

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year A Hinduism- Worship How do Hindus worship? What do Hindus believe and how does this affect the way they live their lives?</p> <p>Subject Content: - Hinduism- some beliefs and practices and the impact of these for individuals and communities. Benchmark Expectations Age 9: - Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. - Begin to form a framework of connections between these concepts by making some links between them. - Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Christianity - Christmas How and why is Advent important to Christians?</p> <p>Subject Content: - Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations Age 9: Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. - Begin to form a framework of connections between these concepts by making some links between them. - Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Christianity- churches What can we learn about Christian symbols and beliefs by visiting churches?</p> <p>Subject Content: - Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations Age 9: Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. - Begin to form a framework of connections between these concepts by making some links between them. - Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Christianity - Palm Sunday What do Christians remember on Palm Sunday?</p> <p>Subject Content: - Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations Age 9: - Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. - Begin to form a framework of connections between these concepts by making some links between them. Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Sikhism-Worship How do Sikhs worship? What do Sikhs believe and how are these beliefs expressed? Visit a Gurdwara</p> <p>Subject content: beliefs and practices, including diversity within and across different traditions and communities, the impact of these for different individuals, communities and societies. Benchmark Expectations Age 9: - Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. - Begin to form a framework of connections between these concepts by making some links between them. - Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences</p>	<p>Thematic unit-Care for others How and why do religious people show care for others?</p> <p>Subject Content: - Similarities and difference between and within religious and non-religious worldviews through at least one thematic unit. Benchmark Expectations Age 9: - Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. - Begin to form a framework of connections between these concepts by making some links between them. - Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>

<p>Year B Christianity-The Bible What do we know about the Bible and why is it important to Christians? Subject Content: · Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations Age 9: · Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. · Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Christianity - Christmas Why do Christians call Jesus the light of the world? Subject Content: · Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations Age 9: Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Christianity-Jesus Why do Christians believe about Jesus? Subject Content: · Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations Age 9 Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. · Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Christianity -Easter Why is Lent such an important period for Christians? Subject Content: · Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations Age 9: · Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Thematic unit - Care for others How and why do people show care for others? Subject Content: · Similarities and difference between and within religious and non-religious worldviews through at least one thematic unit. Benchmark Expectations Age 9: · Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. · Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Christianity-Durham Cathedral How does Christian faith impact on the Northern Saints & what are their significance now & then? Why do people visit Durham Cathedral today? Subject Content: · Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations Age 9: · Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. · Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>
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<p>Year C Islam- Worship How do Muslims worship? What do Muslims believe and how are these beliefs expressed? Visit a temple Subject Content: · Religious Diversity- the diverse religious and non-religious landscape across the region, including a special study of a local Muslim community. Benchmark Expectations by age 9: · Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. · Identify some patterns between or within religions and non-religious worldviews by comparing</p>	<p>Christianity – Christmas What are the themes of Christmas? Subject Content: · Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations by age 9: Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. · Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Thematic unit- Environment How and why should people with a religious faith care about the environment? Subject Content: · Similarities and difference between and within religious and non-religious worldviews through at least one thematic unit. Benchmark Expectations by age 9: Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. · Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Christianity –Easter Why is the Last Supper so important to Christians? Subject Content: · Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations by age 9: Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences. Benchmark Expectations by 11: · Have more detailed knowledge and understanding of concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across</p>	<p>Christianity- concepts What do we know about Christianity? Exploration through concepts Subject Content: · Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations by age 9: Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences. Benchmark Expectations by 11: · Have more detailed knowledge and understanding of concepts (beliefs, teachings, sources of authority,</p>	<p>Christianity-concepts What do we know about Christianity? Exploration through concepts Subject Content: · Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations by age 9 Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. · Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences. Benchmark Expectations by 11: · Have more detailed knowledge and understanding of concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews. · Have more detailed knowledge and understanding of how concepts connect to form a framework for understanding religious and non-religious worldviews. · Have knowledge of the diversity of religious and non-religious</p>
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<p>Year D Judaism-Moses <i>Why is Moses important to Jewish people?</i> Beliefs <i>How are Jewish beliefs expressed in the home?</i> Subject Content: · Judaism- some beliefs and practices and the impact of these for individuals and communities. Benchmark Expectations by age 9: Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. · Identify some patterns between or within religions and non-religious worldviews</p>	<p>Christianity - Christmas <i>What do the gospels tell us about the birth of Jesus?</i> Subject Content: · Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations by age 9: · Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. · Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Judaism- Synagogue <i>Why do Jewish people go to a synagogue?</i> Visit a synagogue Subject Content: · Judaism- some beliefs and practices and the impact of these for individuals and communities. Benchmark Expectations by age 9: Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. · Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences. Benchmark Expectations by 11: · Have more detailed knowledge and understanding of</p>	<p>Christianity -Easter <i>Why are Good Friday and Easter Day the most important days for Christians?</i> Subject Content: · Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations by age 9: Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences. Benchmark Expectations by 11: · Have more detailed knowledge and understanding of concepts (beliefs, teachings, sources of authority, expressions of belief and</p>	<p>Christianity - God <i>What do Christians believe about God?</i> Subject Content: · Christianity- beliefs and practices across the denominations and the impact of these for individuals and communities. Benchmark Expectations by age 9: Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences. Benchmark Expectations by 11: · Have more detailed knowledge and understanding of concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews. · Have more detailed</p>	<p>Thematic unit-Care for others <i>Why do people use ritual in their lives?</i> Subject Content: · Similarities and difference between and within religious and non-religious worldviews through at least one thematic unit. Benchmark Expectations by age 9: Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. · Begin to form a framework of connections between these concepts by making some links between them. · Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences. Benchmark Expectations by 11: · Have more detailed knowledge and understanding of concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews. · Have more detailed knowledge and understanding of how concepts connect to form a framework for understanding religious and non-religious worldviews. · Have knowledge of the diversity of religious and non-religious</p>
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