings that are special for religious believers. Pupils learn about at least one place of worship and it is incredibly beneficial if the class can go on a visit. There is the opportunity to show learning about a holy place through model making and the unit finishes with pupils consolidating all of their learning to create a special place for the whole class.

Unit F4 : Which times are special and why?

This investigation enables pupils to think about their own significant times and those times that are special in different religions. Festivals focused on in this unit plan are Christmas, Diwali and Sukkot/Sukkoth. However, teachers may decide to focus on other religious special times depending on their class' needs.

Unit F5 : Being special : Where do we belong?

This investigation enables pupils to think about how each person is unique and valuable and consider religious beliefs about this. It allows pupils the opportunity to think about groups to which they belong, how some people belong to religious groups and what this means. Pupils will look at occasions marking belonging from a number of faiths, including welcoming ceremonies from Christianity and Islam and Raksha Bandhan in Hinduism.

Unit F6 : What is special about our world?

This unit begins with a focus on the natural world. Pupils are encouraged to experience the nature around them and reflect upon the natural world for themselves. This provides a basis for thinking about how the world was created and understanding that many religious people believe that God designed and created it. The creation story from Genesis is introduced alongside two stories from Islam focusing on care for Allah's creation.

KEY STAGE 1 (YEAR 1 AND YEAR 2)

Unit 1.1 : Who is a Christian and what do they believe?

This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told. The planning gives opportunity for good links with the English curriculum. Teaching in this unit will help children to understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people. This unit also allow pupils to study prayer and in particular the Lord's prayer.

Unit 1.2 : Who is a Muslim and what do they believe?

This investigation enables pupils to learn in depth from Islam, 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.

Unit 1.3 : Who is Jewish and what do they believe?

This investigation enables pupils to think 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. This unit also has strong links with Torah, Synagogue and Pesach which pupils look at in units 1.4 and 1.5.

Unit 1.4 : What can we learn from sacred books?

This investigation enables pupils to find out about sacred books from more than one religion. It clearly builds upon work from unit F1 (Which stories are special and why?). Pupils begin by recapping their work on special books and thinking about what makes a book 'holy'. They then move onto looking at stories and teachings in holy books and finding out what these mean for believers. Pupils learn how different holy books are treated and that some stories appear in more than one book. You may choose to study the Bible and the Torah or the Bible and the Qur'an rather than looking at all 3 sacred books.

Unit 1.5 : What makes some places sacred?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about places of worship for Christians and either Jewish people or Muslims. Within the unit teachers should plan for a visit to the two places of worship being studied if at all possible. Pupils will have the opportunity to act as detectives answering their own questions about places of worship, what they are used for and their significance in the local community.

Unit 1.6 : How and why do we celebrate special and sacred times?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Easter and Pesach (Passover) and/or Eid-ul-Fitr. Through art, drama and music the significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations.

Unit 1.7 : What does it mean to belong to a faith community?

This investigation enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community. They will learn about ways babies are welcomed in religions and the promises made at weddings. They will think about their own network of belonging and how we all belong to someone.

Unit 1.8 : How should we care for others and the world and why does it matter?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying bible stories, the lives of believers such as Dr Barnado, Mother Teresa or a local believer, the Jewish practice of Tzedekah and Sukkot celebrations pupils learn about how beliefs turn into actions for many religious and non-religious people.

LOWER KEY STAGE 2 (YEAR 3 AND YEAR 4)

Unit L2.1 : What do different people believe about God?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.

Unit L2.2 : Why is the Bible important to Christians today?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Christian scriptures – the Bible – exploring questions about what the Bible says and how the bible is used and valued in Christian communities today.

Unit L2.3 : Why is Jesus inspiring to some people?

This investigation enables pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered an inspiring figure by Christians – and by many other people too.

Unit L2.4 : Why do people pray?

This investigation enables pupils to learn in depth from different religious 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.

Unit L2.5 : Why are festivals important to religious communities?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Divali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam. Schools are free to choose to study other festivals as shown in the syllabus however the learning exemplified in this unit focuses on these 4 festivals. There are links to literacy, art and philosophy for children within this unit.

This unit enables pupils to begin to understand how celebration reminds believers of key beliefs and gives time to focus on beliefs and commitments and celebrating as a believing community. The focus is on the key elements of festival-shared values, story, belief and hopes and commitments. This unit may be studied as a whole unit or maybe split and studied as a series of festival focussed learning days around the times of the festival being studied.

Unit L2.6 : Why do some people think life is a journey?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life 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 life.

Unit L2.7 : What does it mean to be a Christian in Britain today?

This investigation enables pupils to learn 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.

Unit L2.8 : What does it mean to be a Hindu in Britain today?

This investigation enables pupils to learn 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. Hinduism is more appropriately called 'Sanatana Dharma'; eternal truth. We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions. We will also think about being a Hindu in Britain today.

Unit L2.9 : What can we learn from religions about deciding what is right and wrong?

This investigation enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into 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, looking at how teachings from religion may affect the actions of a believer.

UPPER KEY STAGE 2 (YEAR 5 AND YEAR 6)

Unit U2.1 : Why do some people believe God exists?

This investigation enables pupils to learn in depth from different religious and non-religious groups about belief in God. Pupils enquire into the key question- raising questions about the nature and existence of God focussing on Christian ideas about God. Pupils will consider why people do or don't believe in God and the 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.

Unit U2.2 : What would Jesus do? Can we live by the values of Jesus in the 21st century?

This investigation enables pupils to learn 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.

Unit U2.3 : What do religions say to us when life gets hard?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. We have exemplified the unit in this way as we are aware that this is a difficult but essential topic for teachers to explore with children. By the age of 10 many children will have experienced grief and death. This unit allows them to talk about these ideas when emotions are less raw than after a bereavement. The activities enable pupils to share their ideas but do not force children to do so. The use of story acts as a distancing device within the unit.

Unit U2.4 : If God is everywhere, why go to a place of worship?

This investigation enables pupils to learn 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 believers see these places. Pupils think about the idea of God's 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.

Unit U2.5 : Is it better to express your religion in arts/architecture or in charity and generosity?

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 God and worship, and about how they practice generosity and charity. Muslim and Christian examples are sometimes criticised by nonreligious 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.

Unit U2.6 : What does it mean to be a Muslim in Britain today?

This unit enables pupils to learn 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 investigation provides an opportunity to learn about the Qur'an and other forms of guidance and visit a Mosque.

Unit U2.7 : What matters most to Christians and Humanists?

This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. If it is pupils' first encounter with Humanism, then teaching will need to secure their understanding of what a non-religious way of life means, both similar to and different from Christianity.

Unit U2.8: What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God) and Ummah (community)?

This investigation enables pupils to learn 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.